Test Form Canadian PB
Language Arts, Reading

GED Tests of General Educational Development

Language Arts, Reading
Official GED Practice Test

GED Testing Service
American Council on Education
Dear Student,

Congratulations on deciding to earn your high school credential!

Why should you take the GED Practice Tests? Because they are similar in content, difficulty, and format to the actual GED Tests. These Practice Tests will provide you with a solid introduction to the types of topics and questions you can expect to find on the GED Tests. They will also help you practice your test-taking skills under simulated test conditions. (Note that the Practice Tests are only half as long as the actual tests.) Additionally, the scores you earn on the Practice Tests will help you estimate your scores on the actual GED Tests. With all this practice, by the time you walk into the actual test center, you'll feel confident and prepared to do your best!

Here are a few tips to help you do well on both the Practice and GED Tests:

- Read all directions and questions carefully and completely.

- Pick the single best answer. All multiple-choice questions have five answer choices. There are no “trick” questions. Some questions in the math sections ask you to grid in your own numerical solution to a problem; in these cases, you will not have multiple-choice options.

- Answer every question. If you get stuck on a question, move on. Complete the rest of the test, and then come back to the questions you skipped. Eliminate the answer choices that you know are wrong and pick the best remaining answer. Even if you are unsure, mark an answer choice for every question because you will not be penalized for wrong answers.

The Practice Test is a good predictor of your success on the actual GED Tests. Use the guidelines below and consult with your teacher or tutor to help you determine your readiness to take the tests.

- If your Practice Test scores are much higher than those required to pass the tests, you are probably ready to take the actual GED Tests.

- If your Practice Test scores are about the same as the required scores, consider studying more before taking the actual GED Tests.

- If your Practice Test scores are significantly lower than the required scores, we encourage you to attend class, work with a tutor, or study GED books before taking the actual GED Tests.

We wish you much success as you work to earn your high school credential and accomplish your other educational, professional, and personal goals. Good luck!

Sincerely,
Joan C. Auchter, Executive Director
GED Testing Service Staff
Directions: Choose the one best answer to each question.

Questions 1 through 6 refer to the following poem.

HOW DOES A SNOWSTORM AFFECT THIS PERSON?

Stopping by Woods on a Snowy Evening
Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.

(5) My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
(10) To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
(15) And miles to go before I sleep,
And miles to go before I sleep.

copyright 1951 by Robert Frost. Reprinted by permission of Henry Holt and Company, LLC.
1. What character trait of the speaker is evident in lines 13–14: “The woods are lovely, dark and deep, / But I have promises to keep”?

The speaker is

(1) lazy  
(2) reckless  
(3) lost  
(4) responsible  
(5) careful

2. In the last two lines, the speaker twice says, “And miles to go before I sleep” (lines 15–16). What might the speaker mean in these lines?

He will

(1) dream of life’s possibilities while still young  
(2) enjoy life’s pleasures before marrying  
(3) meet his goals before dying  
(4) plan for the future before retirement  
(5) avoid personal relationships after being hurt

3. On the basis of the information in the poem, what will the speaker do next?

The speaker will

(1) set up camp for the night to protect himself and his horse  
(2) try to buy the land from the owner  
(3) continue traveling so he can meet his obligations  
(4) stay where he is and watch the snow in the woods  
(5) turn around and go back where he came from

4. How might the speaker react if he saw a beautiful painting on the way to an appointment?

The speaker might

(1) stop to look at the painting, forgetting all about the appointment  
(2) ignore the painting, not wanting to be late  
(3) rush by the painting with only a quick, appreciative glance  
(4) tell a friend to go to see the painting  
(5) stop and admire the painting, but keep the appointment

5. Robert Frost, the author of the poem, lived in rural New England for most of his life. He is familiar with the nature and countryside of that region. What evidence of his background can be found in this poem?

(1) tight structure  
(2) realistic descriptions  
(3) emphasis on political freedom  
(4) strong imagination  
(5) dislike of harsh weather

6. Each Christmas Robert Frost would bind an unpublished poem of his with an illustration by a favorite artist to send to his close friends. From his message in the poem and knowing Robert Frost’s Christmas tradition, which qualities best describe him?

(1) thoughtful and sincere  
(2) light-hearted and foolish  
(3) serious and strong  
(4) shy and calculating  
(5) smart and driven
WHAT CAN A HOG TEACH A BABY?

But nine months rolled around, and I just would not get on with the walking business. I was strong, crawling well, but showed no inclination to use my feet.

(5) I might remark in passing, that I still don't like to walk. Then I was over a year old, but still I would not walk. They made allowances for my weight, but yet, that was no real reason for my not trying.

(10) They tell me that an old sow-hog taught me how to walk. That is, she didn't instruct me in detail, but she convinced me that I really ought to try.

(15) It was like this. My mother was going to have collard greens for dinner, so she took the dishpan and went down to the spring to wash the greens. She left me sitting on the floor, and gave me a hunk of cornbread to keep me quiet. Everything was going along all right, until the sow with her litter of pigs in convoy came abreast of the door. She must have smelled the cornbread I was messing with and scattering crumbs about the floor. So, she came right on in, and began to nuzzle around.

(20) My mother heard my screams and came running. Her heart must have stood still when she saw the sow in there, because hogs have been known to eat human flesh.

(25) But I was not taking this thing sitting down. I had been placed by a chair, and when my mother got inside the door, I had pulled myself up by that chair and was getting around it right smart.

(30) As for the sow, poor misunderstood lady, she had no interest in me except my bread. I lost that in scrambling to my feet and she was eating it. She had much less intention of eating Mama's baby, than Mama had of eating hers.

(35) With no more suggestions from the sow or anybody else, it seems that I just took to walking and kept the thing a-going. The strangest thing about it was that once I found the use of my feet, they took to wandering. I always wanted to go. I would wander off in the woods all alone, following some inside urge to go places. This alarmed my mother a great deal. She used to say that she believed a woman who was an enemy of hers had sprinkled "travel dust" around the doorstep the day I was born. That was the only explanation she could find.

7. What comparison is made in the first paragraph?

The author compares

(1) herself and the hog
(2) herself and her mother
(3) her food and that of the hog
(4) herself as infant and adult
(5) her family and the hog with its litter

8. Which one of the following words is closest in meaning to the phrase "right smart" in line 37?

(1) playfully
(2) painfully
(3) quickly
(4) fashionably
(5) angrily

9. The hog convinced the author to try walking by doing which one of the following?

(1) playing with her
(2) pushing her
(3) grabbing food from her hand
(4) frightening her
(5) protecting its young from her

10. Which one of the following is implied by the phrase "travel dust" in line 55?

(1) souvenirs
(2) magic
(3) memories
(4) money
(5) fuel

11. The author of the excerpt would probably identify which one of the following conditions as being essential for acquiring a new skill?

(1) regular practice
(2) thorough instruction
(3) a sympathetic teacher
(4) a clear need
(5) a nonthreatening environment
Questions 12 through 15 refer to the following credit card agreement.

WHAT CHANGES ARE BEING MADE IN THE CREDIT CARD AGREEMENT?

Notice of Changes in Terms to Your Credit Card Agreement

Effective on the date of your January billing statement, we are amending your Credit Card Agreement to include the following terms and conditions. These changes will appear on your February billing statement. We encourage you to read this notice and save it for future reference.

Cash Advance Transaction Fee: For each cash advance obtained at an automated teller machine (ATM) or at a financial institution (without using an ATM), we will add a FINANCE CHARGE of 2.5% of the advance, subject to a minimum of $2 with no maximum.

Over-the-Credit-Line Fee: We will add a $25 fee for each billing where the new balance exceeds your credit line.

Returned Payment Fee: We will add a $25 fee when a payment check is not honored, when we must return it because it cannot be processed, or when an automatic debit is returned unpaid. At our option we will assess this fee the first time your check is not honored, even if it is paid upon resubmission.

Late Fee: We will add a $25 fee for each billing period you fail to make the minimum payment by its due date.

Non-Acceptance Instructions: If you do not wish to accept the above changes, you must notify us in writing within 25 days after the date of your January billing statement stating your non-acceptance. Include your name, address, and account number, and mail it to: Credit Cards, Inc., P. O. Box 1246, Minnetonka, MN 55421-3445. If you notify us that you do not accept these new terms, you can continue to use your card under your existing terms until the end of your current membership or the expiration date on your credit card, whichever is later. At that time your account will be closed, and you can pay off your remaining balance under your current terms.

This passage is a compilation of several such passages written for this test by GEDTS.
12. When will a Cash Advance Transaction Fee (line 9) be charged?

(1) when the minimum payment is not made
(2) when the payment is late
(3) if a $2 maximum is exceeded
(4) if cash is withdrawn at an ATM
(5) when a cash advance is not authorized

13. What does the word “honored” (line 21) mean?

(1) respected
(2) accepted
(3) reunited
(4) written
(5) sent

14. If these new terms are unacceptable, what should the credit card holder do?

(1) write to Credit Cards, Inc.
(2) send back the statement
(3) pay the bill in full
(4) use the card carefully
(5) read the notice more carefully

15. What kind of writing does this document sound like?

(1) invitation
(2) news article
(3) legal agreement
(4) story
(5) advertisement

GO ON TO THE NEXT PAGE
Questions 16 through 20 refer to the following excerpt from a play.

HOW WILL ELIZA'S LIFE CHANGE?

PICKERING: Higgins, I'm interested. What about your boast that you could pass her off as a duchess at the Embassy Ball? I'll say you're the greatest teacher alive if you can make that good. I'll bet you all the expenses of the experiment you can't do it. And I'll even pay for the lessons.

(5) ELIZA: Oh, you're real good. Thank you, Captain.

HIGGINS: It's almost irresistible. She's so deliciously low—so horribly dirty.

(10) ELIZA: Aooow! I ain't dirty: I washed my face and hands afore I come, I did.

HIGGINS: I'll take it! I'll make a duchess of this draggle-tailed gutter-snipe!

ELIZA: Aooouw!

HIGGINS: I'll start today! Now! This moment! Take her away and clean her, Mrs. Pearce. Sandpaper if it won't come off any other way. Is there a good fire in the kitchen?

MRS. PEARCE: Yes, but—

HIGGINS: Take all her clothes off and burn them. Ring up and order some new ones. Wrap her up in brown paper till they come.

ELIZA: You're no gentleman, you're not, to talk of such things. I'm a good girl, I am; and I know what the likes of you are, I do.

HIGGINS: We want none of your slum prudery here, young woman. You've got to learn to behave like a duchess. Take her away, Mrs. Pearce. If she gives you any trouble, wallop her.

ELIZA: I'll call the police, I will!

MRS. PEARCE: But I've got no place to put her.

HIGGINS: Put her in the dustbin.

ELIZA: Aooow!

PICKERING: Oh come, Higgins! Be reasonable.

MRS. PEARCE: You must be reasonable, Mr. Higgins, really you must. You can't walk over everybody like this.

HIGGINS: I walk over everybody? My dear Mrs. Pearce, my dear Pickering. I never had the slightest intention of walking over anybody. All I propose is that we should be kind to this poor girl. If I did not express myself clearly, it was because I did not wish to hurt her delicacy, or yours.

MRS. PEARCE: But sir, you can't take a girl up like that as if you were picking up a pebble on the beach.

HIGGINS: Why not?

MRS. PEARCE: Why not? But you don't know anything about her! What about her parents? She may be married.

ELIZA: Garn!
HIGGINS: There! As the girl very properly says: Garn!

(80) ELIZA: Who'd marry me?

HIGGINS: By George, Eliza, the streets will be strewn with the bodies of men shooting themselves for your sake before I've done with you.

(85)


16. Based on Higgins's statements, what can the reader conclude about the proposed experiment if it succeeds?

(1) Higgins will lose a lot of money.
(2) Pickering will become a teacher.
(3) The experiment will be repeated.
(4) Eliza's husband will not approve.
(5) Eliza's life will change dramatically.

17. What can the reader conclude about Mrs. Pearce from her protests in this excerpt?

She

(1) disapproves of Higgins's experiment with Eliza
(2) feels sorry for Higgins and Pickering
(3) wishes to stop working for Higgins
(4) wants Higgins to hire Eliza as a maid
(5) approves of young girls visiting gentlemen

18. Which of the following best explains why Higgins decides to teach Eliza?

(1) He had made a bet with Pickering before Eliza appeared.
(2) He wants Mrs. Pearce's approval.
(3) Mrs. Pearce needs help with the house.
(4) Eliza would be a challenge to change.
(5) Higgins has deep feelings for Eliza.

19. When Eliza exclaims, "Garn!" (line 77), what does it indicate about her feelings?

She is

(1) amused at being compared to a pebble
(2) surprised that someone thinks she's married
(3) angry at Higgins for insulting her
(4) planning to marry Higgins before long
(5) thankful to Pickering for protecting her

20. Which of the following statements best describes Higgins's feelings toward Eliza in this excerpt?

He

(1) is in love with her, but hides his feelings
(2) is angry with her and only wants to make some money
(3) is interested in her as an experiment, not as a person
(4) thinks she would be very helpful to Mrs. Pearce
(5) feels compassion for a homeless, lower-class girl
LANGUAGE ARTS, READING
Tests of General Educational Development

Directions

The Language Arts, Reading Test consists of excerpts from fiction and nonfiction. Each excerpt is followed by multiple-choice questions about the reading material.

Read each excerpt first and then answer the questions following it. Refer back to the reading material as often as necessary in answering the questions.

Each excerpt is preceded by a "purpose question." The purpose question gives a reason for reading the material. Use these purpose questions to help focus your reading. You are not required to answer these purpose questions. They are given only to help you concentrate on the ideas presented in the reading material.

You will have 33 minutes to answer the 20 questions in this booklet. Work carefully, but do not spend too much time on any one question. Be sure you answer every question.

Do not mark in this test booklet. Record your answers on the separate answer sheet provided. Be sure that all requested information is properly recorded on the answer sheet.

To record your answers, fill in the numbered circle on the answer sheet that corresponds to the answer you select for each question in the test booklet.

FOR EXAMPLE:

It was Susan's dream machine. The metallic blue paint gleamed, and the sporty wheels were highly polished. Under the hood, the engine was no less carefully cleaned. Inside, flashy lights illuminated the instruments on the dashboard, and the seats were covered by rich leather upholstery.

The subject ("It") of this excerpt is most likely

(1) an airplane
(2) a stereo system
(3) an automobile
(4) a boat
(5) a motorcycle

(On Answer Sheet)

The correct answer is "an automobile"; therefore, answer space 3 would be marked on the answer sheet.

Do not rest the point of your pencil on the answer sheet while you are considering your answer. Make no stray or unnecessary marks. If you change an answer, erase your first mark completely. Mark only one answer space for each question; multiple answers will be scored as incorrect. Do not fold or crease your answer sheet. All test materials must be returned to the test administrator.

DO NOT BEGIN TAKING THIS TEST UNTIL TOLD TO DO SO