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## Question: 1

Which of the following statements is true?

- A. -6 is to the right of -5 on the number line
- B. -7 is to the left of -2 on the number line
- C. 0 is to the left of -1 on the number line
- D. 7 is to the left of -2 on the number line

**Answer: B**

Explanation:

The number line orders numbers from least to greatest. When comparing any two numbers, the smaller value will always be to the left of the greater value. Because -7 is less than -2, -7 will always be to the left of -2 on the number line. All of the other options have greater values placed to the left of smaller values. This can never be true on any number line.

## Question: 2

Giselle is selling notebooks at the school store. She earns \$45.00 for selling 30 notebooks. How much is Giselle charging for each notebook?

- A. \$135.00
- B. \$3.00
- C. \$1.50
- D. \$1.25

**Answer: C**

Explanation:

Each notebook costs \$1.50. To find the cost of each notebook, we must divide the total amount of money earned, \$45.00, by the number of notebooks sold, 30. When we divide 45 by 30, we know that 30 can "fit" into 45 one time, with a remainder of 15. We can turn our remainder into a fraction by making our remainder the numerator and our divisor the denominator, creating the fraction  $\frac{15}{30}$ , or  $\frac{1}{2}$ . When working with money, 1 whole and  $\frac{1}{2}$  represents one and a half dollars, or \$1.50. Giselle charged \$1.50 for each notebook.

## Question: 3

The candy store charges \$1.30 per pound. Artie's bag of candy weighs 2.1 pounds. How much will Artie have to pay for his candy?

- A. \$2.73
- B. \$3.40
- C. \$27.30
- D. \$0.80

**Answer: A**

Explanation:

Artie will have to pay \$2.73 for his candy. To find the answer, we must multiply the amount of candy Artie is purchasing, 2.1 pounds, by the price per pound, \$1.30. When multiplying decimals, we can use the traditional algorithm, as if the decimal points weren't there. When we multiply 130 by 21, we get 2,730. To determine where to place the decimal point. We count the number of digits after each decimal point in each factor. Here, we have one digit after the decimal point in 2.1 and two digits after the decimal point in \$1.30. That makes for a total of three digits after the decimal points in the factors. Because there are three digits to the right of the decimal points in the factors, we must have three digits after the decimal point in the product turning 2,730 into 2.730, or \$2.73.

### Question: 4

Which of the following is equivalent to  $5^3 + 18 \div 3$ ?

- A. 21
- B. 131
- C.  $48\frac{2}{3}$
- D. 37

**Answer: B**

Explanation:

Following the order of operations, we must start by finding the value of  $5^3$ , which is equivalent to  $5 \times 5 \times 5$ , or 125. This simplifies our expression to  $125 + 18 \div 3$ . Next, we must solve the division of 18 and 3, which is 6, leaving us with a final expression of  $125 + 6$ . The sum of 125 and 6 is 131, making our solution 131.

### Question: 5

Find the value of  $100 \div (9 + 1) \times 2$ .

- A. 5
- B. 15
- C. 20
- D. 76

**Answer: C**

Explanation:

Parentheses must be completed first. Here,  $9 + 1 = 10$ , so we can rewrite our expression as  $100 \div 10 \times 2$ . When dealing with multiplication and division, we must solve the operations in the order in which they appear, from left to right. Because division appears before multiplication, we must divide 100 by 10 before we multiply by 2. The quotient of 100 and 10 is 10, simplifying our expression to  $10 \times 2$ , or 20. Our final answer is 20.

### Question: 6

A triangle has angles measuring  $40^\circ$ ,  $100^\circ$ , and  $40^\circ$ . Which of the following choices accurately describes the triangle?

- A. It is an acute equilateral triangle
- B. It is an acute isosceles triangle
- C. It is an obtuse isosceles triangle
- D. It is an acute isosceles triangle

**Answer: C**

Explanation:

Any triangle with an angle measuring over  $90^\circ$  is considered an obtuse triangle. Because this triangle has an angle measuring  $100^\circ$ , we must classify it as obtuse. Since we have two  $40^\circ$ -degree angles, we know that the sides opposite those angles must be the same length. A triangle with two equivalent sides is described as an isosceles triangle. This triangle must be described as an obtuse isosceles triangle.

### Question: 7

Which of the following choices best describes a three-dimensional figure comprised of only one square base and four triangular sides?

- A. Square prism
- B. Triangular prism
- C. Triangular pyramid
- D. Square pyramid

**Answer: D**

Explanation:

The three-dimensional shape being described must be a pyramid because it only has one base and all triangular sides. We can envision the sides meeting at the top, forming the point of the pyramid. Furthermore, a pyramid is named for the shape of its base. Here, the pyramid has a square base so we must classify it as a square pyramid.

### Question: 8

A recipe calls for 2 cups of water for every 6 cups of flour. Josie wants to make a smaller batch using only 2 cups of flour. How much water should she use?

- A.  $\frac{1}{2}$  cup
- B. 2 cup
- C.  $\frac{2}{3}$  cup
- D. 12 cup

**Answer: C**

Explanation:

To start, we can write our ratio in fractional form as  $\frac{2 \text{ cups of water}}{6 \text{ cups of flour}}$ . We know Josie wants to lessen the flour to only 2 cups, making our proportion  $\frac{2 \text{ cups of water}}{6 \text{ cups of flour}} = \frac{x \text{ cups of water}}{2 \text{ cups of flour}}$ . To find the value of  $x$ , we can cross multiply the two diagonal values we know, 2 and 2, and divide their product by the remaining value, 6.  $2 \times 2 = 4$ , and  $4 \div 6 = \frac{4}{6}$ , which simplifies to  $\frac{2}{3}$ . This means Josie should use  $\frac{2}{3}$  of a cup of water for every 2 cups of flour.

### Question: 9

A scaled drawing for a new building has walls measuring 4 inches in height. The key indicates that each inch on the drawing represents 2 feet in real life. Based on the scaled drawing, how tall will the actual walls measure?

- A. 8 feet
- B. 4 feet
- C. 12 feet
- D. 32 feet

**Answer: A**

Explanation:

The picture is scaled so that each inch on the drawing represents two feet in real life. We can multiply 4 inches by 2 to find the actual height of the wall. Because  $4 \times 2 = 8$ , we know the real wall must measure 8 feet.

### Question: 10

The ratio of boys to girls in a math class is 3 to 4. If there are 12 boys in the class, how many total students are in the class?

- A. 7 students
- B. 16 students
- C. 24 students
- D. 28 students

<b>Answer: D</b>
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Explanation:

We know the ratio of boys to girls is 3 to 4, which means there are 3 boys for every 7 students (because  $3 + 4 = 7$ ). We can write the ratio of boys to total students as  $\frac{3}{7}$ . We also know that there are 12 boys in the class, so we can create the following proportion.

$$\frac{3}{7} = \frac{12}{x}$$

To solve for  $x$ , use cross multiplication, and then solve as a regular equation.

$$3x = 12 \times 7$$

$$3x = 84$$

$$x = 28$$

Since  $x = 28$ , this means there is a total of 28 students in the class.

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