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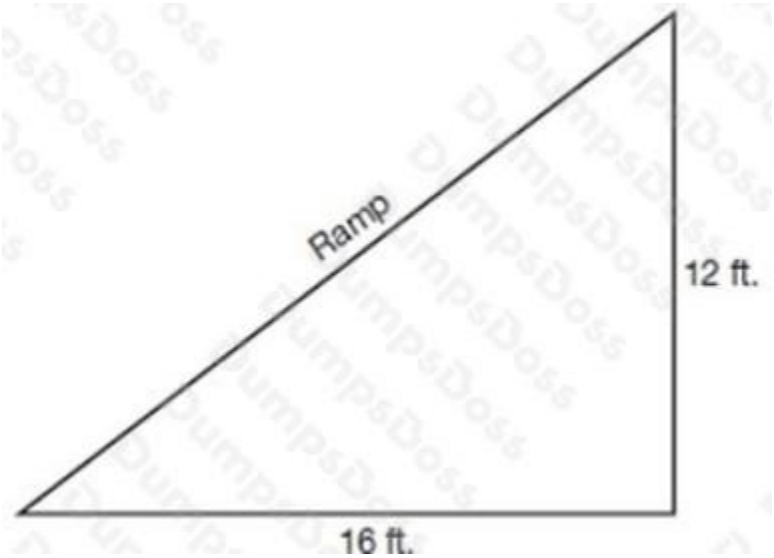
Topic Break Down

Topic	No. of Questions
Topic 1, Social Studies	120
Topic 2, Language Arts, Writing	160
Topic 3, Science	120
Topic 4, Language Arts, Reading	171
Topic 5, Mathematics	200
Total	771

QUESTION NO: 1



What is the length in feet of the ramp?

A. 13

B. 17

C. 20

D. 24

E. Not enough information is given.

ANSWER: C

Explanation:

The ramp length is **20** feet. The diagram forms a right triangle: the vertical rise is 12 feet and the horizontal distance is 16 feet, while the ramp is the slanted side opposite the right angle. That slanted side is the hypotenuse, so its length is found with the Pythagorean theorem, $a^2 + b^2 = c^2$. Substituting the two known leg lengths gives $12^2 + 16^2 = 144 + 256 = 400$. Taking the positive square root of 400 gives 20. A physical length cannot be negative, so the ramp measures 20 feet. This is also the familiar 3–4–5 right-triangle relationship multiplied by 4: 12, 16, and 20. Recognizing this relationship can provide a quick check, while using the theorem shows the complete calculation expected for a GED mathematical reasoning problem. The GED Mathematics assessment includes applying geometric formulas and reasoning with right triangles; see the official GED Mathematical Reasoning overview. For a review of calculating a hypotenuse using the Pythagorean theorem, see Khan Academy's Pythagorean theorem review.

QUESTION NO: 2

Read the passage and answer question <4>.

DIRECTIONS: In the passage below, certain phrases are underlined and numbered . The question will present alternatives for the underlined part. In most cases. you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

A. NO CHANGE

B. satisfied

C. concerned

D. uncertain

E. relieved

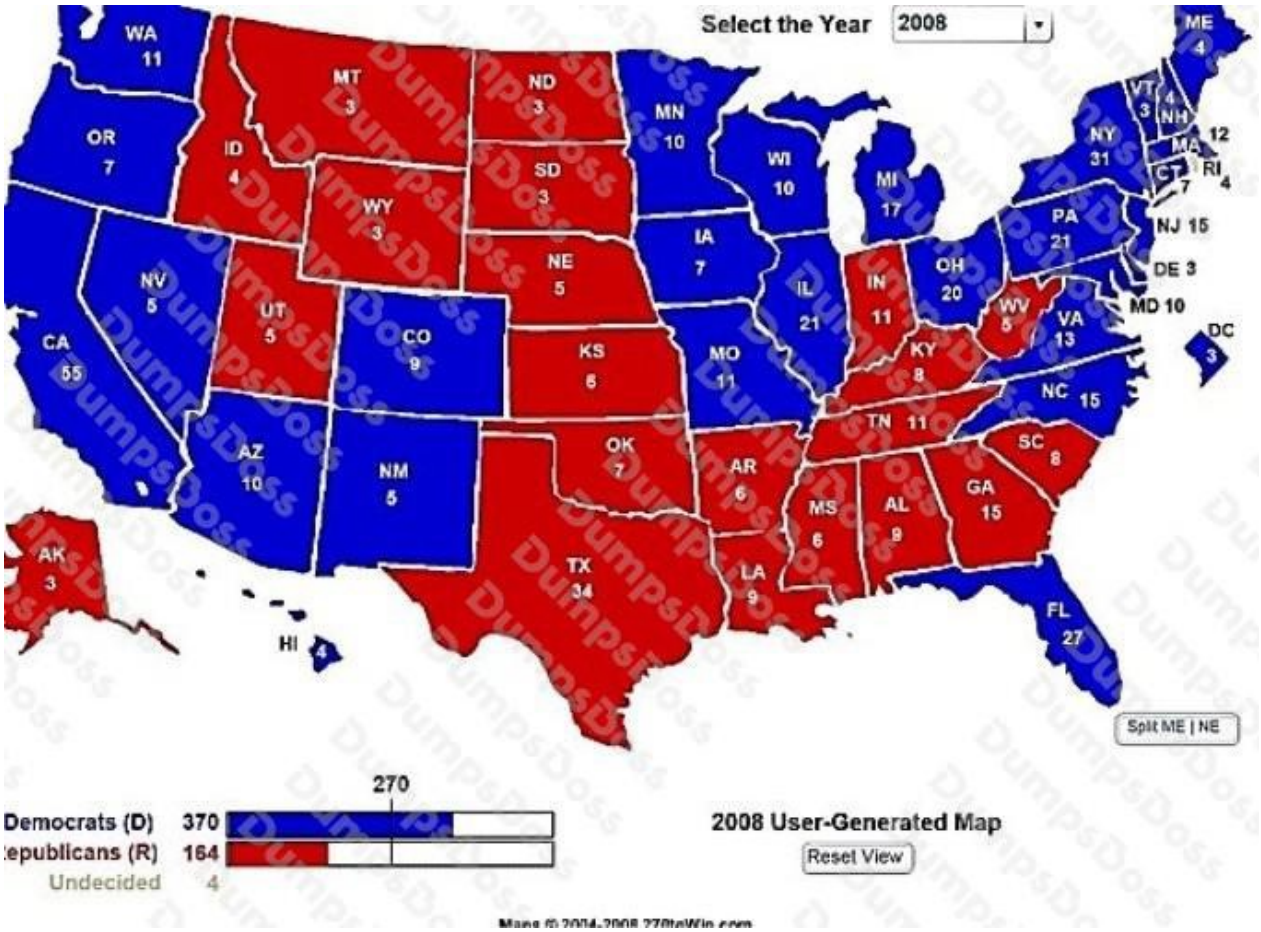
ANSWER: E

Explanation:

relieved is the best revision because it precisely conveys the narrator's response to an alarming situation that has suddenly become safer and more manageable. The airport is described as "chaos" and "frightening," with many strangers approaching, gesturing at the travelers' luggage, and shouting in Creole while competing for their taxi business. In that setting, hearing their names called through the crowd signals that their expected, trusted transportation contact has found them. The narrator's anxiety would naturally give way to relief once the roommate recognizes the person calling to them.

Word-choice questions on the GED Reasoning Through Language Arts test require readers to use surrounding details to select language that expresses the intended meaning and maintains an appropriate narrative tone. Here, **relieved** directly reflects the emotional shift created by the passage: uncertainty and fear at arrival, followed by reassurance when Papi is located. It also creates a coherent transition into the next paragraph, where Papi is identified as the designated transporter and warmly welcomes the travelers. See the official GED Reasoning Through Language Arts test overview and Cambridge Dictionary's definition of "relieved".

QUESTION NO: 3



Observing the Eastern United States, the following can be determined as true: _____.

A. Republicans had the most support.

B. Democrats had the most support.

C. The Republicans had the weaker candidate.

D. The Democrats had the weaker candidate.

ANSWER: B

Explanation:

Democrats had the most support. is supported by the election-map evidence because the Democratic candidate carried the clearly predominant share of the electoral results shown for the eastern states. In a presidential-election map, a state's displayed party result indicates which candidate won that state's popular vote, while the state's electoral votes are awarded to the winner under the state-by-state Electoral College process. A broad concentration of Democratic victories across the region therefore provides factual evidence that the Democratic candidate received greater electoral support in the area depicted. The conclusion does not require an opinion about either candidate's personal qualities, campaign skill, or political strength; it comes directly from the observable distribution of winning states and their electoral weight. "Support" in this context means voter support reflected through election outcomes, rather than a subjective judgment about who was the better candidate. The U.S. government explains that voters choose electors on Election Day and that those electors determine the presidential result through the Electoral College. See USA.gov's Electoral College overview and the National Archives explanation of the Electoral College.

QUESTION NO: 4

Read the passage and answer the question.

DID CESAR CHAVEZ ADVANCE WORKERS' RIGHTS?

César Estrada Chávez (1927–1993) was an American farm worker, labor leader, and civil rights activist who, with Dolores Huerta, co-founded the National Farm Workers Association, which later became the United Farm Workers (UFW).

A Mexican American, Chávez became the best known Latino civil rights activist, and was strongly promoted by the American labor movement, which was eager to enroll Hispanic members. His public-relations approach to unionism and aggressive but nonviolent tactics made the farm workers' struggle a moral cause with nationwide support. By the late 1970s, his tactics had forced growers to recognize the UFW as the bargaining agent for 50,000 field workers in California and Florida. However, by the mid-1980s membership in the UFW had dwindled to around 15,000.

Chavez was a charismatic, gifted speaker who inspired Latinos to band together and devote themselves to the farmworkers' movement. Claiming as his models Emiliano Zapata, Gandhi, Nehru, and Martin Luther King, he called on his people to "Make a solemn promise: to enjoy our rightful part of the riches of this land, to throw off the yoke of being considered as agricultural implements or slaves. We are free men and we demand justice".

After his death he became a major historical icon for the Latino community, and for liberals generally, symbolizing militant support for workers and for Hispanic power based on grass roots organizing and his slogan "Sí, se puede" (Spanish for "Yes, it is possible" or, roughly, "Yes, it can be done"). His supporters say his work led to numerous improvements for union laborers. His birthday has become César Chávez Day, a state holiday in eight US states. Many parks, cultural centers, libraries, schools, and streets have been named in his honor in cities across the United States.

What phrase best summarizes the topic of the essay?

A. Cesar Chavez and his role in the Hispanic farmworkers' rights movement

B. The history of the American labor movement

C. The early life of Cesar Chavez

D. Important historical figures in the Civil Rights Movement

E. The role of Unions in the Hispanic community

ANSWER: A

Explanation:

Cesar Chavez and his role in the Hispanic farmworkers' rights movement best summarizes the passage because every major detail centers on Chávez's leadership and influence in organizing farmworkers. The passage identifies him as a farm worker, labor leader, and civil-rights activist; describes his co-founding of the organization that became the United Farm Workers; and emphasizes his use of public outreach and nonviolent organizing to gain recognition for farmworkers' collective bargaining efforts. It also presents his speeches, call for justice, and ability to inspire Latino workers as central features of his work. The concluding discussion of his legacy—including César Chávez Day, institutions named for him, and his status as an icon of Latino grassroots activism—continues this same focus. Thus, the topic is not merely Chávez's biography or labor history in general; it is specifically his leadership in advancing the rights, organization, and public visibility of Hispanic farmworkers. The National Park Service likewise describes Chávez as a leader who organized farmworkers to improve their working and living conditions, and the U.S. Department of Labor recognizes his lasting role in the farmworker movement. See the National Park Service biography of César Chávez and the U.S. Department of Labor's César Chávez history page.

QUESTION NO: 5

How Are Robots Different from Humans?

[Helena is talking to Domain, the general manager of Rossum's Universal Robots factory.]

DOMAIN: Well, anyone who's looked into anatomy will have seen at once that man is too complicated, and that a good engineer could make him more simply. So young Rossum began to overhaul anatomy and tried to see what could be left out or simplified. In short – but this isn't boring you, Miss Glory?

HELENA: No; on the contrary, it's awfully interesting.

DOMAIN: So young Rossum said to himself: A man is something that, for instance, feels happy, plays the fiddle, likes going for walks, and, in fact, wants to do a whole lot of things that are really unnecessary.

HELENA: Oh!

DOMAIN: Wait a bit. That are unnecessary when he's wanted, let us say, to weave or to count. Do you play the fiddle?

HELENA: No.

DOMAIN: That's a pity. But a working machine must not want to play the fiddle, must not feel happy, must not do a whole lot of other things. A petrol motor must not have tassels or ornaments, Miss Glory. And to manufacture artificial workers is the same thing as to manufacture motors. The process must be of the simplest, and the product of the best from a practical point of view. What sort of worker do you think is the best from a practical point of view?

HELENA: The best? Perhaps the one who is most honest and hard-working.

DOMAIN: No, the cheapest. The one whose needs are the smallest. Young Rossum invented a worker with the minimum amount of requirements. He had to simplify him. He rejected everything that did not contribute directly to the progress of work. In this way he rejected everything that made man more expensive. In fact, he rejected man and made the Robot. My dear Miss Glory, the Robots are not people. Mechanically they are more perfect than we are, they have an enormously developed intelligence, but they have no soul. Have you ever seen what a Robot looks like inside?

HELENA: Good gracious, no!

DOMAIN: Very neat, very simple. Really a beautiful piece of work. Not much in it, but everything in flawless order. The product of an engineer is technically at a higher pitch of perfection than a product of nature.

HELENA: Man is supposed to be the product of nature.

DOMAIN: So much the worse.

– Karel Čapek, from R.U.R. (1923, translated by P. Selver)

According to the passage, why are robots better workers than humans?

A. Robots have a very simple anatomy.

B. Robots are more intelligent.

C. Robots are more honest and hard-working.

D. Robots do not have a soul.

E. Robots want things that are unnecessary.

ANSWER: D

Explanation:

"Robots do not have a soul." is correct because Domain presents the absence of a soul as part of the deliberate removal of human qualities that do not directly advance work. In his view, an ideal worker is inexpensive and has very few needs. Human experiences and desires—such as feeling happy, enjoying music, or wanting to take walks—are treated as unnecessary requirements that add cost and distract from assigned labor. Rossum therefore simplifies the worker by rejecting those elements of humanity and creating robots that are built solely for practical output.

The passage connects this lack of a soul to the robots' purpose: they are not intended to live full human lives, but to perform tasks such as weaving or counting with minimal requirements. Domain calls robots mechanically superior and highly intelligent, but the central reason they are better workers in his practical, factory-centered definition is that they have been stripped of the human inner life and needs that make people more costly to maintain. This interpretation relies on identifying the speaker's stated standard for a good worker and tracing how the robots' design fulfills it. The complete play is available through Project Gutenberg's edition of *R.U.R.*; the GED's reading assessment emphasizes using textual evidence to determine ideas and support conclusions, as described by GED Testing Service.

QUESTION NO: 6

What Has Happened to Gregor?

As Gregor Samsa awoke one morning from uneasy dreams he found himself transformed in his bed into a gigantic insect. He was lying on his hard, as it were armor-plated, back and when he lifted his head a little he could see his domelike brown

belly divided into stiff arched segments on top of which the bed quilt could hardly keep in position and was about to slide off completely. His numerous legs, which were pitifully thin compared to the rest of his bulk, waved helplessly before his eyes.

What has happened to me? he thought. It was no dream. His room, a regular human bedroom, only rather too small, lay quiet between the four familiar walls. Above the table on which a collection of cloth samples was unpacked and spread out – Samsa was a commercial traveler – hung the picture which he had recently cut out of an illustrated magazine and put into a pretty gilt frame. It showed a lady, with a fur cap on and a fur stole, sitting upright and holding out to the spectator a huge fur muff into which the whole of her forearm had vanished!

....

He slid down again into his former position. This getting up early, he thought, makes one quite stupid. A man needs his sleep. Other commercials live like harem women. For instance, when I come back to the hotel of a morning to write up the orders I've got, these others are only sitting down to breakfast. Let me just try that with my chief; I'd be sacked on the spot. Anyhow, that might be quite a good thing for me, who can tell? If I didn't have to hold my hand because of my parents I'd have given notice long ago, I'd have gone to the chief and told him exactly what I think of him. That would knock him endways from his desk! It's a queer way of doing, too, this sitting on high at a desk and talking down to employees, especially when they have to come quite near because the chief is hard of hearing. Well, there's still hope; once I've saved enough money to pay back my parents' debts to him – that should take another five or six years – I'll do it without fail. I'll cut myself completely loose then. For the moment, though, I'd better get up, since my train goes at five.

– Franz Kafka, from The Metamorphosis (1912)

When Gregor Samsa wakes up, he realizes that he _____.

A. has been having a nightmare.

B. is late for work.

C. has turned into a giant bug.

D. dislikes his job.

E. needs to make a change in his life.

ANSWER: C

Explanation:

The correct completion is "has turned into a giant bug." The passage directly establishes Gregor's extraordinary physical transformation immediately after he wakes: he finds himself "transformed in his bed into a gigantic insect." The details that follow confirm this literal change within the story's events. Gregor observes an armor-like back, a segmented brown belly, and numerous thin legs moving before his eyes. These concrete physical descriptions support the plain meaning of "giant bug," a concise restatement of "gigantic insect."

Gregor also explicitly concludes, "It was no dream," which makes his realization definite rather than imagined or uncertain. Although his surroundings remain recognizable—his room, work materials, and familiar walls—his body is no longer human. This contrast is central to the opening of Kafka's novella: an ordinary working man confronts an impossible transformation as an immediate reality. The answer therefore comes from direct textual evidence, not from inference about Gregor's work, family obligations, or future plans. The opening wording and the bodily details can be read in the text of Franz Kafka's *The Metamorphosis* at Project Gutenberg. For additional literary background on Kafka and the work, see the Encyclopaedia Britannica biography of Franz Kafka.

QUESTION NO: 7

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– Franz Kafka, from The Metamorphosis (1912)

Why must Gregor keep his current job for several more years?

A. His parents owe his boss money.

B. Gregor is an apprentice and must complete his program.

C. Gregor wants to take over the chief 's job.

D. His parents own the company he works for.

E. He needs to earn enough money to buy a bigger house for his family.

ANSWER: A

Explanation:

His parents owe his boss money. Gregor directly explains that he plans to leave his job only after he has "saved enough money to pay back my parents' debts to him," a goal he estimates will require another five or six years. The pronoun "him" refers to Gregor's chief, whom Gregor has just been describing. This detail establishes a financial obligation connecting Gregor's parents and his employer, and it explains why Gregor feels unable to resign despite his resentment of the demanding work, early travel, and disrespectful treatment from his chief. He sees paying the debt as the condition that will allow him to become independent: after the debt is repaid, he says, "I'll cut myself completely loose then." The answer is therefore supported by an explicit statement in the passage rather than an inference based merely on Gregor's small room or his work responsibilities. This question assesses close reading: readers should identify the stated cause of Gregor's decision and connect his need to remain employed with the debt he intends to repay. The excerpt is from Franz Kafka's *The Metamorphosis*, whose full text is available through Project Gutenberg. For guidance on using textual evidence in GED Reading-style questions, see the GED Language Arts test overview.

QUESTION NO: 8

Shirley borrows $4,000 for five years to make improvements to her home workout room. If the simple interest rate is 16% per year, how much will she pay in interest?

A. $64

B. $3,200

C. $4,640

D. $7,200

E. Unable to compute based on the information.

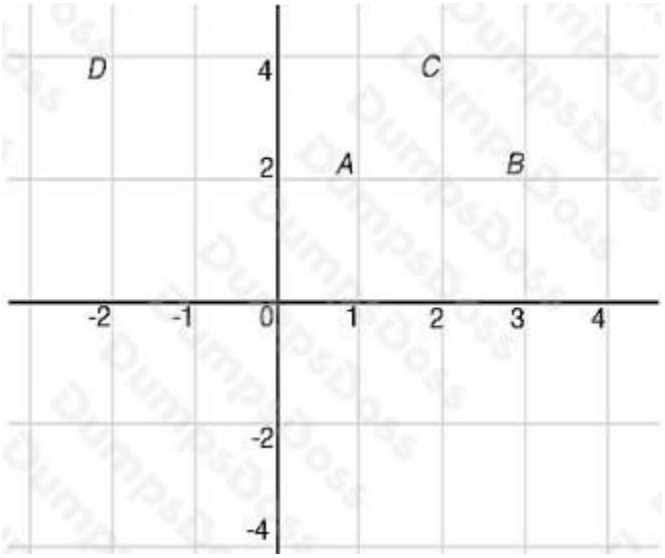
ANSWER: B

Explanation:

The correct answer is **$3,200**. Simple interest is calculated using the formula $I = P \times r \times t$, where I is interest, P is the principal borrowed, r is the annual interest rate expressed as a decimal, and t is time in years. Shirley's principal is $4,000, the annual rate is 16%, or 0.16, and the loan term is five years. Substituting these values gives $I = 4{,}000 \times 0.16 \times 5$. First, 4,000 multiplied by 0.16 equals 640, which is the interest charged for one year. Multiplying $640 by five years results in $3,200 in total interest. This amount represents only the cost of borrowing the money, not the full amount Shirley would repay. If the question asked for the total repayment, the $4,000 principal would be added to the $3,200 interest. The Consumer Financial Protection Bureau provides an overview of how interest works at consumerfinance.gov. For additional practice with the simple-interest formula, see the OpenStax Prealgebra explanation.

QUESTION NO: 9

In the diagram below, what are the coordinates of the mirror image of the point B in the x-axis?



A. (3, −4)

B. (3, −2)

C. (−3, 2)

D. (2, 3)

ANSWER: B

Explanation:

The correct coordinate is **(3, −2)**. Reflecting a point across the x-axis preserves its horizontal position, so the x-coordinate remains 3. The reflection changes only the point's vertical position: a point located above the x-axis is placed the same distance below it. Point B is at a vertical coordinate of 2, meaning it is 2 units above the x-axis. Its reflected point therefore has a vertical coordinate of −2, which is 2 units below the axis. In coordinate-rule form, reflection over the x-axis maps any point (x, y) to $(x, -y)$. Applying that rule to point B produces $(3, -2)$. This result can also be checked visually: the original point and its image line up vertically, and the x-axis lies exactly halfway between their y-values. The GED Mathematical Reasoning test includes coordinate-plane skills such as interpreting and applying transformations. See the GED Mathematical Reasoning test overview and Khan Academy's guide to reflecting points.

QUESTION NO: 10

This pie chart shows the market share of 5 brands of cleaner, based on a survey of 300 shoppers in New York.

45 of the shoppers purchased

D. How large is the sector angle for D?

A. 45 degrees

B. 60 degrees

C. 70 degrees

D. 54 degrees

ANSWER: D

Explanation:

54 degrees is correct because a pie chart represents the entire survey as a full circle of 360 degrees. Brand D was purchased by 45 of the 300 shoppers, so its share of the total is 45 ÷ 300, or 0.15. To convert that proportion into a sector angle, multiply it by the total number of degrees in a circle: 0.15 × 360 = 54. Therefore, the sector representing brand D must measure 54 degrees. This calculation can also be expressed as a fraction: (45/300) × 360 = 54. The key idea is that each sector's angle must be proportional to the number of shoppers represented, while all five sectors together must add to 360 degrees. Interpreting graphs and calculating proportions are core quantitative-reasoning skills assessed in GED Mathematical Reasoning. For additional guidance on GED math content, see the GED Mathematical Reasoning study guide. A review of circle graphs and proportional reasoning is also available from Khan Academy.

QUESTION NO: 11

Yoga

(1) One of today's hottest fads is also one of the world's oldest practices the ancient art of yoga.

(2) Yoga is different from other fitness activities because it is not only physical.

(3) In the correct form, yoga is a practice of unification: an emotional, spiritual, and physical exercise.

(4) A simple sitting pose such as staff pose, for example, requiring that you to tighten and lengthen stomach, back, and arm muscles as you stretch your legs out in front of you and place yourhands by your side.

(5) More difficult poses, such as brave warrior, require you to balance on one leg and hold a pose that strengthens leg, back, and stomach muscles.

(6) Though they may seem easy to those who have never practiced, yoga poses require great concentration, and they are surprisingly effective in stretching and strengthening muscles.

(7) While yoga tones and strengthens the body, it also tones and strengthens the mind.

(8) Many poses can be only held if you are completely focused on the task, and full benefit of the poses are coming only through proper breathing.

(9) Concentrated, deep breathing during yoga helps you extend more fully into the poses.

(10) Thereby gaining greater benefit from the stretch.

(11) And the steady circulation of breath through you're body both calms and energizes.

(12) I am still relatively new to the practice of yoga.

(13) I have been practicing yoga for only one year.

(14) I am addicted to yoga unlike any other physical activity because it is also a spiritual practice.

(15) Through yoga, I am able to release tensions that lodge in various parts of my body: the tight shoulders, the cramped legs, the belly that is in knots.

(16) The physical release is also a spiritual release.

(17) I feel calm after doing yoga, reconnected to my body, and reconnected to my inner self.

Sentences 9 and 10: Concentrated, deep breathing during yoga helps you extend more fully into the poses. Thereby gaining greater benefit from the stretch.

Which correction should be made to the underlined portion of sentences 9 and 10?

A. Change the period to a comma.

B. Change the period to a semicolon.

C. Change the period to a comma and add so.

D. Delete the period.

E. No correction is necessary

ANSWER: A

Explanation:

Change the period to a comma. This revision correctly joins the main clause, "Concentrated, deep breathing during yoga helps you extend more fully into the poses," with the participial phrase, "thereby gaining greater benefit from the stretch." The word "thereby" means "by that means" or "as a result," so the phrase explains the result of extending more fully into the poses. It does not form a complete sentence on its own because it lacks a finite verb and a stated subject. When attached with a comma to the preceding independent clause, the implied subject of "gaining" is clear: the person practicing yoga gains the benefit. The resulting sentence is concise, grammatical, and communicates a logical cause-and-result relationship: deep breathing permits a fuller extension, which produces a greater benefit from the stretch. Standard punctuation guidance recognizes that a participial phrase functioning as a supplement to an independent clause may follow it after a comma. See the Purdue Online Writing Lab's guidance on commas and modifying phrases and Merriam-Webster's definition of thereby.

QUESTION NO: 12

What is the purpose of the minimum wage?

A. To ensure that all employees have a fair and livable wage

B. To help companies control costs while getting the help they need

C. To ensure that employees can pay for healthcare needs

D. To aid employees in purchasing power

ANSWER: A

Explanation:

The purpose of the minimum wage is **to ensure that all employees have a fair and livable wage**. A minimum wage sets a legal floor for pay: covered workers generally cannot be paid less than the applicable federal, state, or local minimum hourly rate. This policy is intended to protect workers from excessively low wages and to support a basic standard of living, health, efficiency, and general well-being. In that sense, it promotes fairness by establishing a minimum compensation standard for work rather than leaving wages entirely to unequal bargaining power between employers and employees.

In the United States, the federal minimum wage is established under the Fair Labor Standards Act. The U.S. Department of Labor explains that this law sets minimum-wage requirements for covered employees, while states and localities may establish higher rates. When more than one minimum-wage rule applies, workers are generally entitled to the higher applicable rate. The exact amount needed for a “livable” wage can vary by location and household circumstances, but the central purpose of the minimum-wage policy is to create a wage floor that helps prevent unacceptably low pay. See the U.S. Department of Labor’s minimum wage overview and the Wage and Hour Division’s minimum wage guidance.

QUESTION NO: 13

The following person was one of a group of conspirators who took credit for the attack on the World Trade Centers in 1993:

A. Osama Bin Laden

B. Ramzi Yousef

C. Saddam Hussein

D. Muammar Gaddafi

ANSWER: B

Explanation:

Ramzi Yousef is correct. He was a principal conspirator in the February 26, 1993 bombing of the World Trade Center in New York City. The attack involved a truck bomb detonated in the underground garage beneath the complex, killing six people and injuring more than one thousand. Yousef helped plan the operation, prepared the explosive device, and was directly tied to the conspiracy through evidence and testimony presented in federal court.

After fleeing the United States, Yousef was captured in Pakistan in 1995 and returned to the United States for prosecution. A federal jury convicted him for his role in the World Trade Center bombing conspiracy, and he received a life sentence. His participation is a well-established historical and legal fact, making his name the appropriate identification for this 1993 attack. The FBI’s historical account of the bombing and its investigation identifies Yousef as the central figure in the plot, while the Department of Justice describes his conviction and sentence. See the FBI’s 1993 World Trade Center bombing case history and the Department of Justice announcement regarding Yousef’s sentencing.

QUESTION NO: 14

How did one village bring disaster on itself?

On a morning in early spring, 1873, the people of Oberfest left their houses and took refuge in the town hall. No one knows why precisely. A number of rumors had raced through the town during recent weeks, were passed on and converted to news; predictions became certainties. On this particular morning, fear turned into terror, and people rushed through the narrow streets, carrying their most precious possessions, pulling their children and dashing into the great hall. The doors were nailed shut, and men took their turns watching out the window. Two days passed. When no disaster came, the fear grew worse, because the people began to suspect that the danger was already in the hall, locked inside. No one spoke to anybody else; people watched each other, looking for signs. It was the children who rang the great bell in the first bell tower – a small band of bored children found the bell rope and swung on it – set the bell clanging. This was the traditional signal of alarm, and in a moment the elders were dashing in panic to all the other bell towers and ringing the bells. For nearly an hour, the valley reverberated with the wild clangor – and then, a thousand feet above, the snow began to crack, and the avalanche began; a massive cataract of ice and snow thundered down and buried the town, silencing the bells. There is no trace of Oberfest today, not even a spire, because the snow is so deep; and, in the shadow of the mountains, it is very cold.

The alarm, traditionally sounded to avert danger, became the apparent cause of the avalanche is an example of _____.

A. irony

B. simile

C. satire

D. personification

E. exaggeration

ANSWER: A

Explanation:

irony is correct because the passage creates a sharp contrast between the expected purpose of the bells and their actual result. An alarm is traditionally used to warn a community about danger so that people can seek safety or receive help. In Oberfest, however, the frightened villagers treat the bells as a signal that confirms their fears. Their collective ringing produces the loud disturbance that apparently cracks the snow above the town and triggers the avalanche. Thus, an action intended to protect people becomes the action associated with their destruction.

This reversal is the essential feature of situational irony: events turn out in a way that is strikingly different from what readers would reasonably expect. The passage emphasizes the reversal by noting that the bell signal was “traditionally” meant to avert danger, then showing the town buried and the bells silenced. The villagers’ fear also deepens the irony because their attempt to respond to a rumored disaster helps bring about a real one. Definitions of irony similarly describe an outcome that is contrary to expectation; see Encyclopaedia Britannica’s entry on irony and Merriam-Webster’s definition of irony.

QUESTION NO: 15

Read the passage and answer question <1>.

DIRECTIONS: In the passage below, certain phrases are underlined and numbered . The question will present alternatives for the underlined part. In most cases. you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

A. NO CHANGE

B. convinced that

C. doubting the very likelihood

D. not worried at all that

ANSWER: A

Explanation:

"NO CHANGE" is correct because "skeptical of whether I would be safe" clearly and concisely expresses the intended meaning: the narrator's friends and family had doubts about the narrator's safety in Haiti. The adjective "skeptical" appropriately communicates uncertainty or disbelief, while the prepositional phrase "of whether" introduces the specific issue about which they were uncertain. The following clause, "I would be safe," completes that idea naturally and maintains the past-time perspective established by "were skeptical." This wording also fits the reflective, personal narrative tone of the passage. Standard English permits whether-clauses to express an unresolved question or uncertainty, particularly when the clause identifies the matter being considered or doubted. The sentence therefore establishes the family's concern before contrasting it with the narrator's bold decision to board the plane. For guidance on using "whether" to introduce an indirect question or clause of uncertainty, see the Purdue Online Writing Lab grammar resources and the Cambridge Dictionary grammar explanation of whether.

QUESTION NO: 16

MEMORANDUM –

To: All Jubilee Products Employees

From: Blair Borowski, Facilities Manager

Date: March 1, 2005 –

Re: New Carpet – **ATTENTION**

(1) This Saturday and Sunday, March 5 and 6, under your feet carpet company will be installing new carpets throughout the building.

(2) All office areas being currently carpeted will get new carpeting.

(3) All office areas that are not currently carpeted will also be carpeted.

(4) To prepare for the carpet installation, Under Your Feet have requested the following:

1. (5) Remove ALL nonfurniture items from the carpet or floor in your work area.

2. (6) ALL items except computers and telephones from the top of your furniture should be removed.

(7) If for your office items you need boxes or storage space, please contact me at extension 425. (8) The new carpet will be dark blue.

(9) Your compliance is very important, I will circulate a reminder on Thursday and again on Friday mourning.

(10) Thank you in advance for your cooperation.

(11) If you have any questions, please don't hesitate to contacting me.

Sentence 9: Your compliance is very important, I will circulate a reminder on Thursday and again on Friday mourning.

Which correction should be made to sentence 9?

A. Change will to should.

B. Insert a comma after again.

C. Capitalize reminder.

D. Replace mourning with morning.

E. No correction is necessary.

ANSWER: D

Explanation:

"Replace mourning with morning." is the needed correction because the memorandum states that a reminder will be circulated on Thursday and again during the first part of Friday. *Morning* is the noun for the time of day from midnight to noon, and it correctly completes the time expression "on Friday morning." In contrast, the word used in the sentence has a different meaning: *mourning* refers to expressing grief after a death or loss. Although the two words sound alike in many pronunciations, they have distinct spellings and meanings, so selecting the word by context is essential. The business memo's practical scheduling context clearly calls for the time-of-day meaning. Correct homophone usage supports clarity in workplace writing: employees need to understand exactly when to expect the reminder. Merriam-Webster defines *morning* as the early part of the day and provides its standard spelling and usage: Merriam-Webster: morning. For guidance on choosing precisely the intended word in formal writing, see the Purdue Online Writing Lab's discussion of word choice: Purdue OWL: Word Choice.

QUESTION NO: 17

Read the passage and answer question <8>

DIRECTIONS: In the passage below, certain phrases are underlined and numbered . The question will present alternatives for the underlined part. In most cases. you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J.K. Rowling

While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The Philosopher's Stone was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

When the Philosopher's Stone was published <3> in 1997, the book industry had given up on young readers. It's <4> first edition was a mere 500 books, and most copies were sent to public libraries across England. By the time Rowling's seventh Harry Potter novel was published in 2007, Rowling had already become the woman who put a new face on children's literacy. Harry Potter and the Deathly Hollows, the final installation, has <5> a word count of nearly 1.1 million words, and sold 11 million copies in the first 24 hours of its release. <6>

Today, Rowling spends much <7> of her time working with her foundation, Lumos, which is named after a spell in the Potter series that brought light into darkness. <8> She founded <9> the nonprofit organization after seeing a photograph of a child in a caged bed who appeared to be screaming through its chain links. Rowling was overcome by the image that she <10>

vowed to use her money and popularity to raise awareness of the 8 million children who live in such institutions globally. According to research, over 80% of orphaned children have living relatives which <11> cannot care for them because of poverty or disability. The staff at Lumos equip families with necessary resources to provide for their children rather than leaving them institutionalized. Lumos' long-term goal is the closure of every orphanage around the world, by returning all children to live with its <12> families, either biological or adoptive.

Rowling once said, "Happiness can be found in the darkest places if one only remembers to turn on the light". <13> J. K. Rowling has created happiness for millions of children through makebelieve stories of triumph and real-life stories of hope. <15>

If the writer were to omit the underlined portion <8> (adjusting the punctuation as necessary), the sentence would primarily lose _____.

A. an unnecessary detail since most readers know the spells in the Harry Potter series

B. an explanation that is important because the organization's name is linked to its mission

C. a visual description of a spell in the Harry Potter series

D. an explanation that is important because most readers will be curious to learn more about Harry Potter

ANSWER: B

Explanation:

The correct answer is *an explanation that is important because the organization's name is linked to its mission*. The underlined material explains that "Lumos" is named for a spell that "brought light into darkness." This information does more than provide a Harry Potter reference: it creates a meaningful connection between the foundation's name and the work described in the rest of the paragraph. After the sentence, the passage explains that Rowling founded Lumos to help children living in institutions and that the organization works to support families and move children into family-based care. In that context, the image of bringing light into darkness reinforces the foundation's humanitarian purpose—helping vulnerable children move from harmful circumstances toward safety, support, and hope. The detail also helps the paragraph transition naturally from Rowling's literary work to her real-world charitable work, showing how a concept from the novels symbolically fits the organization's goals. Lumos describes its mission as helping children and families move away from harmful institutional care toward family-based care, which supports this connection between the organization's name and its purpose. See Lumos: What We Do and Lumos: About Us.

QUESTION NO: 18

What Is the Work-Study Program?

Overview of the Work-Study Program The Federal Work-Study (FWS)

Program is a student employment program subsidized by the federal government and designed to help students finance their post-secondary education. The program provides funds to colleges, universities, and affiliated organizations which then provide employment to work-study students. Students receive their work-study financial awards in the form of paychecks from their work-study positions.

Applying for Work-Study

Both undergraduate and graduate students are eligible to apply. Work-Study grants are awarded based upon demonstrated financial need. To apply, students must complete the Free Application for Federal Student Aid. This application must be submitted each year Work-Study employment is desired.

What Are the Advantages of Work-Study?

A work-study job is essentially just like any other job – you go to work, do your job, and get paid. But Work-Study positions have several distinct advantages over "regular" jobs: Students can work in an environment suited to their skills, preferences, and possible career goals.

Employers are committed to the students' education and will help students work around their class schedules. Work-study wages are not counted towards the next year's student contribution for financial aid.

What Types of Work-Study Jobs Are Available?

The work-study positions at Madison Community College are as diverse as the functions of the college. Work-study students are employed as clerical assistants, data entry clerks, computer technicians, laboratory monitors, research assistants, language tutors, and more. In addition, Madison Community College has long-standing relationships with a number of employers and agencies that provide services for the community and have been approved to participate in the Federal Work-Study Program, including the Madison County Children's Museum, the Madison County Library, Children First Day Care, and Right Start Tutoring Agency. Students may be employed as museum guides, library aides, child caregivers, research assistants, tutors, and more.

Based on the information in the passage, you should apply for Work-Study if _____.

A. you live on campus.

B. you can't get a "regular" job.

C. you didn't get any scholarships.

D. you need financial aid and are willing to work.

E. you enjoy working with community service organizations.

ANSWER: D

Explanation:

"you need financial aid and are willing to work." is correct because the passage defines Federal Work-Study as a student employment program intended to help students finance postsecondary education. Its application section further states that awards are based on demonstrated financial need, directly supporting the financial-aid part of the response. The passage also makes clear that students receive their awards as paychecks from work-study positions. Therefore, participating requires a student to be prepared to hold a job and perform work in exchange for wages.

This conclusion combines the two central eligibility and participation ideas supplied by the passage: financial need and employment. The described jobs can occur at the college or at approved community organizations, and they include a range of duties such as clerical work, tutoring, laboratory monitoring, and technical assistance. The exact job may vary, but the underlying arrangement remains paid employment designed to assist an eligible student with educational costs. This aligns with the U.S. Department of Education's description of Federal Work-Study as providing part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money for education expenses. See Federal Student Aid: Federal Work-Study Jobs and Federal Student Aid Handbook: Federal Work-Study Program.

QUESTION NO: 19

Which of the following pairs of points both lie on the line whose equation is 3x – y = 2?

A. (3, −2) and (1, 5)

B. (2, 4) and (3, 7)

C. (2, 4) and (1, 5)

D. (2, −2) and (1, 5)

E. (3, 7) and (3, −2)

ANSWER: B

Explanation:

The correct pair is **(2, 4) and (3, 7)**. A point lies on a line when its coordinates make the line's equation true after the horizontal-coordinate value is substituted for *x* and the vertical-coordinate value is substituted for *y*. For the point (2, 4), calculate three times 2 minus 4: 6 − 4 = 2. This matches the required value on the other side of the equation. For the point (3, 7), calculate three times 3 minus 7: 9 − 7 = 2. This also matches the equation exactly. Because both ordered pairs produce a true equation, both are points on the same line. This process is a direct application of evaluating an algebraic expression and checking whether an ordered pair is a solution to a linear equation. It is especially useful on GED mathematical-reasoning questions because it verifies each coordinate pair using the defining relationship rather than relying

on a graph or an estimate. For further instruction on solving and checking linear equations, see Khan Academy's linear equations resources and the GED Mathematical Reasoning subject overview.

QUESTION NO: 20

A

(1) Although more people speak Chinese than any other language. (2) That frequency of use is primarily because of the immensity of the Chinese population. (3) It has been recognized that throughout the world, the language used most commonly by different people is English. (4) English had served as the language of communication for international business and government relations.

B

(5) As a result, the majority of people who use English are speaking English as a second language. (6) There is actually fewer people speaking English who have English as a native language than there are people speaking English who have a different native language. (7) For example, a Malaysian businessman and a japanese businessman may very well conduct business in English.

C

(8) How hard is English to learn? (9) The easiest time in life to learn any language is between birth and approximately the age of fourteen. (10) This is also a time of life when nutrition is very important. (11) Children have an innate ability to learn language they have the time to do so. (12) While some adults have greater language abilities than others, in general, the difficulty of learning English or any other language depends on the language with which someone begins. (13) Languages are grouped into families, so the closer the relation of the first language to English, the easier English will be to learn.

D

(14) If English is your native language, how long will they take to learn? (15) The English language is a language that consists of more than 750,000 words with additional words continually added to it all the time. (16) Truly mastering language is a life-long process.

What revision should be made to sentence 10 to improve the entire paragraph?

A. begin a new paragraph with sentence 10

B. move sentence 10 to follow sentence 11

C. move sentence 10 to follow sentence 12

D. move sentence 10 to follow sentence 13

E. remove sentence 10

ANSWER: E

Explanation:

The correct revision is **"remove sentence 10"** because the paragraph's controlling focus is the relative difficulty of learning English and the factors that affect language acquisition. It begins by identifying the age range in which people most readily learn languages, then continues with children's natural capacity for language learning and the role a learner's first language plays in learning English. The statement that nutrition is important during this period may be broadly true, but it does not develop the paragraph's specific discussion of language-learning ability or difficulty. Removing it improves coherence by ensuring that each sentence directly supports the central idea and that the transition from the optimal age for learning languages to children's language-learning ability is immediate and logical. On the GED Reasoning Through Language Arts test, effective revision includes deleting information that is off-topic or does not contribute to the purpose of a paragraph. This choice applies that principle by making the paragraph more focused and unified. See the GED test overview from GED Testing Service and the writing guidance on paragraph unity from the Purdue Online Writing Lab.

QUESTION NO: 21

Select the number that matches the written value:

four and nine tenths

A. 4.9

B. 49

C. .49

D. .049

E. .409

ANSWER: A

Explanation:

The correct number is **4.9**. The word “four” identifies the whole-number part, which is written to the left of the decimal point as 4. The phrase “and nine tenths” identifies a fractional part of 9/10. Tenths are the first place to the right of the decimal point, so nine tenths is written as .9. Combining the whole number and the decimal fraction gives 4.9, which can also be expressed as 4 + 9/10. Place value is essential when converting written numbers to decimals: the first digit after the decimal represents tenths, the second represents hundredths, and the third represents thousandths. Therefore, a 9 in the tenths position represents nine tenths precisely. For additional practice with decimal place value and reading decimals, see the Khan Academy decimal place-value lesson and the OpenStax Prealgebra section on decimals.

QUESTION NO: 22

Read the passage and answer the question.

To: Shawn Organ

From: Christine DelGandio

Subject: Request for additional headcount (accounts payable)

Paragraph A

(1) As we've discussed before, the amount of overtime in the accounting department continues to be over budget.

(2) A new accounts payable clerk would greatly increase efficiency.

(3) I believe that the excessive hours are negatively impacting productivity and employee morale.

(4) After analyzing the situation for the past three months, I am recommending that we create a new headcount for an accounts payable clerk.

(5) The long work hours seems to have created a hostile work environment.

(6) There is little time for personal support and tempers are extremely short.

(7) The accounting team no longer has an optimistic and positive view of their work or the company.

Paragraph B

(8) To make our commitments, the team spends an extraordinary amount of time performing manual data entry.

(9) This works leaves very little time left for problem solving or creative brainstorming.

(10) In my opinion, the company is not being helped by ignoring the creative talents of the team members.

Paragraph C

(11) I have attached a report for the last three months that details the hours worked, project statuses, and the costs.

(12) Based on this data, I have projected how the costs will decrease with the addition of an accounts payable clerk.

(13) The fully loaded costs of an accounts payable clerk is much less than the current overtime costs.

(14) Can we discuss this position next week?

(15) Please let me know if you have any questions.

What revision should be made to the placement of sentence 12?

A. remove sentence 12

B. move sentence 12 to the beginning of paragraph B

C. move sentence 12 to the beginning of paragraph C

D. no revision necessary

E. move sentence 12 to the beginning of paragraph A

ANSWER: D

Explanation:

“no revision necessary” is correct because sentence 12 is placed exactly where its logic is clearest: immediately after sentence 11 introduces the attached three-month report. The phrase “Based on this data” directly refers to the report’s information about hours worked, project statuses, and costs. Keeping the two sentences together creates effective cohesion, allowing the reader to follow the writer’s evidence-based argument without having to search elsewhere in the email for the source of “this data.” Sentence 12 then naturally leads into sentence 13, which gives the key financial conclusion: the cost of hiring a clerk is less than the current overtime cost. Thus, paragraph C has a purposeful sequence—identify the evidence, explain the projection drawn from it, and state the resulting cost comparison—before closing with a request to discuss the position. This organization supports the writer’s persuasive purpose and makes the recommendation easy for the recipient to evaluate. The GED Reasoning Through Language Arts assessment includes evaluating how well ideas are organized and connected in workplace-style texts; see the GED Language Arts test overview. Guidance on paragraph flow likewise emphasizes placing related evidence and analysis together; see the Purdue OWL’s guidance on paragraphing.

QUESTION NO: 23

Read the passage and answer question <3>.

DIRECTIONS: In the passage below, certain phrases are underlined and numbered . The question will present alternatives for the underlined part. In most cases. you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before

adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

A. NO CHANGE

B. I and my roommate

C. my roommate and me

D. my roommate and I

ANSWER: D

Explanation:

my roommate and I is correct because the pronoun phrase is the compound subject of the verb "landed." In standard written English, a subject pronoun is required when the person performs the action. Here, both the narrator and the roommate performed the action of landing, so the first-person subject pronoun is "I." A useful way to confirm the choice is to temporarily remove "my roommate and": the sentence becomes "When I landed at the airport," which is grammatically correct. The conventional order also places the other person before oneself, producing "my roommate and I." This construction makes the sentence clear and follows the rules for pronoun case in compound subjects, an important grammar skill assessed in GED Reasoning Through Language Arts questions. The GED test assesses the ability to edit text so that it conforms to conventions of standard written English, including correct pronoun usage. For an overview of the GED language arts test and its emphasis on grammar and language conventions, see the official GED test-subject information. For further guidance on choosing subject pronouns such as "I" in compound subjects, consult the Purdue Online Writing Lab's pronoun guide.

QUESTION NO: 24

Read the passage and answer question.

DIRECTIONS: In the passage below, certain phrases are underlined and numbered . The question will present alternatives for the underlined part. In most cases. you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

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adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

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When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

Which choice most strongly suggests that the experience in Haiti was a positive one for the writer?

A. thrilled when my roommate smiled

B. they laughed constantly

C. I was sad

D. memories that will last

ANSWER: D

Explanation:

"memories that will last" most strongly conveys that the writer's time in Haiti was positive because it appears in the concluding reflection and summarizes the lasting personal value of the trip. The writer acknowledges that the purpose of the visit was to bring medical supplies, but then emphasizes what the Haitian community gave in return: meaningful experiences that will remain important throughout the writer's life. That contrast shows that the journey was more than a task or service project; it became a deeply rewarding human experience. The phrase has broad scope, applying to the entire visit rather than to one brief event. Its placement at the end also gives it particular weight, since conclusions often reveal the central impression a writer wants readers to retain. In reading questions, a strong inference is supported by the passage's overall language and by the significance of the detail in context. This final statement clearly communicates enduring appreciation and affection for the people and experiences encountered in Haiti. For guidance on drawing conclusions from textual evidence, see the GED test overview and the Reading Rockets explanation of inference.

QUESTION NO: 25

The Earth is divided into 24 time zones. The Earth rotates 15 degrees in one hour, so each time zone equals 15 degrees of latitude. The map illustrates the four time zones across the continental United States.

What time is it in Sacramento, CA, when it is midnight in Tampa, FL?

A. 1:00 A.M.

B. 12:00 P.M.

C. 9:00 A.M.

D. 9:00 P.M.

E. 10:00 P.M.

ANSWER: D

Explanation:

9:00 P.M. is correct. Sacramento, California, observes Pacific Time, while Tampa, Florida, observes Eastern Time. Pacific Time is three hours earlier than Eastern Time. Therefore, when the clock reaches 12:00 A.M. (midnight) in Tampa, subtracting three hours gives 9:00 P.M. in Sacramento. Because the calculation moves backward across midnight, the Sacramento time is 9:00 P.M. on the preceding calendar day. For example, if it becomes 12:00 A.M. Tuesday in Tampa, it is still 9:00 P.M. Monday in Sacramento. This relationship reflects the west-to-east progression of U.S. time zones: locations farther west have an earlier local clock time than locations farther east at the same moment. The National Institute of Standards and Technology provides U.S. time-zone information through its Time Zones resource, and the U.S. Department of Transportation explains the nation's time-zone boundaries and administration at its Time Act page.

QUESTION NO: 26

What is it that brings together a family?

We all love music, From the very beginning, even back in Italy before my oldest brother, Beppe, was born, the Esposito house had music in it. And after Mamma and Papa got to America and could afford it, there was a piano, and Angelina and Beppe took lessons. Later there was a violin for Giovanni, and Mamma, who had done some singing herself before she got married, taught Enrico to sing, because he had the best voice, and maybe just a little because his name was Enrico. As for me, I'm learning to play the piccolo in the school band.

There was more than music to our Sundays in the parlor. There was the being together, and for me that was the best of all. During the week we were all running in and out of the house to and from school and work; only at supper could we be together, and then only for a little while, because Angelina had her night classes at business college, and Beppe and Giovanni were turning out for basketball at the YMCA, and Enrico practiced his singing in the bedroom with the door closed,

and Mary Alice and I had our homework. So it was really only Sunday in the evening that we could gather in the parlor with lights dim and listen while Papa played the operas of Verdi and the symphonies of Beethoven.

The family most liked to _____.

A. sing together

B. play music together

C. eat supper together

D. converse together

E. listen to classical music

ANSWER: E

Explanation:

The family most liked to **listen to classical music**. The passage identifies Sunday evening as the special time when the family could finally gather together in the parlor. Although family members individually learned instruments or sang, the shared Sunday activity described is listening while Papa played music. The specific works named—operas by Giuseppe Verdi and symphonies by Ludwig van Beethoven—are central works of the Western classical music tradition. The narrator emphasizes that this routine provided not only music but also the valued experience of “being together,” which directly answers the idea of what brings the family together. GED reading questions ask students to use explicit details in the passage to identify the best-supported conclusion, rather than choose an activity that is merely mentioned elsewhere. Here, the final sentence gives direct textual evidence for the family’s preferred shared activity. For guidance on reading comprehension skills assessed on the GED Reasoning Through Language Arts test, see the GED test-subject overview. Background information on Verdi and Beethoven as classical composers is available from Encyclopaedia Britannica’s overview of Western music.

QUESTION NO: 27

Which of the following are true about gravity? (Choose all that apply.)

A. Gravitational force between two objects depends only on the mass of the smaller object.

B. People can jump higher on the Moon than on Earth because the gravitational force between a person and the Moon is less than the gravitational force between that person and Earth.

C. Gravitational force between two objects depends only on the mass of the larger object.

D. Gravitational force between two objects depends on the distance between them.

E. The more massive two objects are, the greater the gravitational force between them.

ANSWER: B D E

Explanation:

People can jump higher on the Moon than on Earth because the gravitational force between a person and the Moon is less than the gravitational force between that person and Earth. A person’s mass does not change when traveling to the Moon, but the Moon has substantially less mass than Earth. As a result, the Moon’s gravitational pull at its surface is about one-sixth of Earth’s, so a given jumping force produces greater upward acceleration and a higher jump.

Gravitational force between two objects depends on the distance between them. Newton’s law of universal gravitation states that the force decreases with the square of the distance separating the objects. Thus, increasing the separation greatly reduces the attractive force, while decreasing it strengthens the force.

The more massive two objects are, the greater the gravitational force between them. Specifically, gravitational force is proportional to the product of both objects’ masses. When either mass increases while distance remains unchanged, the force increases; when both increase, the force increases further. These relationships are summarized by NASA’s discussion of gravity and OpenStax’s presentation of Newton’s law of universal gravitation.

QUESTION NO: 28

Cups of Lemonade Sold

Day	Hours Spent	Cups Sold
1	12	10
2	9	15
3	8	20
4	8	20
5	9	27

What is the median number of cups of lemonade sold per day?

A. 8

B. 10

C. 12

D. 15

E. 20

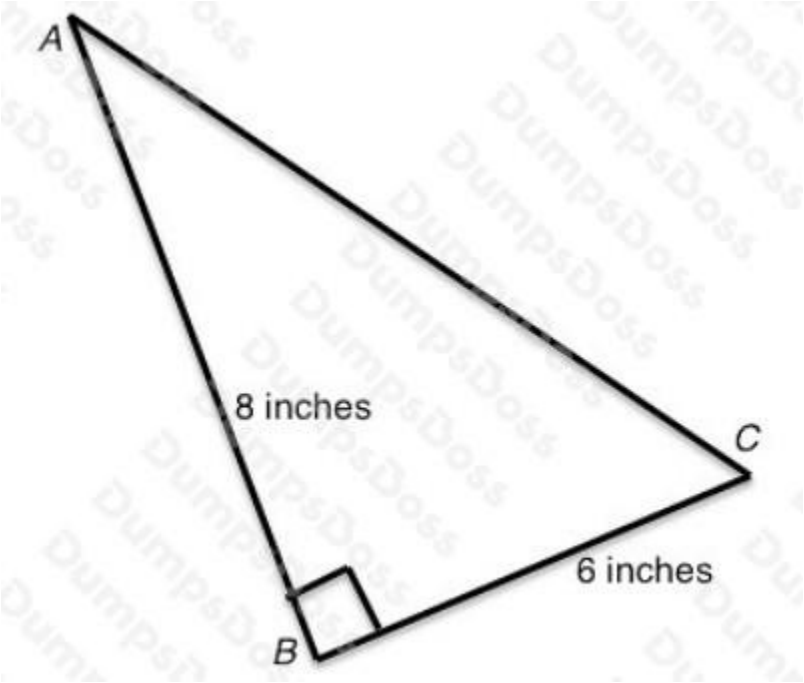
ANSWER: E

Explanation:

The correct answer is **20**. To find a median, first place all daily sales values in numerical order. The graph's values are 10, 15, 20, 20, and 27 cups. Because there are five data values, there is one value exactly in the middle: the third value in the ordered list. That middle value is 20. It has two values below it, 10 and 15, and two values above it, 20 and 27; the repeated 20 still counts as a separate data value because it represents a different day's sales. Therefore, 20 cups is the median number of cups of lemonade sold per day. The median is a measure of center that identifies the middle observation after a data set has been ordered, which is the approach used for GED mathematical reasoning questions involving lists, tables, and graphs. For a definition and examples of finding medians, see the U.S. Census Bureau's median glossary and the National Institute of Standards and Technology explanation of the median.

QUESTION NO: 29

In the triangle ABC below, angle B is a right angle.



Find the length of AC.

A. 10 inches

B. 9 inches

C. 6.9 inches

D. 14 inches

ANSWER: A

Explanation:

The correct answer is **10 inches**. Because angle B is a right angle, the sides meeting at B are the two legs of a right triangle. The diagram gives those leg lengths as 8 inches and 6 inches. Side AC lies opposite the right angle, so it is the hypotenuse—the longest side of the triangle. Apply the Pythagorean theorem, which states that the square of the hypotenuse equals the sum of the squares of the legs: $AC^2 = 8^2 + 6^2$. Squaring the leg lengths gives 64 and 36, and their sum is 100. Therefore, $AC^2 = 100$. Taking the positive square root, since a length cannot be negative, gives $AC = \sqrt{100} = 10$ inches. This is also the familiar 6-8-10 right-triangle relationship, a scaled version of the 3-4-5 triangle. The Pythagorean theorem is the standard method for finding an unknown side length when two side lengths of a right triangle are known. See OpenStax, The Pythagorean Theorem and Khan Academy's Pythagorean theorem lesson.

QUESTION NO: 30

Scientists performed an experiment to determine whether there is a connection between learning ability and food. They took two groups of 20 mice each, all from the same purebred strain. The mice were deprived of food for 3 days and then given a standard learning session in running through a maze. They were trained by giving them a mild electric shock whenever they took a wrong turn. Immediately after each learning session, one group of mice was fed, but the other was not. A week later, all of the mice were tested to see whether they could still run the maze correctly. The group that had been fed had retained this ability, but the other group had not.

It was noted that the mice could learn to run the maze more readily if it was well illuminated. This information is _____.

A. not relevant to their experiment

B. vital to the experiment

C. an assumption made by someone who observed the experiment

D. a result of the experiment

E. an important finding

ANSWER: A

Explanation:

not relevant to their experiment is correct because the stated investigation tests whether feeding the mice immediately after maze training is associated with their ability to remember the maze one week later. The experimental comparison is therefore between the group that received food after training and the group that did not. Both groups came from the same purebred strain, received the same deprivation period, and underwent the same standard learning session, helping keep the comparison focused on the food condition.

The observation about illumination concerns a different possible influence on how readily mice initially learn the maze. The passage does not indicate that lighting was changed between the food groups or that illumination was measured as part of the food-and-retention comparison. Thus, it does not supply evidence about the relationship being tested: post-training food and later maze retention. Scientific reasoning questions require identifying the independent variable, the measured outcome, and information that directly bears on that comparison. The GED Science test emphasizes evaluating experimental design and drawing conclusions from the evidence provided; see the GED Science test overview and the GED assessment guide for educators.

QUESTION NO: 31

If q > 0 and q = q−4, what is the value of q?

A. −1

B. 0

C. 1

D. 2

E. 4

F. No value of q

ANSWER: F

Explanation:

There is no value of q that satisfies the stated equation. Subtracting q from both sides of q = q − 4 gives 0 = −4. This is a contradiction: zero cannot equal negative four. Therefore, the equation has no solution, regardless of the condition that q is greater than zero. The condition q > 0 restricts possible values only when an equation has one or more solutions; it cannot make an inconsistent equation true. In particular, substituting any positive number for q leaves the left side four greater than the right side, so equality is never possible. The correct response must therefore be “No value of q.” This uses the standard principle of preserving equality when the same quantity is subtracted from both sides, a core algebra skill assessed in GED Mathematical Reasoning. See the GED Mathematical Reasoning study guide and Khan Academy’s explanation of solving equations by doing the same operation to both sides.

QUESTION NO: 32

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

For homes in typically colder geographic regions, it is particularly important to have effective and efficient heating systems.

A. For homes in typically colder geographic regions

B. For people in homes in typically colder geographic regions

C. For homes in typically cold geographic regions

D. People in typically colder geographic regions

E. Homes in typically colder geographic regions

ANSWER: C

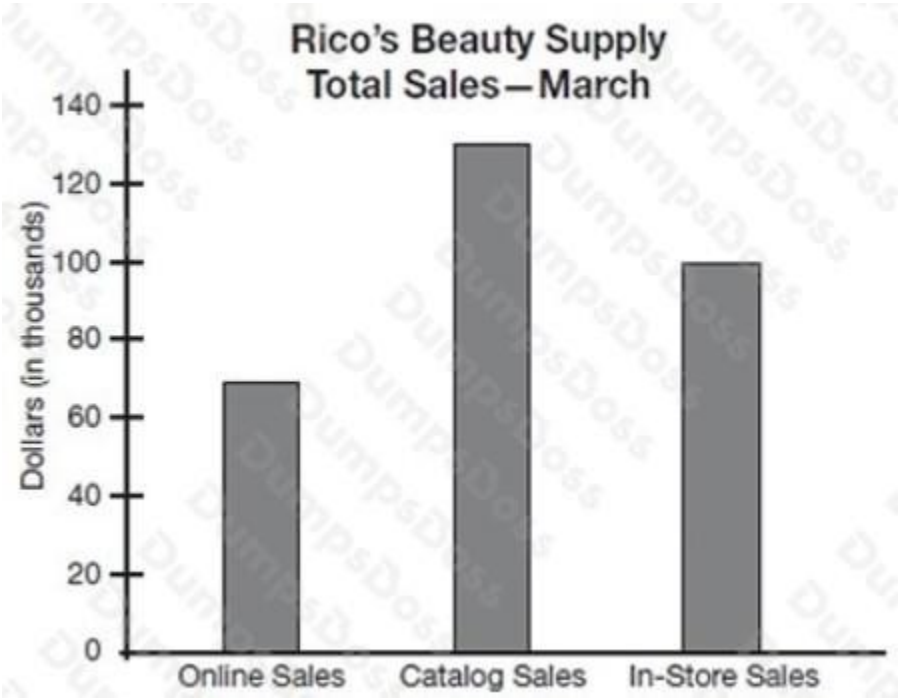
Explanation:

“For homes in typically cold geographic regions” is correct because *cold* functions as a descriptive adjective that directly identifies the usual climate of the regions. The sentence makes a general statement about homes located in places where cold weather is typical, then states why effective, efficient heating systems are especially important there. This wording is clear, concise, and grammatically complete.

Using the base adjective *cold* is appropriate because no comparison group or benchmark is established in the sentence. In formal edited prose, a comparative adjective such as *colder* normally signals that one thing is being compared with another group, condition, or standard. The revised wording avoids introducing an unstated comparison and preserves the intended meaning: heating systems matter especially in regions that are generally cold.

The construction also correctly uses “For homes” to establish the context for the impersonal clause “it is particularly important to have effective and efficient heating systems.” The sentence focuses on the requirements associated with homes in cold climates, making the relationship between climate and heating needs easy to follow. For guidance on adjective comparison, see Cambridge Dictionary Grammar. GED language-arts questions assess clarity and standard written English conventions, as described by GED Testing Service.

QUESTION NO: 33



Customers of Rico’s Beauty Supply can make purchases online, from a catalog, or in the store. About how much more did the company make from catalog sales than from online sales in March?

A. $35,000

B. $65,000

C. $130,000

D. $195,000

E. $650,000

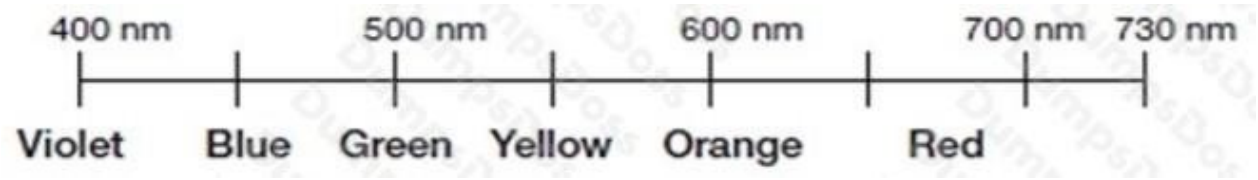
ANSWER: B

Explanation:

The correct answer is **$65,000**. The chart shows that Rico's Beauty Supply made approximately $130,000 in catalog sales during March and approximately $65,000 in online sales during that month. Because the question asks how much *more* the company made from catalog sales, the appropriate operation is subtraction: $130,000 minus $65,000. This gives a difference of $65,000. The word "about" is important because the graph values are read from a visual scale and may be estimates rather than exact dollar amounts; however, the displayed values lead directly to an estimated difference of $65,000. Interpreting information presented in graphs and using subtraction to compare quantities are core GED mathematical reasoning skills. GED preparation materials emphasize reading data displays accurately and selecting operations that match comparison language such as "how much more." See the GED Mathematical Reasoning study resources and the GED test subject overview for related skills and test information.

QUESTION NO: 34

Different colors of light correspond to different wavelengths. Wavelengths are often quoted in nanometers (nm). The wavelengths of the visible part of the spectrum are shown in the diagram below.



According to the diagram, blue-green light would most likely have a wavelength of _____.

A. 670 nm.

B. 550 nm.

C. 350 nm.

D. 470 nm.

E. 700 nm.

ANSWER: D

Explanation:

470 nm. is correct because blue-green is a color located between blue and green in the visible-light spectrum. The diagram places blue at approximately 450 nanometers and green at approximately 500 nanometers. A blue-green wavelength should therefore fall between those two values. Of the available measurements, 470 nanometers lies in that interval and is reasonably close to the transition between blue and green.

Visible light is electromagnetic radiation whose perceived color is related to wavelength. Although exact boundaries can vary somewhat because color perception is continuous rather than divided into perfectly fixed bands, blue wavelengths are commonly near 450 nm and green wavelengths begin around the upper 400-nanometer range. A value of 470 nm is thus consistent with light that has characteristics of both blue and green. This question requires using the relative positions and approximate numerical values shown in the spectrum diagram, rather than treating color categories as single exact wavelengths. For additional background on visible-light wavelengths, see Encyclopaedia Britannica: visible spectrum and NASA: Visible Light.

QUESTION NO: 35

According to scientists, the sun has existed for 4.6 billion years. The sun produces energy by a nuclear conversion of hydrogen into helium. When hydrogen runs out, according to this theory, the sun will expand, engulfing Earth and other planets. Not to worry – the expansion will not affect us, since the sun has enough hydrogen for another 4.6 billion years.

When it expands, the sun will become what is called a red giant star. In another 500 million years, the sun will shrink to the current size of the Earth and will be called a white dwarf, cooling down for several billion years.

Based on this theory, the sun will, at some point, be a _____.

A. blue star.

B. red dwarf star.

C. white dwarf star.

D. asteroid.

E. galaxy.

ANSWER: C

Explanation:

The correct completion is **white dwarf star.** The passage explicitly describes a sequence in the Sun's future: after its hydrogen supply is exhausted, it will expand into a red giant; later, it will shrink to approximately Earth's current size and "will be called a white dwarf." Because the question asks what the Sun will be *at some point*, the stated later stage directly supplies the answer.

This sequence reflects the basic scientific model of stellar evolution for a star like the Sun. Nuclear fusion in the Sun's core currently converts hydrogen into helium. Once the Sun can no longer sustain its present hydrogen-fusion stage, it is expected to undergo major changes, including a red-giant phase. It will ultimately leave behind a hot, dense stellar remnant—a white dwarf—which gradually loses heat over an extremely long period. NASA explains that the Sun is expected to become a red giant and eventually end as a white dwarf: https://science.nasa.gov/sun/facts/. Additional background on white dwarfs and their formation is available from https://science.nasa.gov/universe/stars/types/.

QUESTION NO: 36

Acid rain, more properly known as acid precipitation, is a man-made environmental problem that is known to be escalating. The source of acid rain is oxides of sulfur and nitrogen that dissolve in water, lowering the pH to such an extreme that damage to living and nonliving things results. Often the source of acid rain is pollutants from factories or automobiles. The gases produced by fuel combustion react with water vapor in the air and produce acids such as sulfurous acid, sulfuric acid, and nitrous acid. Burning of coal, oil, and natural gas is especially likely to cause an increased amount of acid rain. In addition to man-caused sources of acid rain, volcanic eruptions and some bacterial decay also produce these acidic oxides which lower the pH of water.

Scientists measure the acidity of an object using the pH scale. The scale ranges from 0 to 14, with a pH of 7 being considered neutral. A pH less than 7 is acidic and one more than 7 is basic or alkaline. Normal rain has a pH of about 5.6. It is not neutral because rainwater naturally dissolves a small amount of carbon dioxide from the air and becomes slightly acidic.

Acid rain becomes a serious problem when the pH of the precipitation becomes less than 3.5. There have been reported pH of 1.3 in some areas. These extremely acidic conditions kill fish and plants, and may render lakes and soil totally uninhabitable. Young fish not only are killed by such acidic waters, but any fish that may survive are usually not able to reproduce. Sometimes, nature provides a means of neutralizing these acidic waters via naturally alkaline ammonia compounds or calcium compounds such as limestone.

The table below gives the pH of some common substances:

pH	Substance
1.1	Battery acid
2.8	Household vinegar
5.5	Normal rainwater
7.0	Distilled water
8.2	Baking soda
11.6	Household ammonia
13.9	Lye

Which of the following compounds does not dissolve in water and cause acid rain?

A. sulfur dioxide

B. sulfur trioxide

C. carbon dioxide

D. nitrogen dioxide

E. nitrogen monoxide

ANSWER: C

Explanation:

carbon dioxide is the correct choice in the context of the passage. Rainwater naturally absorbs a small amount of carbon dioxide from the atmosphere. The dissolved gas forms a weak acid, which is why ordinary rain has a slightly acidic pH of about 5.6 rather than a neutral pH of 7. This normal, naturally occurring acidity is not what the passage identifies as acid rain.

Instead, the passage distinguishes serious acid precipitation as the result of sulfur and nitrogen oxides associated with combustion and other pollution sources. These substances react with atmospheric water to form stronger acids, capable of reducing precipitation pH to levels that can harm fish, plants, soils, lakes, and built structures. Thus, although carbon dioxide contributes to the mild acidity of normal rain, it is not treated as a cause of damaging acid rain in this question's scientific context. The U.S. Environmental Protection Agency likewise identifies sulfur dioxide and nitrogen oxides as the principal emissions that cause acid rain: EPA: What Is Acid Rain?. For further context on carbon dioxide's natural role in rainwater acidity, see USGS: pH and Water.

QUESTION NO: 37

Evaluate (6 × 105) ÷ (4 × 103).

A. 20

B. 100

C. 150

D. 1,500

E. 2,000

ANSWER: C

Explanation:

The intended reading of the expression is × 10^5 divided by 4 × 10^3, with the exponent formatting apparently omitted in the question text. Apply the quotient rule for powers of ten: $10^5 \div 10^3 = 10^{5-3} = 10^2 = 100$. Then divide the numerical coefficients: 6 ÷ 4 = 1.5. Multiplying gives 1.5 × 100 = 150. Equivalently, 6 × 10^5 is 600,000 and 4 × 10^3 is 4,000; 600,000 ÷ 4,000 equals 150. Therefore, **150** is the correct value. This approach uses the standard exponent rule that, when dividing like bases, the exponent in the denominator is subtracted from the exponent in the numerator. For additional practice with exponent properties, see Khan Academy's exponent-properties guide and the OpenStax explanation of exponential notation and operations.

QUESTION NO: 38

Source: Robert A. Divine et al., *America: Past and Present*, Addison Wesley Longman, 1999 (adapted)

Information on the map supports the conclusion that congressional leaders in 1820 and 1821 wanted to _____.

A. open territories in the North to slavery

B. bring slavery to the Oregon Country

C. ban slavery west of the Mississippi River

D. maintain an equal number of free and slave states

ANSWER: D

Explanation:

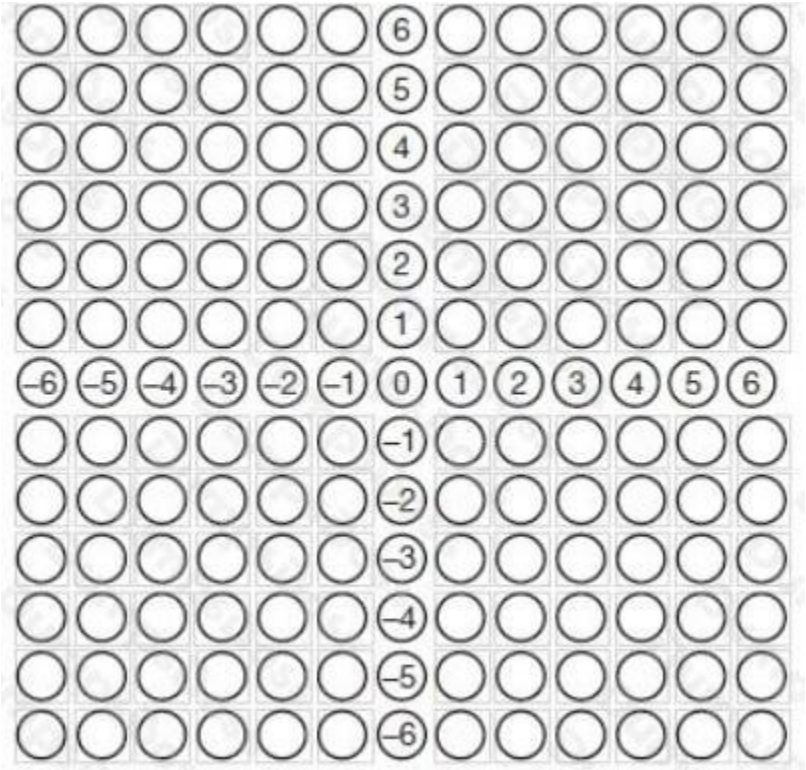
The correct answer is **maintain an equal number of free and slave states**. The map's information about the Missouri Compromise era reflects Congress's effort to preserve the political balance between states where slavery was legal and states where it was not. In 1820, Missouri's proposed admission as a slave state raised concern because it could give slaveholding states greater representation and influence in the Senate. Congress addressed this by admitting Maine as a free state at the same time. This pairing kept the Senate evenly divided between free and slave states, with eleven of each. The congressional action involving Missouri in 1821 continued the effort to settle the conditions of Missouri's entry without disrupting that balance. The compromise also established a geographic framework for slavery in much of the Louisiana Purchase territory, but its central immediate political purpose was maintaining parity in the Senate. The U.S. Senate's historical overview of the compromise describes the paired admission of Maine and Missouri and its importance to sectional balance: U.S. Senate: The Missouri Compromise. Additional context is available from the Library of Congress.

QUESTION NO: 39 - (HOTSPOT)

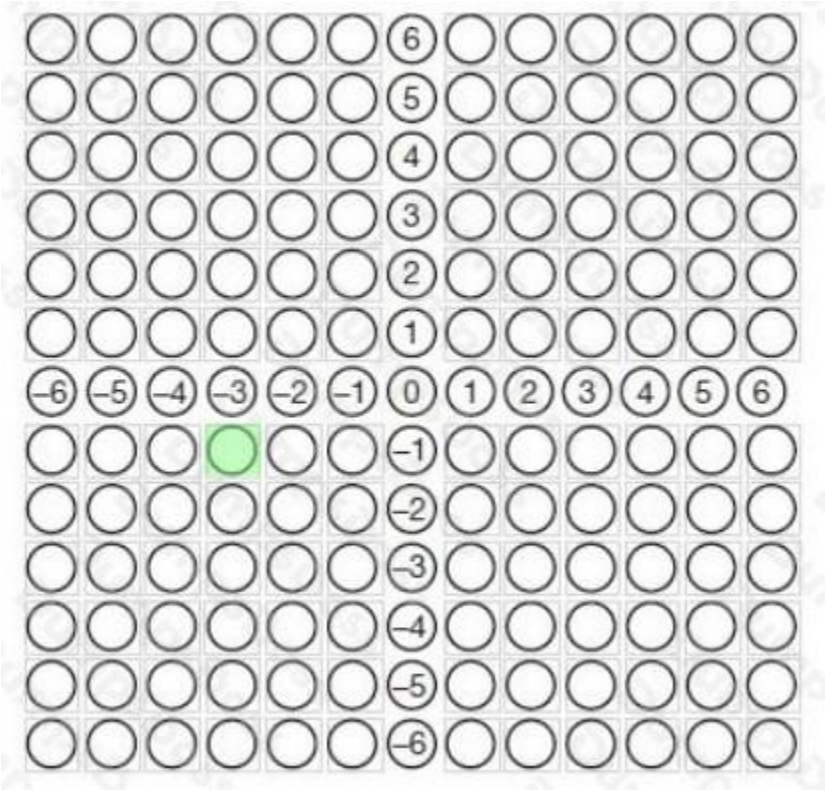
HOTSPOT

On a coordinate plane, a vertical line is drawn through the point (−3, 4). On the same plane, a horizontal line is drawn through the point (2, −1). At what point on the plane will the two lines intersect? Mark your answer on the coordinate grid below.

Hot Area:



ANSWER:



Explanation:

A vertical line keeps the same horizontal position everywhere on the coordinate plane. Because the vertical line passes through (−3, 4), every point on that line has an x-coordinate of −3. It may extend above or below the given point, but it never moves left or right from x = −3.

A horizontal line keeps the same vertical position everywhere on the coordinate plane. Since the horizontal line passes through (2, −1), every point on that line has a y-coordinate of −1. It can extend in either horizontal direction, but it never moves up or down from y = −1.

The intersection must satisfy both conditions at the same time: it must lie in the x = −3 column and the y = −1 row. That location is (−3, −1). On the grid, it is found by starting at the origin, moving three units left to −3, and then moving one unit down to −1. The highlighted point is placed exactly at this intersection. For additional information about plotting ordered pairs and interpreting coordinate planes, see Khan Academy's ordered-pairs lesson.

QUESTION NO: 40

Read this excerpt of the persuasive essay, "Should Cell Phones Be Banned in Schools"?

Today, almost any parent can use a cell phone to ask their children about their whereabouts, occupation, or health. At the same time, most parents can remember the days when cell phones simply did not exist, and children were factually left on their own for at least half of the day. I believe that cell phones today pose a great distraction for students – especially advanced smartphones that provide numerous opportunities for entertainment – and thus should be prohibited from use in schools; but, at the same time, I stand for not prohibiting cell phones from students' possession entirely, since they allow parents monitor their children for safety.

The first and foremost reason why cell phones should be prohibited from use at schools is that they pose a significant disruption in the educational process (School Security). The most obvious manifestation of such disruption is cheating during exams or other testing methods; access to the Internet, electronic books, and consulting with peers through mobile Skype right from the classroom. Phone rings, incoming message signals, or games interfere with the educational process by distracting teachers and students from classes. Even if the sound is turned off, a phone's vibration still distracts students.

Another reason for prohibiting cell phones in classes is an increased temptation for students to communicate with friends instead of focusing on study material. Once again, the level of technology allows clever smartphone owners to regularly check their social networks profiles and browse Internet content. Texting itself, while being an extremely popular way of mobile communication among youth, becomes even more tempting when a student is listening to a lecture but has their mind wandering (Wundermuller).

Select all that provide evidence that support the claim the writer used personal experience to come to the conclusion that cellphones are a distraction for students.

A. The most obvious manifestation of such disruption is cheating during exams or other testing methods; access to the Internet, electronic books, and consulting with peers through mobile Skype right from the classroom.

B. Phone rings, incoming message signals, or games interfere with the educational process by distracting teachers and students from classes. Even if the sound is turned off, a phone's vibration still distracts students.

C. Another reason for prohibiting cell phones in classes is an increased temptation for students to communicate with friends instead of focusing on study material.

D. Once again, the level of technology allows clever smartphone owners to regularly check their social networks profiles and browse Internet content.

E. Texting itself, while being an extremely popular way of mobile communication among youth, becomes even more tempting when a student is listening to a lecture but has their mind wandering (Wundermuller).

ANSWER: A B C D

Explanation:

The statements "The most obvious manifestation of such disruption is cheating during exams or other testing methods; access to the Internet, electronic books, and consulting with peers through mobile Skype right from the classroom," "Phone rings, incoming message signals, or games interfere with the educational process by distracting teachers and students from classes. Even if the sound is turned off, a phone's vibration still distracts students," "Another reason for prohibiting cell phones in classes is an increased temptation for students to communicate with friends instead of focusing on study material," and "Once again, the level of technology allows clever smartphone owners to regularly check their social networks profiles and browse Internet content" are presented as the writer's own observations and reasoning. Together, these observations describe specific ways phones pull attention away from schoolwork: cheating, alerts and games, social communication, and online browsing. This directly supports the writer's conclusion that cell phones distract students. In GED extended-response and reading tasks, evidence should be relevant to the author's claim and should show how details support the stated position. These details are relevant because each identifies a concrete classroom behavior or interruption connected to reduced focus. See the GED study resources and the GED extended-response scoring guidance for the importance of using relevant evidence to support a claim.

QUESTION NO: 41

The most useful indicator of the degree of democracy reached by a particular society is whether it has a _____.

A. formal method whereby people can effect changes in government policy

B. system of government checks and balances

C. two-house legislature

D. system of liberal and humane courts

E. civilian government

ANSWER: A

Explanation:

A *formal method whereby people can effect changes in government policy* is the best indicator because democracy is fundamentally measured by the extent to which people can meaningfully participate in governing and hold public officials accountable. A formal method means that participation is protected and structured through law or established institutions rather than depending on informal influence, personal connections, or the willingness of leaders to listen. Such methods can include voting in genuine elections, petitioning government, participating in ballot initiatives or referenda where available, seeking redress of grievances, and using lawful processes to replace or recall officials. These mechanisms give citizens an ongoing, practical ability to influence public decisions and peacefully change policy. The presence of these channels demonstrates popular sovereignty: political authority ultimately rests with the people, who have recognized means to express

preferences and make government responsive. International democracy assessments likewise emphasize political participation, electoral processes, pluralism, and the functioning of government as central measures of democratic practice. See Freedom House's Freedom in the World methodology and the USA.gov overview of voting rights and laws.