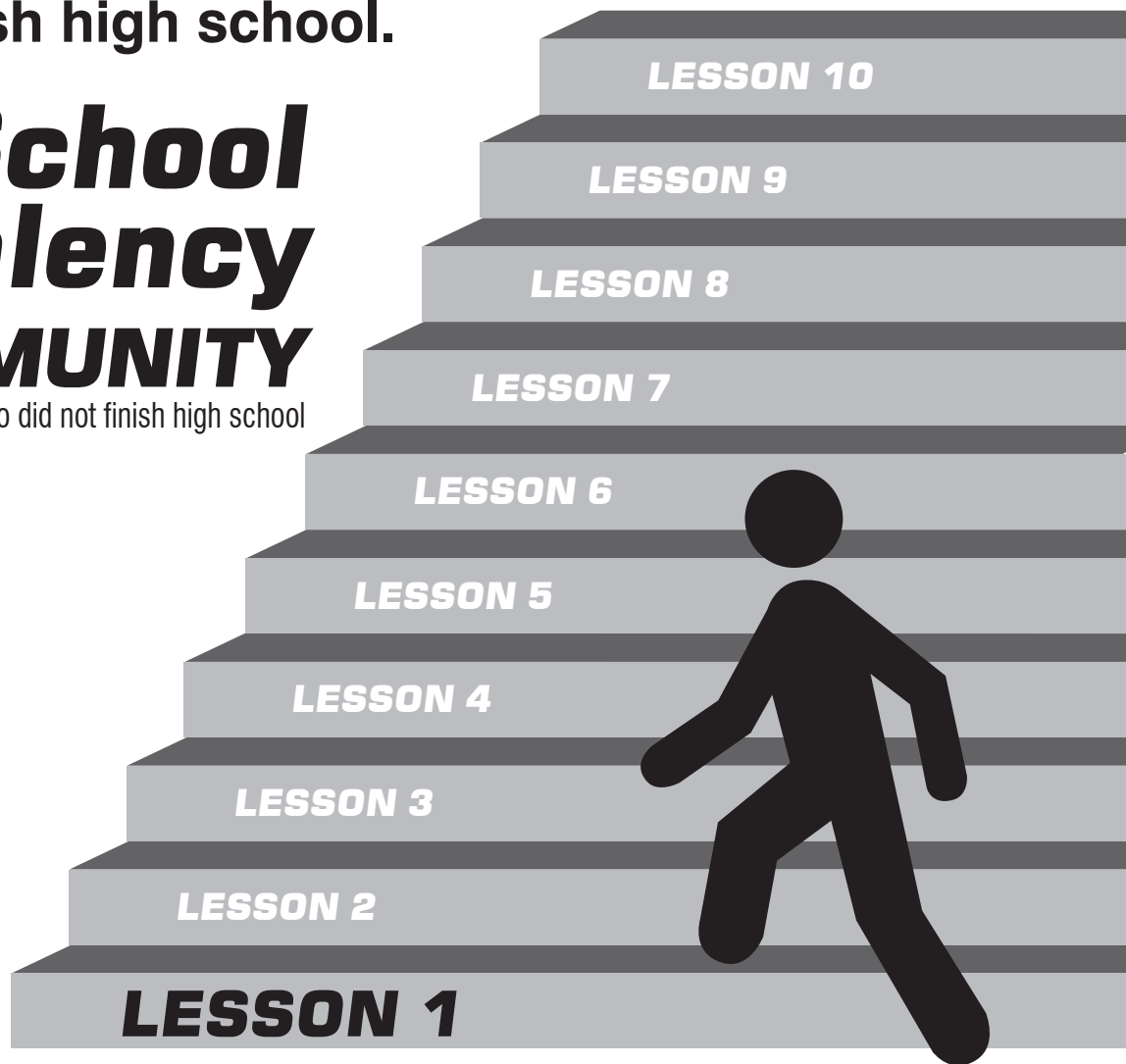


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## ***High School Equivalency* in the **COMMUNITY****

a 'Mail-In' program for adults who did not finish high school



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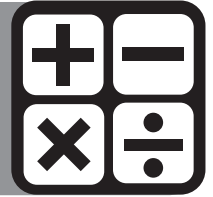
# ***HSE in the Community Program*** **INFORMATION**



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# LESSON 1

## Mathematical Reasoning



The 2014 Official GED® Mathematical Reasoning test focuses on two major content areas: quantitative problem solving and algebraic problem solving. Approximately 45 percent of the content in the test focuses on quantitative problem solving, and approximately 55 percent focuses on algebraic problem solving. The computer based test is 115 minutes long with a variety of items: multiple choice, fill-in-the-blank, drop down, hot spot, and drag-and-drop. Test takers will be allowed the use of a virtual, onscreen Texas Instruments TI-30XS scientific calculator and calculator reference tool on most test items. An online formula sheet will also be available.

HiSet tests will focus on the same material but are paper and pencil-based testing, versus on the computer.

When you approach a word problem, take the following steps to solve it.

### 1. Understand the problem

- What are you asked to do?
- Will a picture or diagram help you understand the problem?
- Can you rewrite the problem in your own words?

### 2. Create a plan

- Make a list.
- Look for key words.
- Draw a picture or diagram.
- Look for a pattern.
- Make a table.
- Use a variable.
- Choose an operation.

### 3. Carry out the plan

### 4. Look back and reflect

- Does your answer make sense?
- Are all the questions answered?
- What did you learn from solving this problem?

## DIRECTIONS

Write your answer for each question on the answer form (located on inside back cover).

1. Faye is placing donated books on display for a League benefit sale. She empties boxes that contain 32, 17, 35, 22, and 27 books. How many books did she remove from these five boxes?
2. Blake weighs 54 pounds. His little brother weighs 39 pounds. How much more does Blake weigh than his brother?
3. Nicola is paid \$1700 monthly. What is his annual salary?
4. Lisa cuts a 12-foot board into shelves that are each two feet long. How many shelves can she make from one board?
5. The Nixons made a 6-day trip to the Grand Canyon. When they left home, the odometer in their car indicated 52943 miles. When they returned, it read 53871 miles. Find the number of miles they drove during their trip.  
(1) 106812      (2) 928      (3) 568  
(4) 171      (5) 154.7
6. Shondra buys a bedroom suite on the installment plan. She makes a down payment of \$200 and monthly payments of \$52 each for three years. What is her total cost?
7. Francine spends \$6.95 on a book, and the tax is \$0.42. If she pays with a \$20 bill, which expression shows how much change she should receive?  
(1)  $\$6.95 + \$0.42$   
(2)  $\$6.95 + \$0.42 + \$20.00$   
(3)  $\$6.95 + \$0.42 - \$20.00$   
(4)  $\$20.00 - \$6.95 + \$0.42$   
(5)  $\$20.00 - (\$6.95 + \$0.42)$
8. How much change does Francine receive?

# LESSON 1

## Reasoning through Language Arts



The 2014 Official GED® Reasoning through Language Arts test consists of two components: reading and writing. The reading passages are 450–900 words with 75 percent of the texts being informational—nonfiction and workplace context. Test takers will be asked to complete questions using various methods: multiple choice, fill in the blank, drag-and-drop, and hot spot items. The writing portion of the test allows the test taker 45 minutes to read a source text, compose the response, and edit. Test takers will not be asked to evaluate poetry. Test takers will be required to demonstrate sufficient command of keyboarding skills.

Some important reading skills are:

1. **Previewing**—review titles, section headings, photo captions, and questions
2. **Predicting**—using knowledge of the subject matter to make predictions about the content
3. **Skimming and Scanning**—using a quick survey of the text to gain understanding of the main idea and structure of the text.

### DIRECTIONS

**Read the passage. Then answer the questions below.**

Many of the serious health concerns in modern America can be linked to poor diet. People who regularly consume foods high in sodium, sugar, and saturated fats not only increase their chances of obesity, but also increase their risks of developing heart disease, hypertension, diabetes, and several types of cancer. Although some people who regularly consume unhealthy foods do so knowingly, there is also a significant portion of the population that remains undereducated about proper nutrition. What is more, individuals who live in food deserts—areas in low-income neighborhoods that lack easy access to healthy, affordable food—may not even have the opportunity to obtain nutritious food. Although there have been some recent government efforts to reduce the number of food deserts, more community-based efforts should be encouraged and supported.

Food deserts are located in high-poverty areas, such as sparsely populated rural areas or densely populated, low-income urban centers. Food deserts most often develop when major

supermarket chains either relocate out of these areas or simply refrain from building stores there in the first place. Major food retailer chains tend to limit their store locations to wealthier urban or suburban neighborhoods. This means that those who live in high-poverty areas often also live miles away from the fresh meats, dairy products, and produce available at supermarkets. Residents of these areas who do not have cars are thus forced to travel long distances on public transportation to do their grocery shopping, or else they are limited to the food available at local convenience stores and gas stations. These types of food retailers often only sell packaged, processed foods that offer little nutritional value.

Furthermore, fast food restaurants are disproportionately concentrated in low-income areas; recent estimates suggest that those living in the poorest areas of a city experience 2.5 times more exposure to fast food restaurants than the wealthiest inhabitants of the city. Because individuals who live in food deserts tend to get their meals from fast food restaurants or convenience stores, they often suffer from a variety of health issues. Research has found that individuals who live in low-income neighborhoods are much more likely to develop problems with obesity, diabetes, and hypertension than those who live in more affluent neighborhoods.

# LESSON 1

## Reasoning through Language Arts



A solution to the problem of food deserts seems obvious: more supermarkets should be built in low-income neighborhoods. The problem with this solution, of course, is that it is difficult to lure supermarket chains into poor areas. Because poorer people have less money to spend on food, supermarket chains do not consider them to be attractive customers. One way that the government can help to offset this issue is by offering tax breaks or other incentives for supermarkets in low-income areas. In 2010, the Obama administration implemented the Healthy Food Financing program, which is a set of initiatives designed to help bring grocery stores into areas currently designated as food deserts.

While this federal program is a commendable effort to improve low-income residents' access to healthy food, local initiatives often have a stronger and more immediate impact. Community gardens, independent food stores, co-ops, and farmers' markets are all examples of local initiatives that can substitute for or supplement the opening of a major chain supermarket. Despite the time, dedication, and funds required for community members to initiate such programs, these efforts can be incredibly beneficial, not only in providing people with access to healthier foods, but also in instilling a sense of community in the residents of these neighborhoods.

**1. Which of the following would be the best title for the passage?**

- A. Supermarkets' Contributions to Obesity in America
- B. The Dangers of Fast Food
- C. Food Deserts: the Problem and the Solutions
- D. Food Deserts and Rural America
- E. Inconvenience Stores: Why Processed Food Will Kill You

**2. Based on information in the passage, it can be inferred that if supermarkets opened locations in more low-income areas,**

- A. members of low-income households would not be likely to go there because they are not concerned with eating healthy foods
- B. the supermarkets would be unable to compete with the fast food chains located in low-income areas
- C. the convenience stores in the area would likely be put out of business because of increased competition with grocery stores
- D. the health of low-income residents would be more likely to improve, as residents would have easier access to healthy food
- E. there would be an increase in community spirit among members of low-income neighborhoods

**3. Which of the following pieces of evidence, if true, would best support the author's argument in paragraph 3?**

- A. A study completed in 2010 shows that the farther a low-income housing development is from a supermarket, the more likely residents of that development are to have a higher body mass index, which is linked to being overweight or obese.
- B. On average, energy-dense "junk foods" cost \$1.76 per 1000 calories, while low-energy, but nutrient-dense foods like fresh produce cost \$18.16 per 1000 calories.

# LESSON 1

## Reasoning through Language Arts



- C. Access to healthy foods has become especially difficult for those living in the largely black and Latino neighborhoods of cities like Los Angeles, Memphis, Chicago, and Detroit. Some experts estimate that nearly 50% of Detroit's 900,000 residents live in a food desert.
- D. Research shows that Americans who live in Appalachia and the South are the least likely to be physically active in their leisure time. In many counties in that region, more than 29% of adults report getting no physical activity other than at their regular job.
- E. In the United States, 34% of the current adult population is overweight, another 34% is obese, and an additional 5.7% is extremely obese. That means almost three quarters of the adults in the United States are heavier than they should be.
4. **As used in paragraph 3, which is the best synonym for affluent?**
- A. healthy
  - B. updated
  - C. corrupt
  - D. distant
  - E. wealthy
5. **Based on information in the passage, it can be inferred that the author considers major supermarkets to be**
- I. more interested in increasing their profits than in helping people
  - II. unwilling to build new stores in low-income neighborhoods despite incentives offered by the Healthy Food Financing program
  - III. guiltier than fast food restaurants of contributing to the obesity epidemic
- A. I only
  - B. II only
  - C. I and II only
  - D. II and III only
  - E. I, II, and III
6. **As used in paragraph 5, which is the best synonym for commendable?**
- A. useless
  - B. praiseworthy
  - C. essential
  - D. superficial
  - E. unique

Adapted from: [www.englishforeveryone.org](http://www.englishforeveryone.org)

# LESSON 1

## Social Studies



The 2014 Official GED® Social Studies test contains questions from the following areas: Civics and Government 50%, U.S. History 20%, Economics 15% and Geography and the World 15%. Test takers should be able to recognize and understand content from the above listed areas. The 90 minute long computer-based test has two sections: multiple choice questions, fill-in-the-blank, drop down menu, drag-and-drop, and hot spot items; extended response—read one or more passages, respond to the prompt and type the response.

### **DIRECTIONS**

Questions 1 through 3  
refer to the following table.

US Trade Balance with China			
<i>In millions of dollars</i>			
YEAR	EXPORTS	IMPORTS	BALANCE
1998	14,241.3	71,168.7	-56,927.4
1999	13,111.0	81,788.2	-68,677.2
2000	16,185.3	100,018.4	-83,833.1
2001	19,182.3	102,278.3	-83,096.0
2002	22,052.7	125,167.9	-103,115.2
<i>Source: US Census Bureau, Foreign Trade Division</i>			

- During the period covered by the table, the smallest amount of US exports to China occurred in:**  
(1) 1998 (2) 1999 (3) 2000 (4) 2001  
(5) 2002
- The negative trade balance for a year means:**  
(1) The US owes money to a country for imports.  
(2) A country owes the US money for its exports.  
(3) The US buys more products from a country than it sells to that country.  
(4) The US sells more products to a country than it buys from that country.  
(5) There is some error in either the export or the import figure for that year.
- The increasing amount of the negative balance of trade with China implies that:**  
(1) The US relies increasingly on China to produce goods American consumers want.  
(2) China relies on the US to provide the goods Chinese consumers want.  
(3) Trade with China is increasing the number of factory jobs available in the US  
(4) The US government should require China to buy more goods from the US.  
(5) China's communist government is influencing American consumers.



# LESSON 1

## Writing



### DIRECTIONS

Read the passage and respond to the following question.

**Do you think it is important that we remove excess junk from orbit?**

**Use evidence from the reading passage to support your argument.  
Write at least 4 sentences.**

### Space Junk

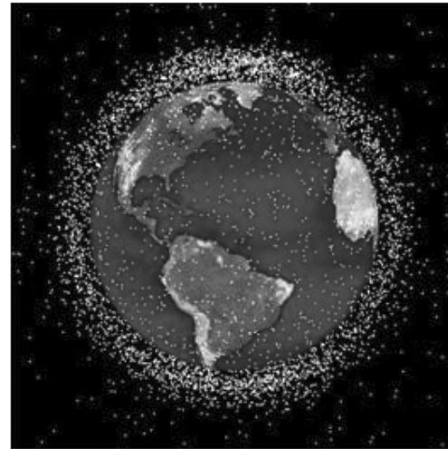
*by Josh Adler*

Many people know that trash is a big problem on planet Earth. What many people don't know is that trash has become a problem in outer space too. Years of space exploration have left tons of "space junk" in orbit around the planet.

According to BBC News, there are more than 22,000 pieces of junk in space around the earth. And these are just the items that we can see from the surface of the earth by telescopes or radars. There are also millions of smaller pieces of junk that we can't see.

Objects, like bits of old space rockets or satellites, move around the planet at very high speeds, so fast that even a very small piece can break important satellites or become dangerous to people, particularly astronauts. If the tiniest piece of junk crashed into a spacecraft, it could damage the vehicle. That's because the faster an object moves, the greater the impact if the object collides with something else.

To make things worse, when two objects in space collide, the two objects break into many smaller pieces. This happened in 2009 when a working United States satellite collided with a Russian satellite that was no longer functioning. The collision caused the satellites to break into more than 2,000 pieces, increasing the items of space junk.



To help minimize additional space junk, countries around the world have agreed to limit the time their space tools stay in orbit to 25 years. Each tool must be

built to fall safely into the earth's atmosphere, or the mass of gases that surround the earth, after that. In the upper parts of the atmosphere, it will burn up.

Many scientists are also proposing different ways to clean up space junk. In England a metal harpoon is being tested that can be fired into space trash, grip the trash, and then pull the space junk into the earth's atmosphere where it would burn up.

The Germans have been planning a space mission with robots that would collect pieces of space trash and bring them back to Earth so that they can be safely destroyed.

In 2007 the Chinese tried to blow up one of its older satellites with a missile. Unfortunately, the explosion only created thousands of smaller pieces, adding junk in space!

"In our opinion the problem is very challenging, and it's quite urgent as well," said Marco Castronuovo, an Italian Space Agency researcher who is working to solve the problem. One reason that it's urgent is that countries are sending more and more objects into space. Many of these objects are tools that help people use their cell phones or computers.

"The time to act is now; as we go farther in time we will need to remove more and more fragments," he says.

### References

[www.readworks.org](http://www.readworks.org)

High School Equivalency in the Community



# HSE in the Community Program REGISTRATION FORM



Remove this entire page and mail—see instructions on reverse side.

Please print clearly your information below.

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_
3. County of Residence \_\_\_\_\_
5. Home Telephone ( \_\_\_\_\_ ) \_\_\_\_\_
7. E-mail \_\_\_\_\_
8. Sex ☐ Male ☐ Female
9. Employment Status ☐ Unemployed ☐ Part Time ☐ Full Time
10. Last Grade Completed \_\_\_\_\_ Last Grade Completed \_\_\_\_\_
11. Student Signature \_\_\_\_\_ Date \_\_\_\_\_
12. I am also interested in: ☐ Online Program ☐ Traditional Classes  
☐ English as a Second Language (ESL) Information

## LESSON 1 ANSWER FORM

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- Tape flap.
- Mail.

We will correct your answers and return them to you.  
**Save your copy of the lesson for reference.** Some lesson material will be needed in later lessons.

NAME \_\_\_\_\_

### MATH

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

### LANGUAGE ARTS

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

### SOCIAL STUDIES

- |          |          |
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| 1. _____ | 3. _____ |
| 2. _____ |          |

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POSTAGE  
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UNITED STATES

**SAMPLE**

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