

Scoreboost® for the GED® Test 2nd Edition

A Teacher's Guide to Using
Scoreboost in Class or for Self-
Study



Contents

About the Series
Item Types on the GED® Test
Assessment and Instruction
Learning Strategies
Unit Practice and Action Plans
GED Test Practice and Action Plan
Updates for 2nd Edition
Online Practice

About the Series

8 workbooks

Level: 9+

Mathematics

Fractions, Decimals, Percents, and Proportions

Measurement and Geometry

Graphs, Data Analysis, and Probability

Algebraic Reasoning

Language Arts

Sentence Structure, Usage, and Mechanics

Reading Comprehension and Extended Response

Thinking Skills

Critical Thinking for Reading, Science, and Social Studies

Data and Graphic Skills for Mathematics, Science, and Social Studies



About the Series

Scoreboost® for the GED® Test 2nd Edition is a series of supplemental GED test-prep workbooks that can be used with any GED core instructional textbooks (such as *GED® Test Mastery*), videos, or online materials.

- 11–15 lessons per book target specific GED assessment targets and practices.
- Hundreds of sample GED test questions model the thinking process needed to succeed on the GED tests.
- Cumulative Unit Practice provides review and aids retention.
- GED Test Practice posttest develops test readiness.
- Detailed answer explanations help learners review their work.
- Action Plans provide useful feedback for self-evaluation.

Item Types on the GED® Test

Each workbook begins with a page that explains digital item types.

Items throughout each book are modeled on GED test item types.

Students can practice answering questions online at the New Readers Press Test Question Practice Portal:

<http://onlinepractice.newreaderspress.com/>

ITEM TYPES ON THE GED® TEST

The GED® tests will be given on the computer. The Mathematical Reasoning, Social Studies, and Science tests will include multiple-choice questions as well as drag-and-drop, hot spots, fill-in-the-blank, and drop-down menu items.

Fill-in-the-blank questions will have an empty box where you will type in your answer. The answer could be a word, number, or equation. If you need mathematical symbols, you can click on  at the top of the screen.

Type your answer in the box. You may use numbers, a decimal point (.), and/or a negative sign (-) in your answer.

In a standard deck of cards, there are four suits: spades, hearts, diamonds, and clubs. Each suit includes 13 cards: ace, 2, 3, 4, 5, 6, 7, 8, 9, 10, jack, queen, and king.

You randomly draw one card from the deck, and it is an ace.

What is the probability that if you draw a second card it will be a queen? %

Drop-down menu items will offer you several answers to choose from in order to complete a statement or equation. Put your cursor on the "Select..." box to see the options. Click on the correct answer option.

The total snowfall in Syracuse, New York, for the last five seasons was: 50.6, 179, 106.1, 149.6, and 109.1 inches.

The for this data is 128.4, and the snowfall is 118.9 inches.

- median
- range
- mode
- mean

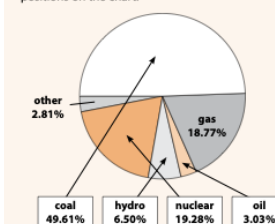
A **drag-and-drop** item will require you to click on images, words, or numbers and drag them to the correct place.

A **hot spot** item has a graphic image with sensors in it. The sensors allow you to click and select points on a map or graph, or drag an image to the correct place.

Select the box that shows what happened in 1837.



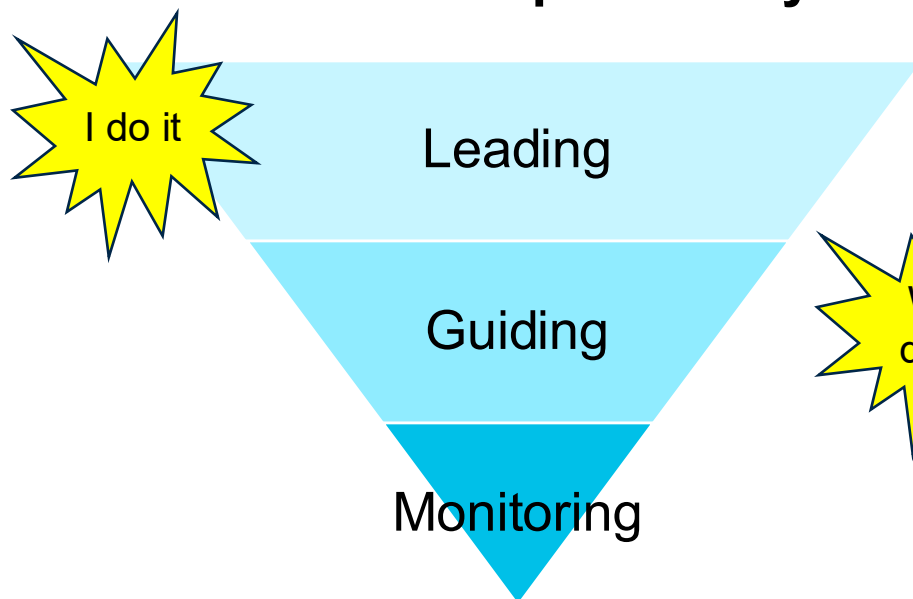
The pie chart shows fuel sources for electricity in the U.S. Drag the remaining labels to the correct positions on the chart.



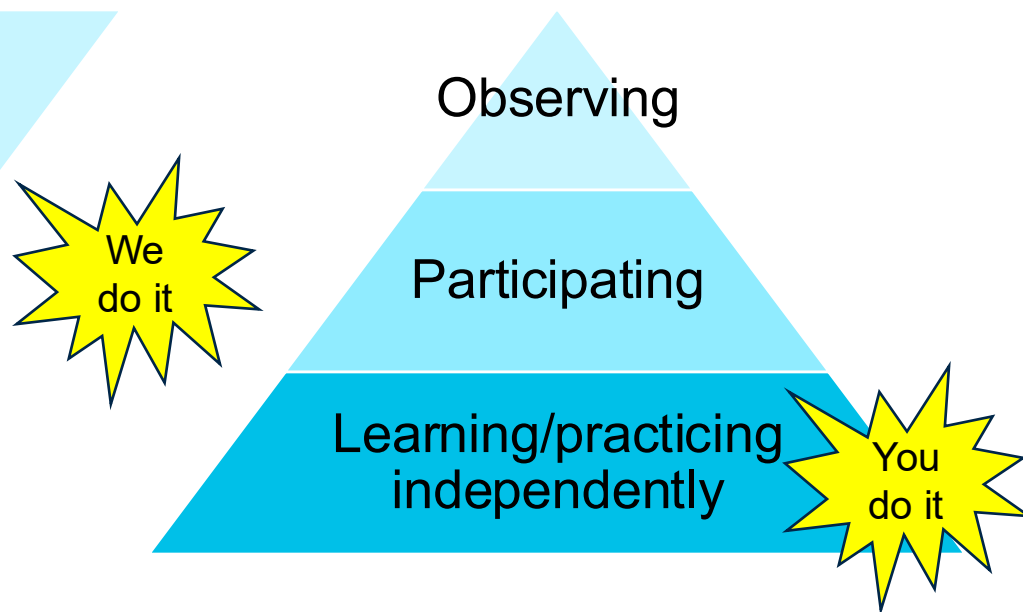
Source: U.S. EPA eGRID

Assessment and Instruction: Gradual Release of Responsibility (GRR) Instructional Model

Teacher responsibility



Student responsibility



Assessment and Instruction

Students:

- study targeted GED test strategies,
- apply the strategies in cumulative Unit Practice,
- continue to follow the pattern of strategies and practice, and
- take GED Test Practice posttest and use Action Plan to evaluate which skills they still need to work on.

CONTENTS

Unit 1: Measurement Strategies

Strategy 1	Review the Standard Units of Measurement	4
Strategy 2	Review the Metric Units of Measurement	6
Strategy 3	Use the Calculator with Measurement Problems	8
Strategy 4	Use Diagrams in Measurement Problems	10
Unit 1 Practice		12

Unit 2: Perimeter, Circumference, and Area Strategies

Strategy 5	Find Circumference, Perimeter, and Area	14
Strategy 6	Answer Fill-in-the-Blank Perimeter, Circumference, or Area Questions	16
Strategy 7	Find a Dimension When Given Perimeter, Circumference, or Area	18
Strategy 8	Use the Calculator with Geometry Problems	20
Unit 2 Practice		22

Unit 3: Volume and Surface Area Strategies

Strategy 9	Use the Formula Sheet to Find Volume ..	24
Strategy 10	Use the Formula Sheet to Find Surface Area	26
Strategy 11	Find a Dimension When Given Surface Area or Volume	28
Strategy 12	Use the Calculator to Find Volume or Surface Area	30
Unit 3 Practice		32

Unit 4: Additional Geometry Strategies

Strategy 13	Work with Composite Figures	34
Strategy 14	Use the Pythagorean Theorem with Right Triangles	36
Unit 4 Practice		38
GED Test Practice		40
Answers		43

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T1-30XS image courtesy of Texas Instruments.

Learning Strategies

Present GED strategy

Explain the GED strategy to students using the introduction at the top. Key terms are in bold.

Apply strategy to sample test items

Students read the example GED questions and respond to THINK prompts. Some questions have explanations for right and wrong answers to guide students in answering the questions correctly.

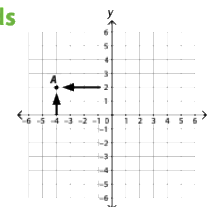
Review a TESTWISE hint

Use hints to share additional test-taking tips.

STRATEGY
13

Plot Points on Coordinate Grids

The **coordinate grid** is a system of lines used to locate points on a plane. Each point has its own address. The address, or **coordinates** of a point, is a pair of numbers. The numbers can be positive, negative, or both. The first number locates the point horizontally along the **x-axis**. The second number shows the point's location in relation to the vertical **y-axis**. On the grid to the right, point A is located at $(-4, 2)$.



On the GED Math Test, some of the questions will ask you to click on a special coordinate grid to show the location of a point. For practice, you will shade the circle where you would click the grid.

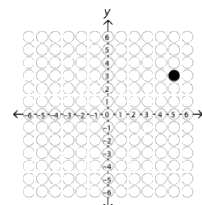
Example

Plot a point with coordinates $(5, 3)$ on the grid.

THINK: The first number shows the location along the x-axis. The second number shows the location along the y-axis.

Start at the origin $(0, 0)$. On this special GED coordinate grid, the circle marked 0 is the origin. Count five circles to the right along the x-axis. Then count three circles up along the y-axis. Mark your answer on the coordinate plane grid.

ANSWER: See the grid below.



GED Problem

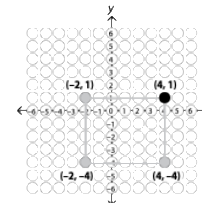
A rectangle is drawn on a coordinate grid. Its vertices, or corners, are located at $(-2, -4)$, $(-2, 1)$, and $(4, -4)$. At what point is the fourth vertex?

Mark your answer on the coordinate plane grid.

THINK: I know a rectangle has four sides, and the opposite sides are equal. I can plot the three points given in the problem, and then determine where the fourth point must be placed.

First, plot the three points given in the problem.

To form a rectangle, the fourth point must be located at $(4, 1)$. Fill in this circle on the answer grid. The answer is shown below.



TESTWISE

To mark a point (x, y) on the GED coordinate grid, start with the x-value and count to the right if the number is positive or to the left if it is negative. Then count the number of places for the y-value: up if it is positive or down if it is negative. Tap the grid carefully. If you need to erase a point, place the arrow over the point and click the left mouse button.

Learning Strategies

Apply the strategy

Students apply what they've learned to answer items on their own.

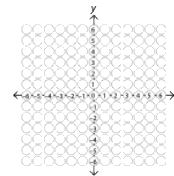
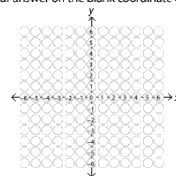
Check the answers

Students check their answers and read the explanations in the answer key. Review and discuss questions that are difficult for learners.

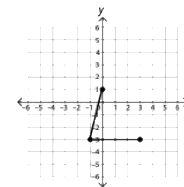
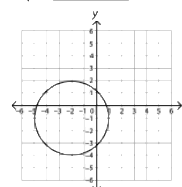
APPLY THE STRATEGY

Directions: Solve the problems below. For problems 1 and 2, write the answer first as a coordinate pair. Then mark your answers on the coordinate plane grids.

1. A point has an x -coordinate of 3 and a y -coordinate of -2 . What is the location of the point on the coordinate grid?
Coordinate pair: _____
Mark your answer on the blank coordinate grid below.
3. A point has an x -coordinate of -4 and a y -coordinate of -2 . What is the location of the point on the coordinate grid?
Mark your answer on the blank coordinate grid below.

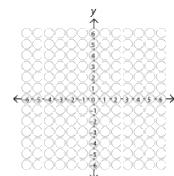
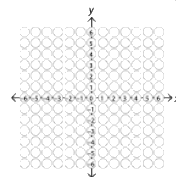


2. The coordinate grid below shows the graph of a circle. What point is located at the center of the circle?
Coordinate pair: _____
4. The coordinate grid below shows the location of three vertices of a parallelogram. At what point is the fourth vertex?



Mark your answer on the blank coordinate grid below.

Mark your answer on the blank coordinate grid below.



Answers start on page 52.

Unit Practice and Action Plans

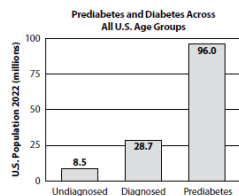
UNIT 2 PRACTICE

Analysis and Point of View

Science Test • Life Science

Questions 1 through 4 refer to this passage and graph about the number of people with prediabetes and diabetes in the United States.

Diabetes is a condition that changes how the body uses sugar and causes blood sugar levels to be higher than normal. Prediabetes is a condition where blood sugar levels are high but not yet high enough to be diagnosed as diabetes. These two conditions affect around 49% of Americans. Both disorders are dangerous to the body. The following graph shows a breakdown of these conditions in the United States, across all age groups.



Source: Centers for Disease Control and Prevention

People with diabetes require daily medicine to help cells take up sugar from their blood. This keeps their blood sugar in a safe range. In addition, regular exercise and a low-fat diet can help people manage their disease. However, about 8.5 million people have diabetes but it is undiagnosed. These people are at greater risk because they do not get the medicine they need to treat their diabetes.

Social Studies Test • Geography and the World

Questions 5 through 8 refer to the reign of King James I of England.

One of the first things James I of England (1566–1625) did when he became king was to authorize a new translation of the Bible in 1604. The King James Version is still used today. A king with a scholarly bent, James wrote a book called *The True Law of Free Monarchies*. In it he set forth his belief that “kings are called gods because they sit upon God’s throne on earth.” He believed that as king, he should have absolute power to rule for the benefit of his people. James’s belief in the divine right of kings led to many conflicts with Parliament, England’s representative body.

One of the conflicts between James and Parliament concerned the Puritans. The Puritans were a group within the Church of England. They wanted to “purify” the church and rid it of its Catholic rituals. They also demanded that local congregations be able to rule themselves rather than be ruled by bishops appointed by the king. The House of Commons, the lower house of Parliament, had several powerful Puritan members, and so it sympathized with their demands. However, James refused to make any changes in the power structure of the Church of England. James’s predecessor, Queen Elizabeth I (1533–1603), had tolerated the Puritans, but James began persecuting them. As a result, many left the country. Some settled in the New World, where they founded the Massachusetts Bay Colony as a refuge.

- What happened after the Puritans demanded self-rule for their congregations?
 - James authorized a new translation of the Bible.
 - Members of the House of Commons backed a Puritan revolt.
 - James wrote a book about the divine right of kings.
 - James began to persecute them, so many left the country.

Science Test • Physical Science

Questions 9 through 11 refer to this report about experiments on cooking hamburgers.

Government food safety experts suggest cooking hamburgers thoroughly so they are well-done, which kills harmful bacteria. But cooking hamburgers at high temperatures produces chemical compounds called amines, which have been linked to cancer in animals.

Scientists at Lawrence Livermore National Laboratory wanted to find a way to cook hamburgers that would kill bacteria but produce fewer amines. They cooked hamburgers at various temperatures and tested the results. They found that temperature did not make much difference. Instead, cooking technique seemed to affect the level of amines.

Originally, the scientists had not planned to test cooking methods, but through informal conversations in the lab, they discovered that people cook hamburgers differently. Some people turn hamburgers just once as they cook, and some people turn them several times. When they ran the experiment using number of flips as the variable, they found that hamburgers that had been turned every minute had a far lower concentration of amines than those that had been flipped only once. Burgers that were flipped frequently cooked faster, but at a lower temperature, reducing the production of amines but still killing the bacteria. The results of the experiment are summarized in the chart below.

	Hamburger Flipped Once	Hamburger Flipped Every Minute
Cooking Time	8.9 minutes	7.1 minutes
Amines (per gram of hamburger)	5.7 nanograms	0.5 nanograms

Language Arts Test • Informational Social Studies

Questions 12 and 13 refer to the following information on mental health.

Young people can play an important role in supporting their own mental health. Poor mental health can lead to depression, anxiety, over-eating, and other risks. Even though many of the challenges in life that can affect mental health are beyond a young person’s control, there are many things they can do to improve mental well-being. The first step is knowing that mental health challenges are common. In the same way people of all ages can get injured or sick, mental health challenges can happen to people of all ages. The good news is that they can be treated and even prevented.

The next step is asking for help. Research shows that talking to family and friends can make a big difference. Talking often makes you feel less anxious or depressed. Another important way to stay mentally healthy is by volunteering. Helping others in need can remind you of the good things in your life and help you to build a sense of purpose. And finally, regular exercise is another activity that has positive benefits on mental health. It gets you moving. It can be done outside, which helps reduce social isolation.

- Which statement best expresses the author’s point of view?
 - Mental health challenges only happen to young people.
 - There is very little anyone can do to deal with mental health problems.
 - Young people can actively support their own mental well-being.
 - Asking for help is one way to support one’s own mental health.
- Which detail supports the conclusion that the author wants you to reach?
 - Research shows that talking to people in your life can cure depression.
 - Regular exercise has positive benefits on mental health.
 - Comfort food consumption will help with mental health.
 - One important way to stay mentally healthy is to find a good paying job.

SCOREBOOST ACTION PLAN

Check your answers starting on page 46. Fill in the chart, and make an action plan.

Questions	Strategy	Pages	Correct/Total	Plan: More work needed
5, 10	Follow a Sequence	16–17	___/2	☐
1, 2, 4, 6, 9	Interpret Cause and Effect	18–19	___/5	☐
3, 8, 11	Draw Conclusions	20–21	___/3	☐
7, 12, 13	Analyze the Author’s Point of View	22–23	___/3	☐
Total:			___/13	

Unit Practice and Action Plans

- At the end of every unit, there are 10-20 practice questions representing all item types. This serves as a good review of the strategies introduced and practiced in the unit.
- Students check their answers and read the explanations. Review and discuss questions that are difficult for students.
- Students fill in the *Scoreboost* Action Plan to determine if they need more practice in some strategies.

SCOREBOOST ACTION PLAN

Check your answers starting on page 43. Fill in the chart, and make an action plan.

Results

0-5 correct • *Need to study more—make a plan*

6-8 correct • *Need to review some skills*

9-10 correct • *Mastery of skills—move on*

Questions	Strategy	Pages	Correct/Total	Plan: More work needed
1, 2	Tables and Charts	4-5	____/2	☐
3, 4	Bar Graphs	6-7	____/2	☐
6, 7	Line Graphs	10-11	____/2	☐
5, 8	Line Plots and Histograms	8-9	____/2	☐
9, 10	Circle Graphs	12-13	____/2	☐
		Total:	____/10	

GED Test Practice and Action Plan

GED TEST PRACTICE

Science Test • Life Science

Questions 1 through 3 refer to the following passage about asthma.

Asthma is a chronic disease in which the lungs become inflamed and bronchial passages become constricted. When the inflammation becomes severe, the patient has an asthma attack and is unable to breathe. Often a trip to the emergency room is required for treatment. Asthma attacks can be caused by the following triggers: allergies to airborne particles like dust and mold; colds, flu, and other respiratory infections; and exercise. For unknown reasons, the incidence of asthma is on the rise. In fact, asthma accounts for more children's hospitalizations each year than any other disease.

People who have asthma symptoms more than twice a week need two basic types of medication. The first type helps prevent inflammation and therefore helps prevent asthma attacks. This medication may be in the form of inhaled steroids or other drugs, steroid pills, or other drugs in pill form. Inhaled drugs are usually preferred to pills, because they work directly on the lungs, and a smaller dose is needed. A drawback of the inhaled steroids is that heavy use may slow children's growth.

The second type of medication treats the symptoms of an asthma attack. These inhaled drugs, called bronchodilators, relax the muscles that squeeze airways shut, temporarily making breathing easier. Although they ease symptoms, they do not reduce the underlying inflammation. Thus a person using bronchodilators may think he or she is getting better when in fact the inflammation may be worsening.

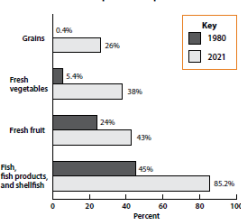
In addition to drug treatments, patients with asthma can use a peak flow meter, a device that measures how much air a person can exhale. The less the patient can exhale, the more inflammation there is. Peak flow meters indicate when inflammation is occurring even before symptoms appear, so patients can adjust their medication.

Language Arts Test • Informational Social Studies

Questions 4 through 7 refer to the following passage and graph about imported food.

Reading the labels on supermarket shelves and displays is like taking a virtual trip around the world. Nectarines from Chile, apples from New Zealand, and shellfish from China are just a few of the items you're likely to find. Increased foreign trade and consumer demand for variety have helped globalize the American food supply. Since 1980, Americans' consumption of imported foods has risen considerably, as shown in the graph below.

U.S. Consumption of Imported Food



Source: U.S. Department of Agriculture

The U.S. Food and Drug Administration (FDA), charged with keeping the American food supply safe, has expanded its operations. A growing number of FDA employees are now working with international standards-setting organizations, multinational health and trade organizations, and government and private agencies worldwide. Their mission is to ensure that American food is safe to eat regardless of where it was grown, processed, or packaged. This is not an easy task, since U.S. standards and rules often differ from those in other nations.

Social Studies Test • U.S. History

Questions 8 through 10 refer to the following passage on immigrants arriving in New York City.

Around 1900, New York City was the major port of entry for immigrants. Arriving by steamship in New York Harbor, millions of Europeans felt wonder and relief at the sight of the Statue of Liberty. The impression of that dignified welcome was often overshadowed by the later experience of being processed for entry at Ellis Island. People who were likely to become a public charge, those suffering from a "loathsome" or contagious disease, convicts, the mentally retarded, and the mentally ill all were rejected at Ellis Island and sent back home, often being separated from their families. Descendants of the immigrants who passed inspection on Ellis Island now look back on their ancestors as folk heroes who had the determination to overcome obstacles and succeed in becoming Americans. At the time, however, many native-born Americans regarded these same immigrants with fear and distaste. They saw the immigrants as inferior and strange, with cultural backgrounds that would undermine American values.

Today, New York City is still a major port of entry for immigrants; just as in 1900, more than one-third of the city's population is foreign-born. However, today's immigrants are more likely to arrive by plane at John F. Kennedy International Airport. They are no longer mainly European; instead, immigrants come primarily from Asia and Central America.

8. What is the main purpose of the passage?
 - (A) New York City was the major port of entry for immigrants.
 - (B) The Statue of Liberty was a symbol of welcome.
 - (C) Most immigrants arrived in New York City around 1900.
 - (D) Today's immigrants are more likely to arrive by plane at John F. Kennedy International Airport.
9. Which statement is true?
 - (A) Immigrants who passed inspection on Ellis Island were considered folk heroes.
 - (B) The Euro States at Ellis Island were rejected.
 - (C) Some workers at Ellis Island were rejected.
 - (D) At Ellis Island, immigrants were separated from their families.
10. Which detail from the passage best supports the author's claim that immigrants were often rejected at Ellis Island?
 - (A) Immigrants who passed inspection on Ellis Island were considered folk heroes.
 - (B) Around 1900, New York City was the major port of entry for immigrants.
 - (C) Most of the city's population is foreign-born.
 - (D) In 1900, more than one-third of the city's population is foreign-born.

Language Arts Test • Informational Workplace

Questions 11 and 12 refer to the following passage about emergency procedures from the staff manual of a swim club.

In the event of a serious but not life-threatening accident (broken bones, conscious choking), the responding lifeguard should:

1. Clear the pool.
2. Have the second lifeguard call 911 to report the accident and to ask for assistance.
3. Have the second lifeguard notify the reception desk that emergency vehicles will be responding.
4. Administer any necessary first aid.
5. Monitor victim until emergency personnel arrive.
6. Complete an accident report.
7. Return to duty when able.

However, in the event of a serious, life-threatening accident (unconscious, partial drowning), the responding lifeguard should:

1. Administer any necessary first aid or CPR immediately.
2. Have the second lifeguard call 911 immediately.
3. Have the second lifeguard clear the pool as soon as possible.
4. Have the second lifeguard notify the reception desk that emergency vehicles will be responding.
5. Monitor victim until emergency personnel arrive.
6. Complete an accident report.
7. Return to duty when able.

11. What should the lifeguard do right after turning the accident victim over to emergency personnel?
 - (A) Clear the pool.
 - (B) Call the reception desk.
 - (C) Monitor the victim's condition.
 - (D) Fill out an accident report.
12. What is the author's point of view concerning accidents involving broken bones?
 - (A) They are not serious accidents.
 - (B) They are life-threatening.
 - (C) They should be taken seriously.
 - (D) They should cause alarm.

SCOREBOOST ACTION PLAN

Check your answers starting on page 48. Fill in the chart, and make an action plan.

Results

0–6 correct • Need to study more—make a plan
7–9 correct • Need to review some skills
10–12 correct • Mastery of skills—move on

Questions	Strategy	Pages	Correct/Total	Plan: More work needed
1, 3, 4, 8	Central Ideas and Details	4–11	___/4	☐
5, 7, 11, 12	Analysis and Point of View	16–23	___/4	☐
2, 6, 9, 10	Synthesis and Purpose	28–35	___/4	☐
Total:			___/12	

GED Test Practice and Action Plan

GED Test Practice

Students practice all the strategies by answering items modeled on GED question types.

Check the answers

Students check their answers and read the explanations in the answer key. Review and discuss questions that are difficult for learners.

Action Plan

Students fill in the Action Plan to determine if they need more practice in some strategies.

ANSWERS

Strategy 1: Understand Central Ideas and Supporting Information, Page 5

- (D) Frederick Douglass used the knowledge he acquired to free others.**
The author's main point, implied in the last paragraph, is that Frederick Douglass used his learning to teach others and help free other slaves. Choices (A), (B), and (C) are details from the passage, but not the main idea.
- (B) He learned to read.**
Learning to read was clearly the turning point of Douglass's life. It gave him both the determination and the ability to work to end slavery.
- (D) It can reach parts of the ocean that have never been explored.**
According to the passage, the robots can explore parts of the ocean that were previously unreachable. That is the central idea of the passage, and it is supported by the details on how the robot works.
- (A) a system of tubes and chambers that can fill with fluid**
According to the passage, some robot octopuses have a system of tubes and chambers that can be filled and emptied of fluid. This system allows the robot to move by swimming, crawling, and changing shape.

Strategy 2: Summarize Ideas, Page 7

- (B) staying patient and keeping calm**
According to the second paragraph, drivers should stay patient and keep calm. These are mindsets that support safe driving.
- (A) By applying safe driving tips, every driver can drive more safely.**
This statement summarizes the main idea from the passage. The other statements are either specific tips or not mentioned at all.
- (B) In order to discourage the practice of cyanide fishing, which is harmful to fish and coral reefs, in Southeast Asia, pet stores will label poison-free fish for consumers.**
A good summary of this passage covers two main points: (a) the fact that cyanide fishing is used to catch tropical fish and (b) what is being done to discourage cyanide fishing and maintain the health of coral reefs.

Strategy 3: Make Inferences, Page 9

- (B) The role of humans in the manufacturing process is changing.**
According to the passage, machine vision can accomplish tasks that could only be done by humans in the past. As machines do more of the work, the work done by humans will change.
- (C) A company that develops software for AI can make money.**
The passage states that AI is essential for machine vision and that AI can be trained using software and examples. It is logical that, as AI becomes more common in manufacturing processes, it will need to continue to learn how to do new tasks. Thus, you can infer that companies that help AI learn will have plenty of work to do.
- (C) More people die than are born in Italy, and/or more people leave than enter Italy.**
Italy's negative growth rate suggests that deaths exceed births and/or emigrants (people leaving) exceed immigrants (people entering).

- (A) The natural growth rate of the United States is similar to that of most European nations.**
The passage states that immigration accounts for much of the overall population growth in the United States. Therefore, if increase due to immigration were factored out, the natural growth rate of the United States would be similar to the low natural growth rates of many European nations.

Strategy 4: Make Generalizations Based on Evidence, Page 11

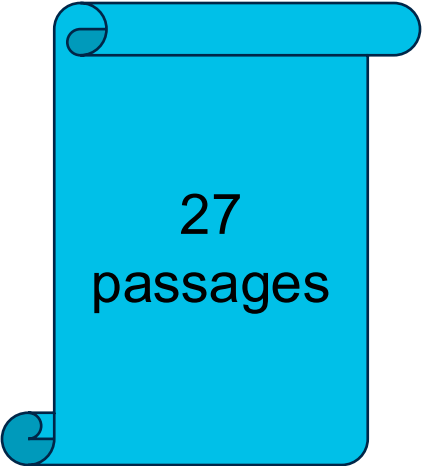
- (D) Another object must have exerted force on it.**
According to the first law, an object's speed will remain constant unless an outside force is applied to it. If an object is moving, the conclusion can be drawn that another object moved it by exerting force on it.
- (D) Scientists can use the laws of motion to determine the strength of the forces acting on an object if they know its rate of acceleration and mass.**
According to the passage, the second law of motion states that an object's acceleration is directly proportional to the force acting upon it and inversely proportional to its own mass. This means that if a scientist knows two of these values, he or she can determine the other value.
- (B) Health insurance is not provided for everyone employed by this company.**
The memo states employees have health insurance coverage from three health insurance companies. However, it also states one company doesn't offer coverage with certain preexisting conditions or who are pregnant. In addition, while the other two provide insurance if these conditions exist, the insurance coverage could still be unavailable.

Unit 1 Practice: Central Ideas, Page 12

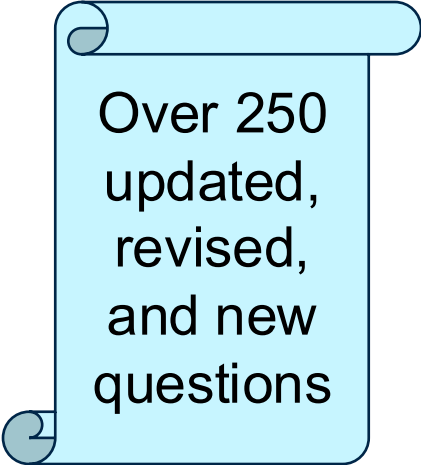
- (D) Human-Powered Electronics**
A title should reflect the topic of the passage. The passage is about electronics, so this is the best choice.
- (D) Human-powered devices provide energy for electronic devices.**
All of the supporting details are connected to the central idea of human-powered devices. The question asks for the central idea of the passage; the first step is to identify the main topic. Then, find the statement that best summarizes the ideas in the passage. In this passage, the central idea is that human-powered devices have a different, or alternative, source of energy.
- (B) They allow electronic devices to be recharged to electrical outlets.**
This generalization relies on evidence presented in the passage that indicates electronic devices must have both a source of energy and a way to replenish the energy. This typically involves using the electrical grid, but with human-powered devices, the source of energy is human power, and there is no need for access to the electrical grid.
- (D) Financial indicators regarding income, property values, and education revenues are provided for each school district in the state.**
This statement covers the main points of the report excerpt, so it is the best summary. The remaining choices focus on details from the report.

Explanations in the answer key extend learning

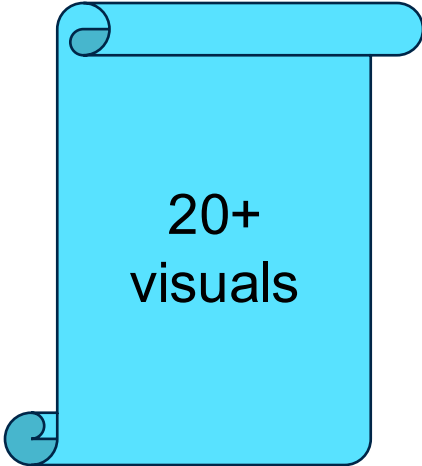
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The top screenshot displays the 'Scoreboost FOR THE GED® TEST' interface. It features a navigation bar with 'Writing', 'Sentence Structure, Usage, and Mechanics', and 'Grammar and Usage'. The question is titled 'Floods and Insurance' and includes a passage about homeowner's insurance coverage. The question asks to select the correct option to complete the sentence: 'Homeowner's insurance and flood insurance [Select] to cover all damage done by the recent hurricane.' The bottom screenshot shows the 'Scoreboost FOR THE GED® TEST' interface for 'Thinking Skills: Critical Thinking for Reading, Science, and Social Studies'. The question is titled 'Handling Unhappy Customers' and includes a passage about dealing with unhappy customers. The question asks to drag each phrase into the correct box to show the correct order of steps to take when dealing with an unhappy customer. The phrases are: 'Get specific information about the incident', 'Explain that you want to help', 'Repeat the complaint back to the customer', 'Apologize for the situation', and 'Summarize what actions you will take'.

