



GED Study Guide

LANGUAGE ARTS

What you need to know about the GED® Language Arts Test

- 1** You should be familiar with reading and writing concepts, along with grammar. However, the language arts test is not a memorization test! You don't need to memorize giant vocabulary words or diagram sentences.
- 2** You'll need to read and understand test passages (literary and informational excerpts), demonstrate that you can write clearly, and draw conclusions (which is using your critical thinking skills in reading and writing). The test also covers grammar. This study guide and the example questions in it will help you get an idea of what's going to be on the test.
- 3** You don't need to know everything in this guide! If you want to see how close you are to passing, the GED Ready® official practice test is a great way to help you determine if you're ready.

Test Overview



Topics

Reading for Meaning
Identifying and Creating Arguments
Grammar and Language



Time (to take the test)

150 minutes
10 minute break between parts 2 and 3
45 minutes for the written essay



Format

3 sections
1 written essay (extended response)
Multiple choice and other question types (drag and drop, hot spot, and drop down)

What you'll be tested on

^r The GED test will measure your strength in the skills below. Click on a skill to learn more about it.



Reading for Meaning

1 Events, plots, characters, settings, and ideas

You'll be asked to:

- Put events in order
- Make inferences or draw conclusions about plots, sequence of events, characters, settings, and ideas in passages
- Analyze relationships within passages, including how people, events, and ideas are connected

For example, a passage describes Roberta, who is about to begin college and is the first person in her family to do so. The author may use words like "nervous," "excited," "proud," and "scared" to describe a variety of emotions Roberta experiences. The author could write about events leading up to enrolling in college, including navigating the application and financial aid processes. They may also share some information about the mixed responses from Roberta's family and friends -- many, but not all -- of whom are supportive.

You could be asked to make inferences about how Roberta was influenced by current or past events; the sequence of events that led to her enrolling in college; and what conclusions you can draw about Roberta's experience.

Example Questions

Events, plots, characters, settings, and ideas

Excerpt from *Anne of Green Gables*

By L. M. Montgomery

Marilla came briskly forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.

"Matthew Cuthbert, who's that?" she exclaimed. "Where is the boy?"

"There wasn't any boy," said Matthew wretchedly. "There was only her."

He nodded at the child, remembering that he had never even asked her name.

"No boy! But there must have been a boy," insisted Marilla. "We sent word to Mrs. Spencer to bring a boy."

"Well, she didn't. She brought her. I asked the stationmaster. And I had to bring her home. She couldn't be left there, no matter where the mistake had come in."

"Well, this is a pretty piece of business!" exclaimed Marilla.

During this dialogue the child had remained silent, her eyes roving from one to the other, all the animation fading out of her face. Suddenly she seemed to grasp the full meaning of what had been said. Dropping her precious carpetbag she sprang forward a step and clasped her hands.

"You don't want me!" she cried. "I might have expected it. Nobody ever did want me. I might have known it was all too beautiful to last. I might have known nobody really did want me. Oh, what shall I do? I'm going to burst into tears!"

Burst into tears she did. Sitting down on a chair by the table, flinging her arms out upon it, and burying her face in them, she proceeded to cry stormily. Marilla and Matthew looked at each other helplessly across the stove. Neither of them knew what to say or do. Finally Marilla stepped lamely into the breach.

"Well, well, there's no need to cry so about it."

"Yes, there *is* need!" The child raised her head quickly, revealing a tear-stained face and trembling lips. "You would cry, too, if you were an orphan and had come to a place you thought was going to be home and found that they didn't want you. Oh, this is the most *tragic* thing that ever happened to me!"

Something like a reluctant smile, rather rusty from long disuse, mellowed Marilla's grim expression.

"Well, don't cry any more. We're not going to turn you out of doors tonight. You'll have to stay here until we investigate this affair. What's your name?"

The child hesitated for a moment.

"Will you please call me Cordelia?" she said eagerly.

"*Call* you Cordelia! Is that your name?"

"No-o-o, it's not exactly my name, but I would love to be called Cordelia. It's such a perfectly elegant name."

"I don't know what on earth you mean. If Cordelia isn't your name, what is?"

"Anne Shirley," reluctantly faltered forth the owner of that name, "but oh, please do call me Cordelia. It can't matter much to you what you call me if I'm only going to be here a little while, can it? And Anne is such an unromantic name."

"Unromantic fiddlesticks!" said the unsympathetic Marilla. "Anne is a real good plain

sensible name. You've no need to be ashamed of it."

"Oh, I'm not ashamed of it," explained Anne, "only I like Cordelia better. I've always imagined that my name was Cordelia—at least, I always have of late years. When I was young I used to imagine it was Geraldine, but I like Cordelia better now. But if you call me Anne please call me Anne spelled with an e."

"What difference does it make how it's spelled?" asked Marilla with another rusty smile as she picked up the teapot.

"Oh, it makes *such* a difference. It *looks* so much nicer."

Question:

Which three words describe Anne's character?

- A Dramatic, Enthusiastic, Disappointed
- B Dramatic, Practical, Satisfied
- C Enthusiastic, Dramatic, Disappointed
- D Satisfied, Practical, Disappointed

2 Understanding main ideas and details

You'll be presented with a reading passage and asked to:

- Determine the relationship between ideas
- Analyze how details develop the main idea

Example Questions

Understanding main ideas and details

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By L. M. Montgomery

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"Matthew Cuthbert, who's that?" she exclaimed. "Where is the boy?"

"There wasn't any boy," said Matthew wretchedly. "There was only her."

He nodded at the child, remembering that he had never even asked her name.

"No boy! But there must have been a boy," insisted Marilla. "We sent word to Mrs. Spencer to bring a boy."

"Well, she didn't. She brought her. I asked the stationmaster. And I had to bring her home. She couldn't be left there, no matter where the mistake had come in."

"Well, this is a pretty piece of business!" exclaimed Marilla.

During this dialogue the child had remained silent, her eyes roving from one to the other, all the animation fading out of her face. Suddenly she seemed to grasp the full meaning of what had been said. Dropping her precious carpetbag she sprang forward a step and clasped her hands.

"You don't want me!" she cried. "I might have expected it. Nobody ever did want me. I might have known it was all too beautiful to last. I might have known nobody really did want me. Oh, what shall I do? I'm going to burst into tears!"

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"Well, don't cry any more. We're not going to turn you out of doors tonight. You'll have to stay here until we investigate this affair. What's your name?"

The child hesitated for a moment.

"Will you please call me Cordelia?" she said eagerly.

"*Call* you Cordelia! Is that your name?"

"No-o-o, it's not exactly my name, but I would love to be called Cordelia. It's such a perfectly elegant name."

"I don't know what on earth you mean. If Cordelia isn't your name, what is?"

"Anne Shirley," reluctantly faltered forth the owner of that name, "but oh, please do call me Cordelia. It can't matter much to you what you call me if I'm only going to be here a little while, can it? And Anne is such an unromantic name."

"Unromantic fiddlesticks!" said the unsympathetic Marilla. "Anne is a real good plain sensible name. You've no need to be ashamed of it."

"Oh, I'm not ashamed of it," explained Anne, "only I like Cordelia better. I've always imagined that my name was Cordelia—at least, I always have of late years. When I was young I used to imagine it was Geraldine, but I like Cordelia better now. But if you call me Anne please call me Anne spelled with an e."

"What difference does it make how it's spelled?" asked Marilla with another rusty smile as she picked up the teapot.

"Oh, it makes *such* a difference. It *looks* so much nicer."

Question:

Read this sentence from the excerpt. What role does this sentence play in the passage?

Something like a reluctant smile, rather rusty from long disuse, mellowed Marilla's grim reaction.

- A It shows that Marilla understands why Anne is unhappy.
- B It shows that Marilla is beginning to think the mistake is funny.
- C It shows that Marilla has decided what to do about the mistake.
- D It shows that Marilla's attitude toward Anne is starting to change.

3 Point of view and purpose

You'll be asked to:

- Identify the author's point of view and purpose
- Determine how the author explains a position and responds to different viewpoints
- Infer the author's purpose in the passage when it is not stated

Example Questions

Point of view and purpose

Petition: Ban Drilling for Resources in the Arctic National Wildlife Refuge

To: U.S. Congress

We, the undersigned, and A Greener America are urging members of the U.S. Congress to protect the nearly 9 million acres of unspoiled coastal plain and mountains in Alaska's Arctic National Wildlife Refuge (ANWR). For many years, this land has been protected, but recently there has been a renewed call for accessing the oil in the Alaskan wilderness to boost the national economy and increase security. Today, more than 80% of Alaska's state revenues result from the oil and gas business, a direct effect of tapping into Alaska's rich energy reserves. Once again, economic interests in oil drilling and production of natural gas and coal are vying with environmental concerns, and the ANWR is in danger. The damage that could be done to the ecosystem would simply be too great.

Recently, new oil and gas extraction methods have led to drilling projects beginning in other states, and the debate has resumed in Congress over whether to permit drilling in the ANWR. Because of these new drilling projects, we do not need the oil from this untouched wilderness. Therefore, Congress must prevent the destruction of the ANWR immediately to achieve the following objectives:

- protect the wilderness from drilling processes that cause oil spills and generate waste material
- continue to preserve the breeding and feeding grounds of native animal species such as caribou, snow geese, and polar bears
- prevent the displacement of Alaska Natives that would be affected by oil and gas drilling activities
- maintain the stability of local economies that rely on this land for subsistence and tourism

We urge the U.S. Congress to prevent any future removal of natural resources in the ANWR.

Question:

What is the primary purpose of the petition?

- A** to convince Congress to oppose drilling for oil and gas in ANWR
- B** to convince Congress to support the protection of wildlife in the ANWR area
- C** to convince Congress that environmental needs take precedence over economic ones
- D** to convince Congress that an increase in drilling for oil and gas is a danger to the ecosystem

4 Tone and figurative language

You'll be asked to:

- Understand how words affect tone
- Understand how figurative language affects the meaning of words or phrases
- Understand how the use of words, phrases, or figurative language influences the author's purpose
- Understand rhetorical techniques or words and figurative language to convey different meanings, emotions, or persuade readers

There are many ways for words to impact tone and convey the author's purpose. Common techniques include:

imagery: The fall forest was ablaze with red, yellow, and gold leaves.

analogy: The dog's fur was as black as a moonless night.

repetition: Let it snow, let it snow, let it snow!

simile: I was as happy as a clam!

metaphor: After he cut the tree, he became Superman in my eyes.

For example, a passage contains an autobiographical excerpt from a soldier, Henry, who was drafted into war. He may talk about his convictions, the challenges he faces between his patriotism, and his opposition to violence. He may write phrases such as "the cold, soulless battlefield," "my undying love for liberty," and the "the conflict that ravaged my soul." All of these terms support the author's meaning and the character's emotions.

You'll be asked to read and understand and interpret different types of ways to express meaning and determine what the author was imparting with their choice of words and tone.

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Tone and figurative language

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"There wasn't any boy," said Matthew wretchedly. "There was only her."

He nodded at the child, remembering that he had never even asked her name.

"No boy! But there must have been a boy," insisted Marilla. "We sent word to Mrs.

Spencer to bring a boy."

"Well, she didn't. She brought her. I asked the stationmaster. And I had to bring her home. She couldn't be left there, no matter where the mistake had come in."

"Well, this is a pretty piece of business!" exclaimed Marilla.

During this dialogue the child had remained silent, her eyes roving from one to the other, all the animation fading out of her face. Suddenly she seemed to grasp the full meaning of what had been said. Dropping her precious carpetbag she sprang forward a step and clasped her hands.

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“What difference does it make how it’s spelled?” asked Marilla with another rusty smile as she picked up the teapot.

“Oh, it makes *such* a difference. It *looks* so much nicer.”

Question:

Read this portion of a sentence from the excerpt. How does the narrator’s use of the words “reluctantly faltered forth” give information about Anne?

“Anne Shirley,” reluctantly faltered forth the owner of that name...

- A The words reveal that Anne feels obligated to answer the question.
- B The words reveal that Anne is often shy when responding to adults.
- C The words reveal that Anne is ashamed of the name she was given.
- D The words reveal that Anne has rarely been asked to provide her name.

5 Organizing ideas

You'll be asked to:

- Determine how a section fits into a passage and helps develop the ideas
- Analyze how text is organized
- Understand the meaning and purpose of transition words
- Analyze how the organization of a paragraph or passage supports the author's ideas

Example Questions

Organizing ideas

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Question:

How does the author's use of the word "But" to begin the second sentence of the first paragraph function in the excerpt?

- A It reinforces Marilla's dislike of Anne's odd attire.

- B It distinguishes between Marilla's amazement and discouragement.
- C It emphasizes the difference between Marilla's expectations and reality.
- D It highlights Marilla's reaction to the striking qualities of Anne's physical features.

6

Comparing different ways of presenting ideas

You'll be asked to compare ideas presented in different ways, including:

- Evaluating two different texts and how they address scope, purpose, emphasis, audience, and impact
- Evaluating two different passages, focusing on point of view, tone, style, organization, purpose, or impact

Example Questions

Comparing different ways of presenting ideas**Petition: Ban Drilling for Resources in the Arctic National Wildlife Refuge**

To: U.S. Congress

We, the undersigned, and A Greener America are urging members of the U.S. Congress to protect the nearly 9 million acres of unspoiled coastal plain and mountains in Alaska's Arctic National Wildlife Refuge (ANWR). For many years, this land has been protected, but recently there has been a renewed call for accessing the oil in the Alaskan wilderness to boost the national economy and increase security. Today, more than 80% of Alaska's state revenues result from the oil and gas business, a direct effect of tapping into Alaska's rich energy reserves. Once again, economic interests in oil drilling and production of natural gas and coal are vying with environmental concerns, and the ANWR is in danger. The damage that could be done to the ecosystem would simply be too great.

Recently, new oil and gas extraction methods have led to drilling projects beginning in other states, and the debate has resumed in Congress over whether to permit drilling in the ANWR. Because of these new drilling projects, we do not need the oil from this untouched wilderness. Therefore, Congress must prevent the destruction of the ANWR immediately to achieve the following objectives:

- protect the wilderness from drilling processes that cause oil spills and generate waste material
- continue to preserve the breeding and feeding grounds of native animal species such as caribou, snow geese, and polar bears
- prevent the displacement of Alaska Natives that would be affected by oil and gas drilling activities
- maintain the stability of local economies that rely on this land for subsistence and tourism

We urge the U.S. Congress to prevent any future removal of natural resources in the ANWR.

Save Our Refuge

by Yvette Altoneer, Director, A Greener America

for *Nature Today: Journal for the Protection of Earth's Eilderness Areas*

Alaska's Arctic National Wildlife Refuge (ANWR) is home to an impressive variety of wildlife and panoramic views. In fact, the refuge was created in 1960 for the sole purpose of protecting our nation's last remaining wilderness area and maintaining the delicate balance of nature in this rugged Arctic environment. For decades, the area has awed visitors with its majestic tundras, snow-topped mountain ranges, and vast wetlands through which flow roaring rivers. The ANWR is also home to many indigenous people who depend on its natural wealth for their continued existence.

Allowing oil and gas companies to drill on these untouched lands would destroy the fragile ecosystems that exist there. The risk is just too great. Although the companies claim that harm to the ANWR would be minimal, there is too much evidence in nearby drilling areas that suggests this is not true. For example, drilling at nearby Prudhoe Bay has resulted in tens of thousands of gallons of oil spilled each year. In fact, the U.S. Fish and Wildlife Service has studied the potential impact of oil and gas development on refuge resources. The service has concluded that although technological advances have decreased the environmental impacts of oil and gas exploration, obtaining oil and gas is still a disruptive and invasive process. This type of invasive process creates pollution that harms our wildlife and could cause unimaginable devastation to the natural environment in the ANWR.

The issue of oil production in the ANWR has caused controversy, and the future of the refuge remains undecided. With the lure of potentially billions of barrels of oil, proponents of drilling see the ANWR as a means to meet the ever-present demand for energy resources. But the promise of economic gains does not offset the expense of drilling in the Arctic, which can cost 50–100% more than projects in the lower 48 states. According to the U.S. Energy Information Administration (EIA), the increased cost is due to weather conditions and other factors unique to this area. Expenses such as transporting the natural gas and oil to faraway consumers and the precautions that are needed to protect employees and equipment from the harsh climate quickly add up.

While it is true that technological advancements allow the exploration of formerly inaccessible resources such as the oil and gas fields in the ANWR, these advancements need to be used to explore areas currently in production. In recent years, modern drilling techniques have allowed companies to drill in previously idle fields across the lower 48 states. We simply do not need the oil from the ANWR at this point. I hope that our government will come to this same conclusion before irreparable damage is done to a place that is far too valuable in its present state to exploit.

Question:

How are the petition and the article different from each other?

- A** The petition acknowledges the arguments for drilling in the area, but

the article ignores the opposing arguments.

- B** The petition is designed to influence decision makers, but the article is directed towards convincing a larger audience.
- C** The petition limits its discussion to the economic impact on the state of Alaska, but the article focuses on the impact for the entire nation.
- D** The petition disregards the negative impact drilling will have on tourism in Alaska, but the article is concerned about damage to the tourism industry.



Identifying and Creating Arguments

1 The relationship of evidence to main ideas and details

You'll be asked to understand the main ideas, evidence, and details in a passage, including:

- Summarizing information from a passage
- Identifying the relationship between the main idea and details of a passage
- Determining the main idea of a passage
- Determining which details support a main idea
- Identifying the theme and supportive elements in fiction and nonfiction

Example Questions

The relationship of evidence to main ideas and details

A Discussion of Eleanor Roosevelt's 1948 Speech on Human Rights

In 1948, during Eleanor Roosevelt's tenure as chairman of the United Nations Commission on Human Rights, she gave a speech, "The Struggle for Human Rights," at the Sorbonne in Paris, France.

She began her speech by informing her audience that her purpose was to talk with them about the preservation of human freedom. Throughout the course of her talk, she tackled several topics, including the commission's Universal Declaration of Human Rights and the difficulties she and the members of the United Nations faced during the drafting process.

In the speech, the former First Lady outlined the two components of the International Bill of Rights. The first part, Roosevelt explained, served as a declaration of the basic human rights that any individual is entitled to no matter where he or she lives. The second part, unfinished during the time she spoke, was a covenant on human rights that would be presented to every nation. It was intended that, once ratified by each nation, the bill would be used as a reference to reshape any national laws that did not conform to the bill's principles.

At the time of Roosevelt's speech, the bill's declaration had been approved by most of the United Nations' member countries. However, four nations, including the Soviet Union and other Soviet satellite states, abstained from a vote of acceptance of the bill. Drawing the audience's attention to these nations, Roosevelt described the difficulties in deciding upon universal definitions for the bill's conception of democracy. She drew out the comparison between the United States and the Soviet

Union and spoke about the two governments' divergent approaches to and uses of power, citing the media in each country as examples. While stating that the US government did not punish expressions of any political viewpoints in its newspapers, Roosevelt suggested that the government in the USSR would close down any papers that criticized its political philosophy.

She concluded her speech by repeating a call to action from the opening statement of the assembly. Roosevelt passionately encouraged unity from the delegates and asked that they overwhelmingly approve the Declaration of Human Rights.

Question:

What approach did Eleanor Roosevelt take to encourage acceptance of the Universal Declaration of Human Rights?

- A She suggested that nations in disagreement with her stance be removed from the commission.
- B She warned of the problems that would occur if all nations had different civil rights policies within their borders.
- C She acknowledged the difficulty of convincing different nations to agree on common ideas of democracy and power.
- D She compared the abstaining nations with the voting nations and suggested that the differences between them were insignificant.

2 Drawing conclusions, making inferences, and evaluating evidence

You'll be asked to read closely and interpret passages, evaluate the evidence, then make inferences and draw conclusions.

This section is primarily focused on using logic and reasoning to interpret a reading.

- Make generalizations based on evidence
- Use main ideas to draw conclusions
- Describe the steps of an argument
- Identify evidence used to support a claim or conclusion
- Determine whether evidence is relevant and sufficient
- Determine whether a statement is or is not supported
- Assess whether an argument is valid
- Identify assumptions in an argument and determine if they are supported by the evidence
- Analyze two arguments and evaluate the types of evidence used to support each claim

Example Questions

Drawing conclusions, making inferences, and evaluating evidence

A Summary of Harry S. Truman's 1947 Speech on Civil Rights

On June 29, 1947, the thirty-third president of the United States, Harry S. Truman, addressed the 38th Annual Conference of the National Association for the Advancement of Colored People (NAACP). In a speech calling for civil rights and human freedom, Truman described the efforts his administration had initiated as well as his hopes for the future.

Opening with a determined tone, Truman urged Americans to work together to repair racial schisms. He suggested that the country had reached a turning point—that for the first time in its history, America was ready and willing to guarantee freedom and equality to all its citizens. He continued with an assertion that the government should protect and provide for all its peoples. According to the president, all Americans should possess decent homes, adequate medical care, worthwhile employment, and the right to a fair trial.

Truman did not paint a one-sided, naive picture, though. At the heart of his speech was a sobering depiction of the social situation facing the nation during its post-World War II era, which included a discussion of disheartening issues ranging from racially motivated insults and intimidation to mob violence. However, he did not dwell on these grim topics but instead cited the issues as fuel for promoting change.

After observing the complexities in expanding and improving federal laws, Truman pointed out several examples of his administration's efforts to make such improvements, including the 1946 appointment of the President's Committee on Civil

Rights and the request that Congress pass legislation to extend basic civil rights to people living in both Guam and American Samoa. Additionally, the President cited the United Nations Commission on Human Rights, chaired by former First Lady Eleanor Roosevelt, and the committee's efforts to prepare the Universal Declaration of Human Rights.

Truman concluded his speech by invoking words Abraham Lincoln had written in 1862. The sixteenth president had called for the nation to remain united—despite class or conditional barriers—not only for itself but for future generations.

Question:

President Truman mentioned the United Nations Commission on Human Rights during his speech to the NAACP in order to show

- A how civil rights legislation worked outside of the United States.
- B his general support of civil rights in the United States and abroad.
- C how the United States had learned valuable civil rights lessons from other countries.
- D his belief that the United States had civil rights policies that should be adopted by other countries.

3 Data, graphs, or pictures as evidence

You'll be asked to analyze how data, graphs, or pictures support the author's claim or argument.

Example Questions

Data, graphs, or pictures as evidence



Eleanor Roosevelt speaks with President Harry S. Truman in May of 1951. She is reporting on her work as a delegate of the United Nations Human Rights Commission.

A Summary of Harry S. Truman's 1947 Speech on Civil Rights

On June 29, 1947, the thirty-third president of the United States, Harry S. Truman, addressed the 38th Annual Conference of the National Association for the Advancement of Colored People (NAACP). In a speech calling for civil rights and human freedom, Truman described the efforts his administration had initiated as well as his hopes for the future.

Opening with a determined tone, Truman urged Americans to work together to repair racial schisms. He suggested that the country had reached a turning point—that for the first time in its history, America was ready and willing to guarantee freedom and equality to all its citizens. He continued with an assertion that the government should protect and provide for all its peoples. According to the president, all Americans should possess decent homes, adequate medical care, worthwhile employment, and the right to a fair trial.

Truman did not paint a one-sided, naive picture, though. At the heart of his speech was a sobering depiction of the social situation facing the nation during its post-World War II era, which included a discussion of disheartening issues ranging from racially motivated insults and intimidation to mob violence. However, he did not dwell on these grim topics but instead cited the issues as fuel for promoting change.

After observing the complexities in expanding and improving federal laws, Truman pointed out several examples of his administration's efforts to make such improvements, including the 1946 appointment of the President's Committee on Civil Rights and the request that Congress pass legislation to extend basic civil rights to people living in both Guam and American Samoa. Additionally, the President cited the United Nations Commission on Human Rights, chaired by former First Lady Eleanor Roosevelt, and the committee's efforts to prepare the Universal Declaration of Human Rights.

Truman concluded his speech by invoking words Abraham Lincoln had written in 1862. The sixteenth president had called for the nation to remain united—despite class or conditional barriers—not only for itself but for future generations.

A Discussion of Eleanor Roosevelt's 1948 Speech on Human Rights

In 1948, during Eleanor Roosevelt's tenure as chairman of the United Nations Commission on Human Rights, she gave a speech, "The Struggle for Human Rights," at the Sorbonne in Paris, France.

She began her speech by informing her audience that her purpose was to talk with them about the preservation of human freedom. Throughout the course of her talk, she tackled several topics, including the commission's Universal Declaration of Human Rights and the difficulties she and the members of the United Nations faced during the drafting process.

In the speech, the former First Lady outlined the two components of the International Bill of Rights. The first part, Roosevelt explained, served as a declaration of the basic human rights that any individual is entitled to no matter where he or she lives. The second part, unfinished during the time she spoke, was a covenant on human rights that would be presented to every nation. It was intended that, once ratified by each nation, the bill would be used as a reference to reshape any national laws that did not conform to the bill's principles.

At the time of Roosevelt's speech, the bill's declaration had been approved by most of the United Nations' member countries. However, four nations, including the Soviet Union and other Soviet satellite states, abstained from a vote of acceptance of the bill. Drawing the audience's attention to these nations, Roosevelt described the difficulties in deciding upon universal definitions for the bill's conception of democracy. She drew out the comparison between the United States and the Soviet Union and spoke about the two governments' divergent approaches to and uses of power, citing the media in each country as examples. While stating that the US

government did not punish expressions of any political viewpoints in its newspapers, Roosevelt suggested that the government in the USSR would close down any papers that criticized its political philosophy.

She concluded her speech by repeating a call to action from the opening statement of the assembly. Roosevelt passionately encouraged unity from the delegates and asked that they overwhelmingly approve the Declaration of Human Rights.

Question:

How does the photograph in the Truman article extend information in the article about Roosevelt's speech?

- A Although she did not mention Truman's plan to extend civil rights in Guam and American Samoa, the photograph shows that she supported it.
- B Although she did not mention Truman's support for the Commission, the photograph shows the president's involvement.
- C Although her speech was given in 1948, the photograph shows that the Declaration was still unfinished several years later.
- D Although her speech was given in Paris, the photograph shows that Truman traveled to France in order to hear it.

4

Extending your understanding to new situations

You'll be asked to combine information from different sources, draw conclusions, and transfer information to new situations.

Example Questions

Extending your understanding to new situations**Petition: Ban Drilling for Resources in the Arctic National Wildlife Refuge**

To: U.S. Congress

1 We, the undersigned, and A Greener America are urging members of the U.S. Congress to protect the nearly 9 million acres of unspoiled coastal plain and mountains in Alaska's Arctic National Wildlife Refuge (ANWR). For many years, this land has been protected, but recently there has been a renewed call for accessing the oil in the Alaskan wilderness to boost the national economy and increase security. Today, more than 80% of Alaska's state revenues result from the oil and gas business, a direct effect of tapping into Alaska's rich energy reserves. Once again, economic interests in oil drilling and production of natural gas and coal are vying with environmental concerns, and the ANWR is in danger. The damage that could be done to the ecosystem would simply be too great.

2 Recently, new oil and gas extraction methods have led to drilling projects beginning in other states, and the debate has resumed in Congress over whether to permit drilling in the ANWR. Because of these new drilling projects, we do not need the oil from this untouched wilderness. Therefore, Congress must prevent the destruction of the ANWR immediately to achieve the following objectives:

- protect the wilderness from drilling processes that cause oil spills and generate waste material
- continue to preserve the breeding and feeding grounds of native animal species such as caribou, snow geese, and polar bears
- prevent the displacement of Alaska Natives that would be affected by oil and gas drilling activities
- maintain the stability of local economies that rely on this land for subsistence and tourism

3 We urge the U.S. Congress to prevent any future removal of natural resources in the ANWR.

Save Our Refuge

by Yvette Altoneer, Director, A Greener America

for *Nature Today: Journal for the Protection of Earth's Eilderness Areas*

4 Alaska's Arctic National Wildlife Refuge (ANWR) is home to an impressive variety of wildlife and panoramic views. In fact, the refuge was created in 1960 for the sole purpose of protecting our nation's last remaining wilderness area and maintaining the delicate balance of nature in this rugged Arctic environment. For decades, the area has awed visitors with its majestic tundras, snow-topped mountain ranges, and vast wetlands through which flow roaring rivers. The ANWR is also home to many indigenous people who depend on its natural wealth for their continued existence.

5 Allowing oil and gas companies to drill on these untouched lands would destroy the fragile ecosystems that exist there. The risk is just too great. Although the companies claim that harm to the ANWR would be minimal, there is too much evidence in nearby drilling areas that suggests this is not true. For example, drilling at nearby Prudhoe Bay has resulted in tens of thousands of gallons of oil spilled each year. In fact, the U.S. Fish and Wildlife Service has studied the potential impact of oil and gas development on refuge resources. The service has concluded that although technological advances have decreased the environmental impacts of oil and gas exploration, obtaining oil and gas is still a disruptive and invasive process. This type of invasive process creates pollution that harms our wildlife and could cause unimaginable devastation to the natural environment in the ANWR.

6 The issue of oil production in the ANWR has caused controversy, and the future of the refuge remains undecided. With the lure of potentially billions of barrels of oil, proponents of drilling see the ANWR as a means to meet the ever-present demand for energy resources. But the promise of economic gains does not offset the expense of drilling in the Arctic, which can cost 50–100% more than projects in the lower 48 states. According to the U.S. Energy Information Administration (EIA), the increased cost is due to weather conditions and other factors unique to this area. Expenses such as transporting the natural gas and oil to faraway consumers and the precautions that are needed to protect employees and equipment from the harsh climate quickly add up.

7 While it is true that technological advancements allow the exploration of formerly inaccessible resources such as the oil and gas fields in the ANWR, these advancements need to be used to explore areas currently in production. In recent years, modern drilling techniques have allowed companies to drill in previously idle fields across the lower 48 states. We simply do not need the oil from the ANWR at this point. I hope that our government will come to this same conclusion before irreparable damage is done to a place that is far too valuable in its present state to exploit.

Question:

Read the excerpt below from paragraph 2 of the petition. Which paragraph from the article contains ideas that are similar to the excerpt?

"...new oil and gas extraction methods have led to drilling projects beginning in other states...."

(A) paragraph 4

(B) paragraph 5

(C) paragraph 6

(D) paragraph 7



Grammar and Language

1 Word usage

You'll be asked to:

- Correct errors with frequently confused words
- Correct subject-verb agreement errors
- Correct pronoun errors
- Eliminate non-standard English words or phrases

Frequently confused words are usually words that sound similar but have different meanings.

For example:

- *too, two, and to*
- *new and knew*
- *your and you're*

Subject-verb agreement errors are when the subject does not agree with the verb.

For example:

- *"my mother is here" not "my mother are here"*
- *"I walk to work" not "I walks to work"*

Pronoun-antecedent agreement errors are when the pronoun does not agree with the word it is referencing.

For example:

- *"The mayor is meeting with her council members" not "The mayor is meeting with their council members"*

Fixing non-standard English words or phrases.

For example:

- *"kind of" not "kinda"*
- *"how does your food taste?" not "how is your food tasting?"*

Example Questions

Word usage

Question:

Choose the phrase that correctly completes the sentence below.

It's been many years since he has been back _____ he would not want to miss this special occasion.

- A to his home town, but we new
- B too his home town, but we new
- C to his home town, but we knew
- D too his home town, but we knew

2 Sentence structure

You'll be asked to:

- Eliminate dangling or misplaced modifiers
- Edit sentences for parallel structure and correct use of conjunctions
- Edit for subject-verb and pronoun-antecedent agreement
- Eliminate wordiness or awkward sentence structure
- Eliminate run-on sentences and sentence fragments

Examples of dangling or misplaced modifiers:

- *"my children and I went to the store yesterday"* rather than *"my children went to the store, yesterday, along with me"*

Parallel structure and correct use of conjunctions:

- *"he likes reading, swimming, and eating"* not *"he likes reading, swimming, and to eat"*
- *"I have many friends, good food, and I am happy"* not *"I have many friends, good food, but I am happy"*

Subject-verb and pronoun-antecedent agreement:

- *"my mother is here"* not *"my mother are here"*
- *"The mayor is meeting with her council members"* not *"The mayor is meeting with them council members"*

Wordiness and awkward sentence structure:

- *"I am the best candidate for this job"* rather than *"The reason is that I am the best candidate for this job."*

Run-on sentences and sentence fragments:

- *"We met at the restaurant, but I didn't like the menu because it had too much fish and I wanted to try a different place. Better and cheaper"* can be made clearer by writing *"We met at the restaurant, but I didn't like the menu. It had too much fish. I wanted to try a better and cheaper place."*

Example Questions

Sentence structure

The passage below is incomplete. Choose the option that correctly completes the sentence.

Ellen Gardner, CEO
Skyview PC, Inc.
888 Pyle Rd.
San Marte, CA 94656

Dear Ms. Gardner:

My wife and I have been loyal owners of Skyview computers for over 10 years. We are currently on our third Skyview laptop computer, which we purchased three months ago. We appreciate your competitive prices that allow us to upgrade every few years. Also, we have always been delighted with the compatibility of Skyview products with software we use for our home-based business. The speed and power of our Skyview products have been _____.

Question:

Choose the option that correctly completes the last sentence in the paragraph above.

- A outstanding your products are always well-suited to our needs
- B outstanding
- C outstanding, they are always well-suited to our needs
- D outstanding. Always well-suited to our needs

3 Transition words

You'll be asked to effectively use transitional words and phrases.

There are many transitional words and phrases. Common examples include *however*, *although*, and *in conclusion*.

Example Questions

Transition words

Question:

Choose the phrase that correctly completes the sentence below.

Not having to budget for tuition will allow me to reduce my hours at work
_____ I can take.

- A while increase the number of classes
- B and increasing the number of classes
- C while increasing the number of classes
- D and have increased the number of classes

4 Capitalization, punctuation, and apostrophes

You'll be asked to:

- Use correct capitalization
- Use apostrophes with possessive nouns correctly
- Use correct punctuation

There are many rules for capitalization, punctuation, and apostrophes.

An example of using capitalization correctly:

- "he wanted to know if i am able to join." - *incorrect*
- "He wanted to know if I am able to join." - *correct*

An example of using apostrophes with possessive nouns correctly:

Understand the difference between:

- "friend's names"
- "friends' names"

The placement of the apostrophe makes these two phrases mean two different things.

An example of using correct punctuation:

Understand the difference between these two sentences:

- "She finds happiness in cooking her books and her garden."
- "She finds happiness in cooking, her books, and her garden."

Punctuation gives these two examples different meanings.

Example Questions

Capitalization, punctuation, and apostrophes

Question:

Choose the phrase that correctly completes the sentence below.

Just in front of the _____ will lead off the parade through downtown.

- A Ruiz family's float, the Grand Marshall's car
- B Ruiz familys' float, the Grand Marshall's car

- C Ruiz family's float, the Grand Marshalls' car
- D Ruiz familys' float, the Grand Marshalls' car

