

# PRETEST

This Pretest will help you to determine the GED critical thinking skills that you need to develop. Complete the Pretest and check your answers on pages 149–150. Then use the Pretest Evaluation Chart on page 11 to plan your work in this book.

## Unit 1: Reading

Directions: Choose the one best answer to each question.

Questions 1 through 3 refer to the following excerpt from a novel.

### HOW DOES THE FAMILY REACT?

- Before Ben could answer, Bull thundered out at all of them, “I’m gonna give you hogs about five seconds to cut the yappin’ then I’m gonna pull this car over to the side of the road and I bet I can shut your yaps even if your mother can’t.”
- (5) “Hush,” Lillian hissed at her children. “Not another sound.” Her eyes cast a stern, desperate communiqué to her children.
- (10) But this time there was no need. Bull’s tone had registered. Each child knew the exact danger signals in the meteorology [science of weather] of their father’s temperament; they were adroit weathermen
- (15) who charted the clouds, winds, and high pressure areas of his fiercely wavering moods, with skill created through long experience. His temper was quick fused and uncontrollable and once he passed a certain
- (20) point, not even Lillian could calm him. He was tired now after driving through half the night. Behind his sunglasses, the veined eyes were thinned with fatigue and a most dangerous ice had formed over them. The
- (25) threshing winds of his temper buffeted the car and deep, resonant warning signals were sent out among the children. Silence ruled them in an instant. They resumed watching the diminishing countryside on the outskirts
- (30) of Ravenel. “Control,” Lillian said soothingly.

“Control is very important for all of us.” She was looking at her husband.

Pat Conroy, *The Great Santini*

1. Which of the following best expresses the main idea of the passage?
  - (1) People’s moods are like the weather.
  - (2) Children should always have respect for their fathers.
  - (3) The father shouldn’t be driving half of the night.
  - (4) The mother understands that control is very important.
  - (5) The children and wife are fearful of the father’s temper.
2. What can be inferred about Lillian’s feelings toward the children?
  - (1) She wants to protect them from their father.
  - (2) She feels she can’t control them.
  - (3) She doesn’t care if the father yells at them.
  - (4) She’s afraid the children will continue to be noisy.
  - (5) She wishes she weren’t so calm.
3. How would Bull most likely respond if he were served the wrong meal at a restaurant?
  - (1) kindly ask for the correct meal
  - (2) take the meal without saying a word
  - (3) let his wife handle the situation
  - (4) yell at his kids that it was their fault
  - (5) get upset with the waiter



Questions 4 through 6 refer to the following section from an employee handbook.

**WHAT ARE THE BENEFITS OF JOB SHARING AND PART-TIME EMPLOYMENT?**

**Fulton Lumber Personnel Policies**

This section provides information for employees who are considering part-time employment or job sharing. We believe that offering employees a variety of personnel options helps to achieve a family-friendly workplace. Employees should consider the following information when thinking about reducing their work hours.

**Part-time employment**

- (10) A part-time, permanent employee works between 16 and 32 hours each week on a prearranged schedule. Part-time permanent employees are eligible for health and insurance benefits, as well as family leave
- (15) and retirement once they have built up enough hours.

**Job sharing**

- Job sharing is a form of part-time employment. Most job-sharing teams are at the same job classification. The schedules of two or more part-time employees are arranged to cover the duties of one full-time position (40 hours a week). However, job sharing does not necessarily mean that each job-sharer must work half-time, or 20 hours a week.
- (20)
  - (25)

**Who benefits?**

- Both employees and managers benefit from part-time work schedules. Employees can spend more time with their children, pursue educational opportunities, care for an aging or ill family member, or continue working when illness or physical limitations prevent
- (30)

working full-time. Managers can retain (35) highly-qualified employees, improve recruitment, increase productivity, and reduce absenteeism.

- 4. What would happen if an employee who is job sharing could only work 18 hours?
  - (1) The employee would not receive benefits.
  - (2) The employee would be fired.
  - (3) The employee would be demoted.
  - (4) The other job-sharer would work 22 hours.
  - (5) The job-sharer would take family leave.
- 5. Which statement supports Fulton Lumber's opinion that job sharing and part-time work mean a family-friendly workplace?
  - (1) Most jobs that are shared are at the same job classification.
  - (2) Job-sharers and part-time employees have benefits and flexible hours.
  - (3) Job sharing and part-time employment improves recruitment and productivity.
  - (4) Employees have to work 20 hours.
  - (5) Job-sharers and part-time employees have prearranged schedules.
- 6. Which of the following best describes the tone of the handbook?
  - (1) humorous
  - (2) intimidating
  - (3) sarcastic
  - (4) business-like
  - (5) disrespectful



## Unit 2: Social Studies

Questions 7 and 8 refer to the following map of Michigan.



7. According to the map, which geographical feature makes Michigan unique?
  - (1) its extensive system of rivers
  - (2) its huge size, compared to that of neighboring states
  - (3) its many Great Lakes shorelines
  - (4) its absence of natural harbors
  - (5) its narrow coastal mountain range
  
8. If you were traveling from Green Bay to Detroit by the most direct route possible, in what order would you pass through Ann Arbor, Chicago, Kalamazoo and Milwaukee?
  - (1) Ann Arbor, Chicago, Kalamazoo, and Milwaukee
  - (2) Milwaukee, Chicago, Kalamazoo, and Ann Arbor
  - (3) Milwaukee, Chicago, Ann Arbor, and Kalamazoo
  - (4) Ann Arbor, Milwaukee, Chicago, Kalamazoo
  - (5) Ann Arbor, Kalamazoo, Chicago, and Milwaukee

Questions 9 and 10 refer to the following information.

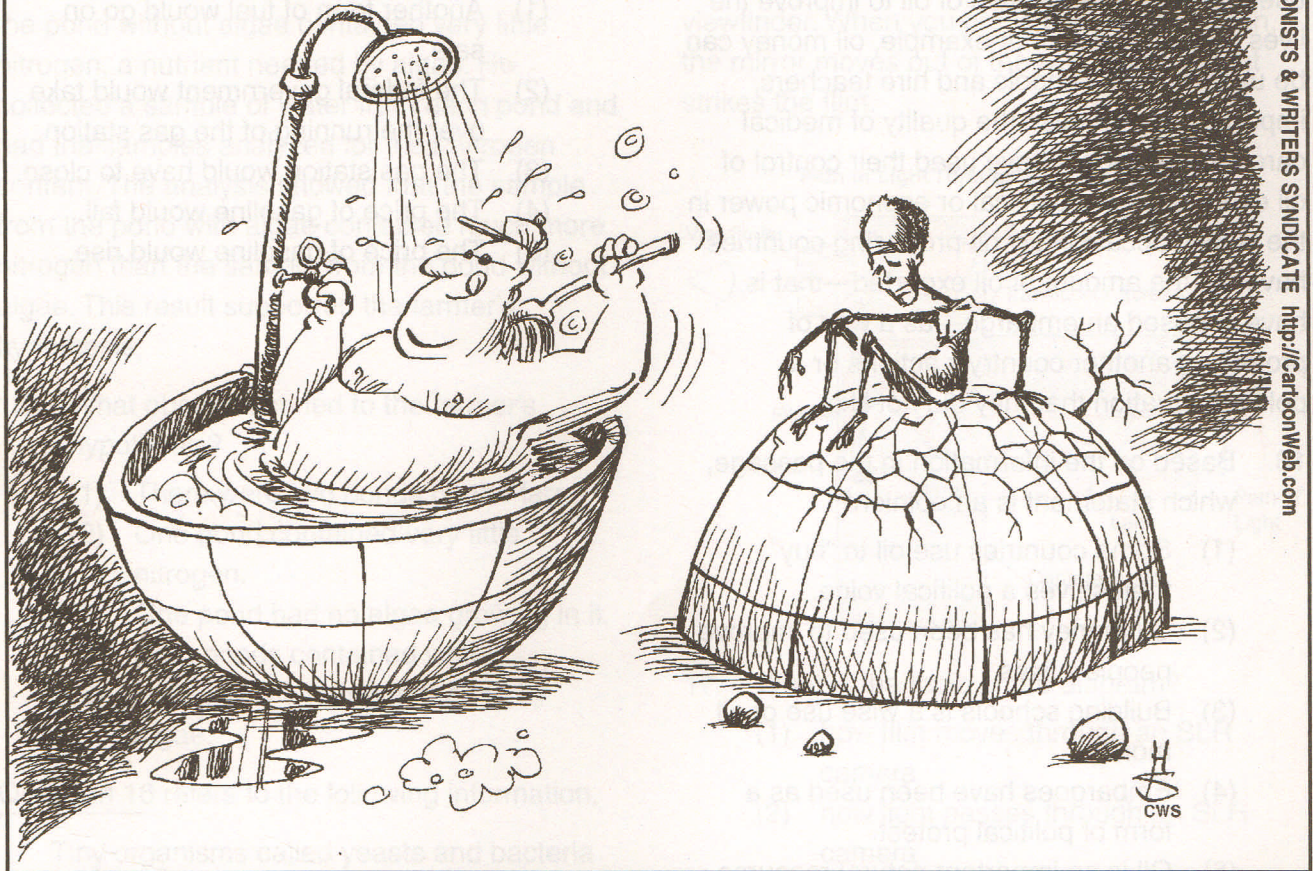
The first woman elected to Congress was Jeannette Rankin. Born in Montana in 1880, Rankin helped win Montana women the vote six years before the Nineteenth Amendment gave women that right nationwide. In 1916 Rankin was elected to Congress. She soon faced a vote on a declaration of war on Germany. She responded, "I want to stand for my country, but I cannot vote for war." A generation later, Rankin was the only representative to vote against the declaration of war on Japan. She remained a pacifist until her death in 1973, and even marched to protest the Vietnam War.

9. Which statement best summarizes this passage?
  - (1) Rankin helped women in Montana win the vote.
  - (2) Jeannette Rankin took a strong stand on the causes that mattered to her.
  - (3) Jeannette Rankin served in Congress.
  - (4) Jeannette Rankin devoted her later life to a variety of humanitarian causes.
  - (5) Congress has the power to declare war.
  
10. Why did Rankin vote against the entry of the United States into both world wars?
  - (1) She opposed war in general.
  - (2) She opposed the President's views.
  - (3) She feared, in both cases, that the United States would lose.
  - (4) She was trying to get publicity.
  - (5) She wanted the money that would be spent on war to be used elsewhere.



Questions 11 and 12 refer to the following political cartoon.

**SAKURAI**  
 RECKLINGHAUSER ZEITUNG  
 Recklinghausen  
 GERMANY



CARTOONISTS & WRITERS SYNDICATE <http://CartoonWeb.com>

11. What is the purpose of this cartoon?

To show that

- (1) the world's people cannot be divided into the "haves" and the "have nots"
- (2) farmers produce enough food to support the world's population
- (3) the rich have a duty to improve the living conditions of the poor
- (4) countries that are well-off are ignoring problems of poverty and starvation in other parts of the world
- (5) cleaning up the environment is everyone's responsibility

12. Which international organization would be most likely to address the problem that this cartoon illustrates?

- (1) the World Meteorological Organization
- (2) the World Bank
- (3) the International Olympic Committee
- (4) the World Wildlife Fund
- (5) Action Against Hunger



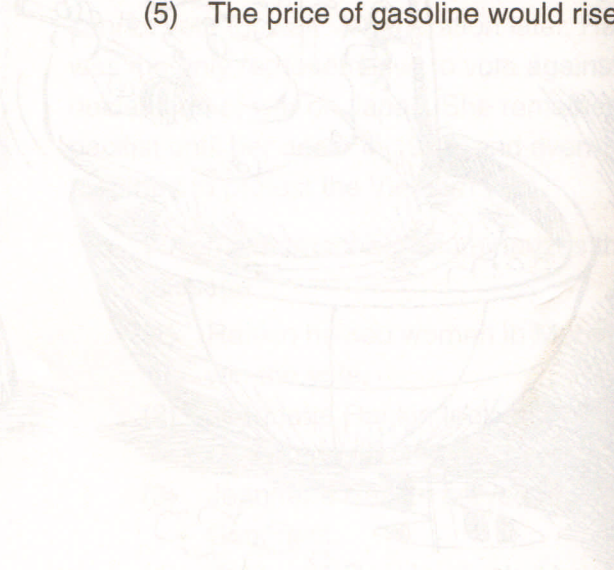
Questions 13 and 14 refer to the following information.

Aside from serving as fuel, what good is oil? Countries that produce oil have discovered that this natural resource has many benefits.

Leaders of some oil-rich countries have used money from the sale of oil to improve the lives of their people. For example, oil money can be used to build schools and hire teachers, import food, and raise the quality of medical care. Some leaders have used their control of oil exports to gain political or economic power in the world. Occasionally oil-producing countries have cut the amount of oil exported—that is, have imposed an embargo—as a way of protesting another country’s actions or a political situation that they did not like.

13. Based on the information in the passage, which statement is an opinion?
- (1) Some countries use oil to “buy” themselves a political voice.
  - (2) Oil money has been used to improve people’s lives.
  - (3) Building schools is a wise use of oil money.
  - (4) Embargoes have been used as a form of political protest.
  - (5) Oil is an important natural resource.

14. If an oil embargo were imposed against the United States, what change do you predict would take place at your local gas station?
- (1) Another form of fuel would go on sale.
  - (2) The federal government would take over the running of the gas station.
  - (3) The gas station would have to close.
  - (4) The price of gasoline would fall.
  - (5) The price of gasoline would rise.





## Unit 3: Science

Question 15 refers to the following information.

A farmer noticed that one pond on his farm had no algae growing in it. The other pond had a thick growth of algae. He hypothesized that the pond without algae contained very little nitrogen, a nutrient needed by algae. He collected a sample of water from each pond and had the samples analyzed for their nitrogen content. The analysis showed that the sample from the pond with algae contained much more nitrogen than the sample from the pond without algae. This result supported the farmer's hypothesis.

15. What observation led to the farmer's hypothesis?
- (1) There were two ponds on the farm.
  - (2) One pond contained very little nitrogen.
  - (3) One pond had no algae growing in it.
  - (4) Both ponds contained water.
  - (5) Nitrogen is a nutrient needed by algae.

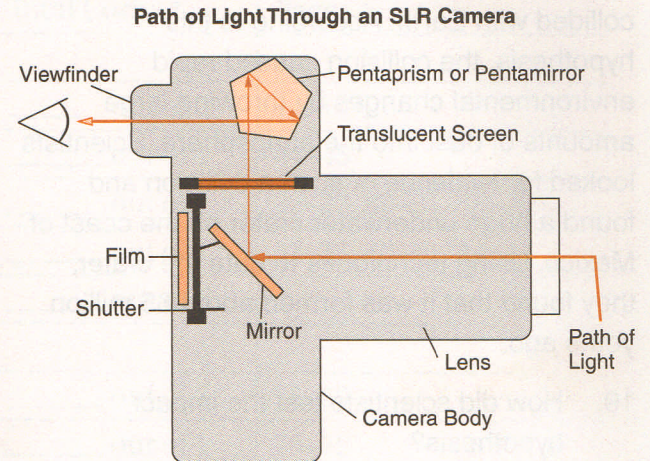
Question 16 refers to the following information.

Tiny organisms called yeasts and bacteria are used to make many foods. For example, leavened bread is made by adding yeast to dough. The yeast produces carbon dioxide gas, which makes the dough rise. Cheese is made by adding certain bacteria to milk. The bacteria produce lactic acid, which sours the milk.

16. What is the effect of adding yeast to dough?
- (1) The dough rises.
  - (2) The dough produces carbon dioxide gas.
  - (3) The dough turns into cheese.
  - (4) The yeast turns into bacteria.
  - (5) The yeast produces lactic acid.

Questions 17 and 18 refer to the following information and diagram.

When you look through the viewfinder of an SLR camera, you see the light that enters the camera through the lens. A mirror in the camera deflects the incoming light toward the viewfinder. When you press the shutter button, the mirror moves out of the way, and the light strikes the film.



17. What is the topic of the diagram?
- (1) how film moves through an SLR camera
  - (2) how light passes through an SLR camera
  - (3) how to build an SLR camera
  - (4) how to repair an SLR camera
  - (5) how to take photographs with a camera
18. According to the diagram, what happens to the light after it hits the mirror?
- (1) It is absorbed by the mirror.
  - (2) It bounces off the shutter.
  - (3) It strikes the film.
  - (4) It enters the lens.
  - (5) It passes through a translucent screen.



Questions 19 and 20 refer to the following information.

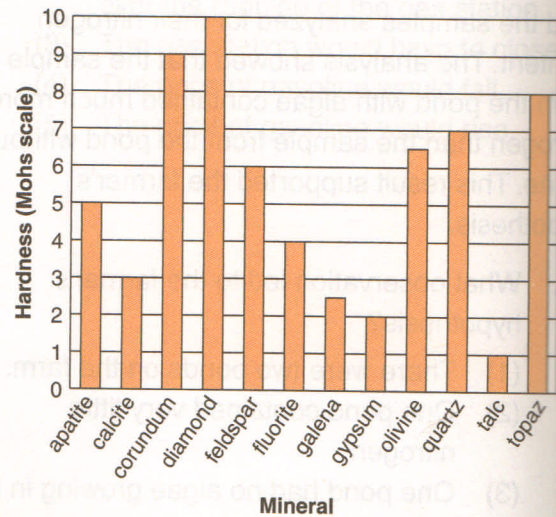
Dinosaurs appeared on Earth about 230 million years ago. They became extinct about 65 million years ago. Several ideas have been proposed to explain why dinosaurs became extinct. One is that the environment changed gradually and dinosaurs could not adapt to the change. Another idea, called the "impact hypothesis," says that an asteroid or comet collided with Earth. According to this hypothesis, the collision caused rapid environmental changes by throwing large amounts of dust into the atmosphere. Scientists looked for evidence of such a collision and found a huge underwater crater off the coast of Mexico. Using techniques to date the crater, they found that it was formed about 65 million years ago.

19. How did scientists test the impact hypothesis?
  - (1) They examined dinosaurs that lived in Mexico.
  - (2) They created a crater in Mexico.
  - (3) They looked for evidence of a huge asteroid or comet collision.
  - (4) They created a large asteroid or comet collision on computers.
  - (5) They began studying the fossils of dinosaurs.
  
20. What information presented in the passage supports the impact hypothesis?
  - (1) A large crater was formed about 65 million years ago.
  - (2) No comets have collided with Earth for 65 million years.
  - (3) Dinosaurs appeared about 230 million years ago.
  - (4) Comets are made of ice and dust.
  - (5) No other animals have become extinct.

Questions 21 and 22 refer to the following information and graph.

When two minerals are rubbed together, the harder mineral will scratch the softer one. The harder a mineral is, the more durable it is. The hardness of minerals is measured by the Mohs scale.

Hardness of Common Minerals



21. Which of the following restates a fact shown in the graph?
  - (1) Calcite is harder than olivine.
  - (2) Fluorite is harder than corundum.
  - (3) Topaz is harder than diamond.
  - (4) Gypsum is softer than feldspar.
  - (5) Apatite is softer than galena.
  
22. Which mineral would make the longest-lasting grinding surface?
  - (1) apatite
  - (2) diamond
  - (3) quartz
  - (4) talc
  - (5) topaz



## Pretest Evaluation Chart

After you have completed the Pretest, check your answers on pages 149–150. On the chart below, circle the number of each question that you answered correctly on the Pretest. Count the number of questions you answered correctly in each row. Write the number in the Total Correct space in each row. (For example, in the Reading: Comprehension row, write the number correct in the blank before *out of 2*) Complete this process for the remaining rows.

Content Area	Questions	Total Correct	Pages
<b>Unit 1: Reading</b>			
Comprehension	1, 2	_____ out of 2	14–19
Application	3	_____ out of 1	44–45
Analysis	4, 5	_____ out of 2	22–27, 30–31, 36–39
Synthesis	6	_____ out of 1	32–33, 40–41, 46–47
	<b>TOTAL</b>	_____ <b>out of 6</b>	
<b>Unit 2: Social Studies</b>			
Comprehension	7, 9	_____ out of 2	56–59
Application	12	_____ out of 1	78–79
Analysis	8, 13, 14	_____ out of 3	64–69, 76–77
Evaluation	10, 11	_____ out of 2	74–75, 84–87
	<b>TOTAL</b>	_____ <b>out of 8</b>	
<b>Unit 3: Science</b>			
Comprehension	17, 21	_____ out of 2	98–101
Application	22	_____ out of 1	118–119
Analysis	16, 18, 19	_____ out of 3	106–111, 116–117
Evaluation	15, 20	_____ out of 2	124–127
	<b>TOTAL</b>	_____ <b>out of 8</b>	

Now work through this book, focusing on the areas in which you had the most problems. When you are finished with this book, you will take a posttest to evaluate your progress with these important PreGED skills.

Question numbers that are in **bold** are based on graphics, which can be reviewed in the special graphic skills lessons.

### Plan Your Work

In which areas do you need to do the most work? Page numbers to refer to for practice are given in the chart.