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Sentence Structure

Sentence Fragments

Sentence fragments, a common writing error, are created when an incomplete thought is written as if it were a complete sentence. Most fragments are missing a subject, a verb, or both.

Before the war. (fragment)

Before the war, life was pleasant. (complete sentence)

One type of fragment is created when a dependent clause is separated from its independent clause. The fragment has a subject and verb, but it begins with a subordinate conjunction. To correct the fragment, attach the dependent clause to its independent clause. Be careful to avoid improper subordination.

Although the night was beautiful. It was cold.
dependent clause

Although the night was beautiful, it was cold.

Questions on the GED test will ask you to recognize ways to correct sentence fragments.

Try this GED example. Choose the one best answer to each question. Then check your answers.

(1) Celebrities like movie stars, royalty, and rock bands often have difficulty living private lives. (2) So many photographers and fans. (3) They invade a star's privacy. (4) The public demands to know about personal milestones such as marriage or the birth of children. (5) Tragedies like serious illness or even death. (6) They are not private. (7) Celebrities need publicity, but most hate the invasion of their daily activities.

1. Sentences 2 and 3: **So many photographers and fans. They invade a star's privacy.**

Which is the best way to write the underlined portion of these sentences? If the original is the best way, choose option (1).

- (1) fans. They invade
- (2) fans. They invaded
- (3) fans, they invade
- (4) fans; invade
- (5) fans invade

2. Sentences 5 and 6: **Tragedies like serious illness or even death. They are not private.**

Which is the best way to write the underlined portion of these sentences? If the original is the best way, choose option (1).

- (1) death. They are not
- (2) death. They are
- (3) death are not
- (4) death; they are not
- (5) death, and they are not

-
1. (5) Sentence (2) is a fragment because it lacks a verb. Combining the two sentences provides the verb *invade*, which is used to create a complete thought.

2. (3) Sentence (5) is an incomplete thought because it does not contain a verb. Since sentences (5) and (6) are related in meaning, they can be combined to form a complete thought.
-

Directions: Choose the one best answer to each question. Questions 1 through 5 refer to the following paragraph.

(1) More and more Americans are telecommuting. (2) Telecommuting working from home instead of going to your employer's office. (3) This new method of working saves travel time, and even saves money on work clothes. (4) Employees simply walk into their offices at home, wearing whatever is comfortable, and begin working at their own desks. (5) Companies allow telecommuting for various reasons. (6) Increased worker morale and decreased need for office space. (7) Because telecommuters need to be sure, however, that they consider all aspects of working at home.

1. Sentence 2: **Telecommuting working from home instead of going to your employer's office.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) Telecommuting working
- (2) Telecommuting, working
- (3) Telecommuting is working
- (4) Telecommuting and working
- (5) Telecommuting since working

2. Sentence 3: **This new method of working saves travel time, and even saves money on work clothes.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) saves travel time, and even
- (2) saved travel time, and even
- (3) saving travel time, and even
- (4) saves travel time and even
- (5) saves travel time and it even

3. Sentence 4: **Employees simply walk into their offices at home, wearing whatever is comfortable, and begin working at their own desks.**

Which correction should be made to sentence 4?

- (1) replace their offices with there offices
- (2) replace home, with home;
- (3) change wearing to wore
- (4) change is to was
- (5) no correction is necessary

4. Sentences 5 and 6: **Companies allow telecommuting for various reasons. Increased worker morale and decreased need for office space.**

The most effective combination of sentences 5 and 6 would include which group of words?

- (1) reasons, such as increased
- (2) reasons, because increased
- (3) reasons, increased
- (4) reasons; however, increased
- (5) reasons, for increased

5. Sentence 7: **Because telecommuters need to be sure, however, that they consider all aspects of working at home.**

Which correction should be made to sentence 7?

- (1) replace Because telecommuters with Telecommuters
- (2) replace Because with Since
- (3) insert a comma after need
- (4) replace sure, with sure;
- (5) no correction is necessary

Tip

If a sentence fragment begins with a subordinate conjunction, you can often correct the fragment by eliminating the conjunction and capitalizing the next word.

Questions 6 through 12 refer to the following paragraph.

(1) Technology now exists that allow us to precisely determine where anything is located on Earth. (2) Global positioning. (3) Orbiting satellites beam very precise data. (4) Special receivers on the earth's surface. (5) Although then the new technology lets people use a hand-held device to determine exactly where they are. (6) With one of these receivers, hikers and drivers would never get lost. (7) Objects, whether they are moving or stationary could also be located easily. (8) Any stolen car could be found quickly after its theft.

6. Sentences 3 and 4: **Orbiting satellites beam very precise data. Special receivers on the earth's surface.**

Which is the best way to write the underlined portion of these sentences? If the original is the best way, choose option (1).

- (1) very precise data. Special receivers
- (2) very precise data. Receivers
- (3) very precise data to special receivers
- (4) very precise receiver data
- (5) very precise receivers to special data

7. Sentence 1: **Technology now exists that allow us to precisely determine where anything is located on Earth.**

Which correction should be made to sentence 1?

- (1) replace now with know
- (2) insert a comma after exists
- (3) change allow to allows
- (4) replace where with there
- (5) no correction is necessary

8. Sentence 2: **Global positioning.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) Global positioning.
- (2) It is called global positioning.
- (3) Called global positioning.
- (4) It is called, global positioning.
- (5) Its called global positioning.

9. Sentence 5: **Although then the new technology lets people use a hand-held device to determine exactly where they are.**

Which correction should be made to sentence 5?

- (1) replace Although then with Then
- (2) insert a comma after device
- (3) replace lets with let's
- (4) insert at after are
- (5) no correction is necessary

10. Sentence 6: **With one of these receivers, hikers and drivers would never get lost.**

Which correction should be made to sentence 6?

- (1) replace With with Without
- (2) replace one with won
- (3) replace receivers, with receivers;
- (4) insert a comma after and
- (5) no correction is necessary

11. Sentence 7: **Objects, whether they are moving or stationary could also be located easily.**

Which correction should be made to sentence 7?

- (1) replace they are with their
- (2) change are to will be
- (3) insert a comma after moving
- (4) replace stationary with stationery
- (5) insert a comma after stationary

12. Sentence 8: **Any stolen car could be found quickly after its theft.**

Which correction should be made to sentence 8?

- (1) change car to cars
- (2) insert a comma after found
- (3) insert a comma after quickly
- (4) replace its with it's
- (5) no correction is necessary

Sentence Structure

Run-On Sentences

Run-on sentences are another common writing error. A run-on sentence contains two or more sentences without punctuation to separate them.

The night was beautiful it was cold. (run-on sentence)

A run-on sentence contains independent clauses that are joined without the proper linking words or punctuation. This error can be corrected in several ways.

- (1) Use a period to create separate sentences.

The night was beautiful. It was cold.

- (2) If the clauses are closely related, join them with a semicolon.

The night was beautiful; it was cold.

- (3) Join the two clauses with a comma and a coordinating conjunction.

The night was beautiful, but it was cold.

- (4) Use a semicolon, a conjunctive adverb, and a comma to create one sentence.

The night was beautiful; however, it was cold.

- (5) Subordinate one clause to the other.

Although the night was beautiful, it was cold.

Questions on the GED test will ask you to recognize ways to correct run-on sentences.

Try this GED example. Choose the one best answer to each question. Then check your answers.

(1) Sociologists say that a major change in American life has been the move from limited options to many choices. (2) Nowhere is this change more obvious than when we turn on our TV sets. (3) Our choices once consisted of three networks compare that to today's cable services. (4) People like having options, many of us wonder if we really need over 100 channels.

1. Sentence 3: **Our choices once consisted of three networks compare that to today's cable services.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) three networks compare
- (2) three networks and compare
- (3) three networks, and compare
- (4) three networks. Compare
- (5) three networks, however compare

2. Sentence 4: **People like having options, many of us wonder if we really need over 100 channels.**

Which correction should be made to sentence 4?

- (1) replace People with Although people
- (2) change having to to have
- (3) replace options, with options;
- (4) insert and after options,
- (5) no correction is necessary

1. (4) This run-on sentence contains two distinct thoughts. It is best corrected by using a period to create two sentences.

2. (1) The first complete thought in this sentence (People like having options) can be subordinated to the second thought to create a sentence that makes sense.

Directions: Choose the one best answer to each question. Questions 1 through 5 refer to the following paragraph.

(1) The tourist wrestling with the heavy suitcases is probably an overpacker. (2) Heavy bags can cause serious back injuries, they ruin an expensive vacation. (3) Some overpackers defend their choice by saying, "You never know what you might need!" (4) Remember times have changed, we live in a shrinking world, and camera film is now readily available in Tanzania. (5) Also, don't pack a separate outfit for each day avoid it. (6) Choose a few basic garments that you can mix and match by alternating shirts and tops and then use accessories like scarves or ties to vary the look. (7) Finally, don't pack too many pairs of shoes they are heavy and require too much suitcase space.

1. Sentence 2: **Heavy bags can cause serious back injuries, they ruin an expensive vacation.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) back injuries, they ruin
- (2) back injuries, ruining
- (3) back injuries; they're ruining
- (4) back injuries, like ruining
- (5) back injuries ruining

2. Sentence 3: **Some overpackers defend their choice by saying, "You never know what you might need!"**

Which correction should be made to sentence 3?

- (1) change defend to defending
- (2) replace their with they're
- (3) insert a comma after choice
- (4) change by saying to to say
- (5) no correction is necessary

3. Sentence 5: **Also, don't pack a separate outfit for each day avoid it.**

If you rewrote sentence 5 beginning with

Also,

the next words should be

- (1) do'nt pack
- (2) don't packing
- (3) pack a separate outfit
- (4) avoid packing
- (5) avoid it

4. Sentence 6: **Choose a few basic garments that you can mix and match by alternating shirts and tops and then use accessories like scarves or ties to vary the look.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) tops and then use
- (2) tops. Then use
- (3) tops, then use
- (4) tops but then use
- (5) tops; besides, you can then use

5. Sentence 7: **Finally, don't pack too many pairs of shoes they are heavy and require too much suitcase space.**

Which correction should be made to sentence 7?

- (1) replace too many with two many
- (2) replace shoes they with shoes. They
- (3) insert although after shoes
- (4) insert a comma after heavy
- (5) no correction is necessary

Questions 6 through 10 refer to the following paragraph.

(1) We all know that dictionaries contain definitions. (2) If you don't know what *salubrious* means or how to pronounce *scherzo*.

(3) Reaching for a dictionary. (4) However, a dictionary contains more than a lot of words it is a reference book as well. (5) My dictionary contains the entire text of the Declaration of Independence, the Constitution, and all the constitutional amendments. (6) I can also find a list of the highest mountains in the world, although however I am not planning to climb all of them. (7) Dictionaries they are a great reference for students even include the names of famous people and fictional characters.

6. Sentences 2 and 3: If you don't know what *salubrious* means or how to pronounce *scherzo*. Reaching for a dictionary.

Which is the best way to write the underlined portion of these sentences? If the original is the best way, choose option (1).

- (1) pronounce *scherzo*. Reaching
- (2) pronounce *scherzo* reaching
- (3) pronounce *scherzo*, reaching
- (4) pronounce *scherzo*, reach
- (5) pronounce *scherzo*; reaching

7. Sentence 4: However, a dictionary contains more than a lot of words it is a reference book as well.

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) a lot of words it is
- (2) alot of words it is
- (3) a lot of words, it is
- (4) a lot of words. It is
- (5) a lot of words. Its

8. Sentence 5: My dictionary contains the entire text of the Declaration of Independence, the Constitution, and all the constitutional amendments.

Which correction should be made to sentence 5?

- (1) change dictionary to dictionaries
- (2) insert a comma after text
- (3) remove the comma after Independence
- (4) change amendments to Amendments
- (5) no correction is necessary

9. Sentence 6: I can also find a list of the highest mountains in the world, although however I am not planning to climb all of them.

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) world, although however
- (2) world although
- (3) world although, however
- (4) world and
- (5) no correction is necessary

10. Sentence 7: Dictionaries they are a great reference for students even include the names of famous people and fictional characters.

If you rewrote sentence 7 beginning with A great reference for the next words should be

- (1) dictionaries, students
- (2) students, dictionaries
- (3) students' dictionaries
- (4) names of famous people
- (5) famous people and fictional characters

Tip

Most run-on sentences are the product of a writer who's in a hurry. So when you edit your final draft, be sure to correct any run-on sentences.

Sentence Structure

Comma Splice

Do not join two or more independent clauses with only a comma. This error creates a **comma splice**.

Our car broke down, we were stranded in the middle of nowhere.

A comma splice can be corrected in several ways.

- (1) Separate the two clauses with a period.

Our car broke down. We were stranded in the middle of nowhere.

- (2) Add a coordinating conjunction after the comma.

Our car broke down, so we were stranded in the middle of nowhere.

- (3) If the clauses are closely related, join them with a semicolon.

Our car broke down; we were stranded in the middle of nowhere.

- (4) Use a semicolon, a conjunctive adverb, and a comma to create one sentence.

Our car broke down; consequently, we were stranded in the middle of nowhere.

- (5) Subordinate one clause to the other.

When our car broke down, we were stranded in the middle of nowhere.

Questions on the GED test will ask you to recognize ways to correct comma splices.

Try this GED example. Choose the one best answer to each question. Then check your answers.

(1) An ordinary kitchen timer can be used in a number of unexpected ways. (2) Some couples use this simple household item as the official timekeeper, it is used during a discussion or argument. (3) One person takes three minutes to state his or her view of the problem, the other party gets an equal turn. (4) This practice helps to prevent a discussion from deteriorating into a speech.

1. Sentence 2: **Some couples use this simple household item as the official timekeeper, it is used during a discussion or argument.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) timekeeper, it is used during
- (2) timekeeper, used during
- (3) timekeeper. It is used
- (4) timekeeper during
- (5) timekeeper; therefore, it is used

2. Sentence 3: **One person takes three minutes to state his or her view of the problem, the other party gets an equal turn.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) problem, the other party
- (2) problem. Then the other party
- (3) problem, but the other party
- (4) problem after the other party
- (5) problem; meanwhile, the other party

1. (4) The second complete thought can be subordinated to the first thought to create a sentence that is more concise.

2. (2) Option (2) is the only choice that corrects the comma splice and retains the meaning of the original sentence.

Directions: Choose the one best answer to each question. Questions 1 through 5 refer to the following paragraph.

(1) Sailplane soaring is the safest of the aerial sports, it is certainly thrilling. (2) Using rising warm-air currents rather than engine power, a sailplane pilot can gain stupendous altitudes. (3) Experienced fliers can keep a sailplane aloft all day, they can cover hundreds of miles. (4) The sensation of flight in a plane that is not powered by an engine is quite unique. (5) The flier is suspended in midair, experiencing little vibration and no noise, there is the rush of the wind. (6) Pilots say they experience an exhilarating sense of freedom, they also experience a profound calm.

1. Sentence 1: **Sailplane soaring is the safest of the aerial sports, it is certainly thrilling.**

Which correction should be made to sentence 1?

- (1) replace Sailplane with Although sailplane
- (2) insert so after the comma
- (3) change it is to it's
- (4) replace it is with its
- (5) no correction is necessary

2. Sentence 2: **Using rising warm-air currents rather than engine power, a sailplane pilot can gain stupendous altitudes.**

Which correction should be made to sentence 2?

- (1) change Using to Use
- (2) insert a comma after currents
- (3) insert and after the comma
- (4) replace power, with power;
- (5) no correction is necessary

3. Sentence 3: **Experienced fliers can keep a sailplane aloft all day, they can cover hundreds of miles.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) day, they can cover
- (2) day; however, they can cover
- (3) day, covering
- (4) day, when they can cover
- (5) day, but they can cover

4. Sentence 5: **The flier is suspended in midair, experiencing little vibration and no noise, there is the rush of the wind.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) noise, there is
- (2) noise, their is
- (3) noise, for there is
- (4) noise except
- (5) noise; meanwhile, there is

5. Sentence 6: **Pilots say they experience an exhilarating sense of freedom, they also experience a profound calm.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) freedom, they also experience
- (2) freedom and
- (3) freedom; consequently, they also experience
- (4) freedom and they also experience
- (5) freedom, for they also experience

Tip

When correcting comma splices, do not be content to simply separate the two clauses with a period. One of the other four choices listed on page 9 may be needed.

Questions 6 through 10 refer to the following paragraph.

(1) Parents who are expecting should keep their child's medical history, they should start now. (2) Functionally, these running records are much like a personal diary, the writer records only medical events. (3) A child's record should begin with any prenatal problems or complications in the hospital after birth. (4) Parents should list immunizations, doctor appointments, and illnesses. (5) The history should include both prescription and non-prescription medications, it should note any negative reactions. (6) Parents maintaining thorough records while their children are young, parents can supply invaluable information when children become adults.

6. Sentence 1: **Parents who are expecting should keep their child's medical history, they should start now.**

Which is the most effective rewrite of sentence 1?

- (1) Parents who are expecting should keep their child's medical history now.
- (2) Parents who are expecting should start now to keep their child's medical history.
- (3) Parents, since they were expecting, should now start to keep their child's medical history.
- (4) A child's medical history should be started now, if parents are expecting.
- (5) no revision is necessary

7. Sentence 2: **Functionally, these running records are much like a personal diary, the writer records only medical events.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) diary, the writer
- (2) diary; therefore, the writer
- (3) diary but the writer
- (4) diary, but the writer
- (5) diary; the writer

8. Sentence 3: **A child's record should begin with any prenatal problems or complications in the hospital after birth.**

Which correction should be made to sentence 3?

- (1) change child's to childs'
- (2) insert a comma after problems
- (3) change should begin to began
- (4) insert prenatal after or
- (5) no correction is necessary

9. Sentence 5: **The history should include both prescription and non-prescription medications, it should note any negative reactions.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) medications, it should note
- (2) medications, for
- (3) medications, noting
- (4) medications, although it should note
- (5) medications; besides, it should note

10. Sentence 6: **Parents maintaining thorough records while their children are young, parents can supply invaluable information when children become adults.**

Which is the most effective rewrite of sentence 6?

- (1) Parents must maintain thorough records while their children are young, then parents can supply invaluable information when children become adults.
- (2) Parents maintain thorough records while their children are young, supplying invaluable information when becoming adults.
- (3) Parents who maintain thorough records while their children are young can supply invaluable information when the children become adults.
- (4) Parents, maintaining thorough records while they're children are young, can supply invaluable information when they become adults.
- (5) no revision is necessary

Sentence Structure

Misplaced Modifiers

Misplaced modifiers confuse readers because the modifiers seem to refer to the wrong word or to more than one word in a sentence. To correct the problem, place words and phrases as close as possible to the words they modify.

The car ran off the road and hit the tree as it was trying to get back on the road. (misplaced modifier)

The car ran off the road and, as it was trying to get back on the road, the car hit the tree. (correctly placed modifier)

Questions on the GED test will ask you to recognize ways to correct misplaced modifiers.

Try this GED example. Choose the one best answer to each question. Then check your answers.

(1) A skin growth can appear suddenly for no obvious reason of any size. (2) Most are harmless, but some growths can be tiny skin cancers. (3) So when you notice a spot that wasn't there before, go see your dermatologist right away. (4) Last year, a wart appeared on my hand that I wanted removed. (5) The doctor decided to remove it right away. (6) Fortunately, the procedure was quick and painless.

1. Sentence 1: A skin growth can appear suddenly for no obvious reason of any size.

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) skin growth can appear suddenly for no obvious reason of any size.
- (2) skin growth can appear suddenly, for no obvious reason of any size.
- (3) skin growth can appear suddenly, for no obvious reason, of any size.
- (4) skin growth of any size can appear suddenly for no obvious reason.
- (5) skin growth of any size can appear for no obvious reason suddenly.

2. Sentence 4: Last year, a wart appeared on my hand that I wanted removed.

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) wart appeared on my hand that I wanted removed.
- (2) wart appeared that I wanted removed on my hand.
- (3) wart that I wanted removed appeared on my hand.
- (4) wart that I wanted appeared removed on my hand.
- (5) wart on my hand appeared that I wanted removed.

1. (4) Sentence 1 is written incorrectly because the phrase of any size illogically modifies reason. The phrase must be moved so that it correctly modifies growth.

2. (3) The clause that I wanted removed is a misplaced modifier. It must be moved so that it modifies wart, not hand.

Directions: Choose the one best answer to each question. Questions 1 through 5 refer to the following paragraph.

(1) When traveling long distances, you must be prepared with children. (2) They need many items to keep him happy in cars. (3) Games, books, pillows, and snacks. (4) However, people in cars that are overflowing with children often dont seem to have much fun. (5) Sometimes you see by the side of the road a car with a family that has broken down. (6) Traveling with children is hard, but having car trouble makes it a nightmare.

1. Sentence 1: **When traveling long distances, you must be prepared with children.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) distances, you must be prepared with children.
- (2) distances you must be prepared with children.
- (3) distances with children, you must be prepared.
- (4) distances you must with children be prepared.
- (5) distances; you must with children be prepared.

2. Sentence 2: **They need many items to keep him happy in cars.**

Which correction should be made to sentence 2?

- (1) change need to needs
- (2) change items to item's
- (3) replace him with them
- (4) insert a comma after happy
- (5) no correction is necessary

3. Sentence 3: **Games, books, pillows, and snacks.**

Which correction should be made to sentence 3?

- (1) remove the comma after Games
- (2) insert a comma after and
- (3) insert many after and
- (4) insert are useful after snacks
- (5) no correction is necessary

4. Sentence 4: **However, people in cars that are overflowing with children often dont seem to have much fun.**

Which correction should be made to sentence 4?

- (1) replace However, with However;
- (2) replace that with what
- (3) change are to were
- (4) change are to had been
- (5) change dont to don't

5. Sentence 5: **Sometimes you see by the side of the road a car with a family that has broken down.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) by the side of the road a car with a family that has broken down.
- (2) by the side of the road a car that has broken down with a family.
- (3) a car with a family that has broken down by the side of the road.
- (4) a family by the side of the road with a car that has broken down.
- (5) a family with a car by the side of the road that has broken down.

Questions 6 through 10 refer to the following paragraph.

(1) The art of American quiltmaking is enjoying a new popularity, which was once nearly forgotten. (2) Today, people make quilts for artistic pleasure. (3) In the past, quilts were made for different reasons. (4) The first quilts, for example were made for warmth. (5) The first quilters used scraps of cloth to make a quilt which was scarce in the American colonies. (6) Many years later, fabrics manufactured especially for quilting, became available. (7) Eventually, what began as a necessity in the United States became an American folk art.

6. Sentence 1: **The art of American quiltmaking is enjoying a new popularity, which was once nearly forgotten.**

If you rewrote sentence 1 beginning with The art of American quiltmaking, which the next words should be

- (1) was nearly once in the American colonies
 - (2) was once nearly forgotten in the American colonies
 - (3) enjoyed in the American colonies
 - (4) was enjoyed once in the American colonies
 - (5) had once enjoyed popularity
7. Sentence 2: **Today, people make quilts for artistic pleasure.**

Which correction should be made to sentence 2?

- (1) remove the comma after Today
- (2) insert who after people
- (3) change make to made
- (4) insert a comma after quilts
- (5) no correction is necessary

8. Sentence 4: **The first quilts, for example were made for warmth.**

Which correction should be made to sentence 4?

- (1) remove the comma after quilts
- (2) insert a comma after example
- (3) change were to was
- (4) insert a comma after made
- (5) no correction is necessary

9. Sentence 5: **The first quilters used scraps of cloth to make a quilt which was scarce in the American colonies.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) cloth to make a quilt which was scarce in the American colonies.
- (2) cloth; to make a quilt which was scarce in the American colonies.
- (3) cloth, which was scarce in the American colonies, to make a quilt.
- (4) quilt to make a cloth which was scarce in the American colonies.
- (5) cloth which was scarce in the American colonies; to make a quilt.

10. Sentence 6: **Many years later, fabrics manufactured especially for quilting, became available.**

Which correction should be made to sentence 6?

- (1) remove the comma after later
- (2) insert a comma after fabrics
- (3) remove the comma after quilting
- (4) change became to become
- (5) no correction is necessary

Tip

Ask yourself who or what a modifying word or phrase describes. Then make sure the modifier is placed as closely as possible to whatever it describes.

Sentence Structure

Dangling Modifiers

Dangling modifiers create a sentence that lacks an appropriate subject.

Looking down at the valley, the colors were beautiful.

dangling modifier

Who is looking at the valley? In this sentence, the phrase Looking down at the valley, modifies colors. Since colors cannot look at a valley, the writer must create an appropriate subject.

Looking down at the valley, we saw that the colors were beautiful.
(corrected sentence)

To fix a dangling modifier, create a logical subject for the modifier.

Walking to the office, the police car pulled over the red truck.

Walking to the office, I saw the police car pull over the red truck.
(corrected by creating a subject)

While I was walking to the office, I saw the police car pull over the red truck. (corrected by creating a subordinate clause)

Questions on the GED test will ask you to recognize ways to correct dangling modifiers.

Try this GED example. Choose the one best answer to each question. Then check your answers.

(1) At the end of this month, I will leave on a ten-day cruise of Alaska. (2) Thinking about my luxury vacation all day long, my work is taking much longer than it usually does. (3) Daydreaming continuously, my office tasks are piling up. (4) At this rate, my boss will never let me leave!

1. Sentence 2: **Thinking about my luxury vacation all day long, my work is taking much longer than it usually does.**

Which correction should be made to sentence 2?

- (1) insert Because I am at the beginning of the sentence
- (2) remove the comma after long
- (3) replace long, with longer;
- (4) insert a comma after longer
- (5) no correction is necessary

2. Sentence 3: **Daydreaming continuously, my office tasks are piling up.**

If you rewrote sentence 3 beginning with

My office tasks are piling up

the next words should be

- (1) daydreaming continuously
- (2) daydreams continued
- (3) while my luxury vacation
- (4) while I daydream continuously
- (5) although I daydream continuously

-
1. (1) Creating a clause that contains a subject fixes the dangling modifier.

2. (4) The sentence must identify who is daydreaming. Only option (4) does so and retains the sense of the original sentence.
-

Directions: Choose the one best answer to each question. Questions 1 through 6 refer to the following paragraph.

(1) Comets are icy, celestial bodies, that have one or two tails. (2) We can see comets without a high-power telescope only when they orbit very near the sun. (3) The sun melts the ice, creating a vapor trail of shining dust particles. (4) We watch their swift, brilliant journeys, knowing they are very far away. (5) With dazzling tails behind them, we are astonished by their beauty. (6) Looking up into the night sky, the unusual light show is awesome.

1. Sentence 1: **Comets are icy, celestial bodies, that have one or two tails.**

Which correction should be made to sentence 1?

- (1) remove the comma after bodies
- (2) replace that with what
- (3) insert a comma after one
- (4) replace tails with tales
- (5) no correction is necessary

2. Sentence 2: **We can see comets without a high-power telescope only when they orbit very near the sun.**

If you rewrote sentence 2 beginning with

Without a high-power telescope,

the next words should be

- (1) we can see
- (2) we can see
- (3) comets orbit
- (4) when they orbit
- (5) very near the sun

3. Sentence 3: **The sun melts the ice, creating a vapor trail of shining dust particles.**

Which correction should be made to sentence 3?

- (1) change sun to Sun
- (2) change sun to son
- (3) replace creating with creates
- (4) insert a comma after trail
- (5) no correction is necessary

4. Sentence 4: **We watch their swift, brilliant journeys, knowing they are very far away.**

If you rewrote sentence 4 beginning with

Knowing they are very far away,

the next words should be

- (1) comets are
- (2) we watch
- (3) we had watched
- (4) their swift, brilliant journeys
- (5) there swift, brilliant journeys

5. Sentence 5: **With dazzling tails behind them, we are astonished by their beauty.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) we are astonished by their beauty.
- (2) we are astonished by comets by their beauty.
- (3) we are astonishing by their beauty.
- (4) comets are astonished by their beauty.
- (5) comets astonish us by their beauty.

6. Sentence 6: **Looking up into the night sky the unusual light show is awesome.**

Which correction should be made to sentence 6?

- (1) remove the comma after sky
- (2) insert you see after sky,
- (3) insert we all agree that after sky,
- (4) insert a comma after show
- (5) no correction is necessary

Questions 7 through 12 refer to the following paragraph.

(1) Windjammers are large sailboats that are familiar sights along the coast of New England. (2) Looking for an adventure, a windjammer cruise can be exciting and fun. (3) Boarding the boat, a 110-foot schooner, early Monday. (4) The scenery, sailing along the shoreline was breathtaking. (5) Then we explored a town or island before dinner each day. (6) The food was always delicious; and each evening we sang or played cards. (7) All this in beautiful surroundings for six days.

7. Sentence 1: **Windjammers are large sailboats that are familiar sights along the coast of New England.**

Which correction should be made to sentence 1?

- (1) insert a comma after sailboats
- (2) insert along the coast of New England after sailboats
- (3) replace sights with sites
- (4) insert a comma after sights
- (5) no correction is necessary

8. Sentence 2: **Looking for an adventure, a windjammer cruise can be exciting and fun.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) adventure, a windjammer
- (2) adventure; a windjammer
- (3) adventure, we found that a windjammer
- (4) adventure, an exciting windjammer
- (5) adventure, exciting and fun

9. Sentence 3: **Boarding the boat, a 110-foot schooner, early Monday.**

Which correction should be made to sentence 3?

- (1) replace Boarding with After boarding
- (2) remove the comma after boat
- (3) remove the comma after schooner
- (4) replace schooner with schooner;
- (5) insert was exciting after Monday

10. Sentence 4: **The scenery, sailing along the shoreline was breathtaking.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) The scenery, sailing
- (2) The scenery sailing
- (3) The scenery was sailing
- (4) The scenery we saw while sailing
- (5) The scenery sailing was

11. Sentence 6: **The food was always delicious; and each evening we sang or played cards.**

Which correction should be made to sentence 6?

- (1) insert a comma after food
- (2) replace delicious with delicious,
- (3) insert a comma after and
- (4) insert a comma after sang
- (5) no correction is necessary

12. Sentence 7: **All this in beautiful surroundings for six days.**

Which correction should be made to sentence 7?

- (1) replace All with Since all
- (2) replace All with We enjoyed all
- (3) insert a semicolon after this
- (4) insert a comma after beautiful
- (5) insert a comma after surroundings

Tip

The key to correcting a dangling modifier is common sense. The phrase or clause must modify a word in the sentence that makes sense. First, find the modifier. Then find the word that is being modified. Does it make sense? If not, the phrase or clause is said to be "dangling."

Sentence Structure

Parallel Structure

Parallel structure means that equal and related words and phrases must use the same grammatical form.

- Verbs, nouns, adjectives, or adverbs in a series must use the same grammatical form.

She is happy, charming, and has beauty. (Has beauty is not parallel with the adjectives happy and charming.)

She is happy, charming, and beautiful. (correct)

The ad shows the desk's size, color, and how much it costs. (How much costs is not parallel with the nouns size and color.)

The ad shows the desk's size, color, and price. (correct)

- Phrases in a series must use the same grammatical form.

She makes quilts for relaxation, entertainment, and to earn extra money. (To earn extra money is not parallel with the nouns relaxation and entertainment.)

She makes quilts for relaxation, entertainment, and extra money. (correct)

Questions on the GED test will ask you to recognize errors in parallel structure

Try this GED example. Choose the one best answer to each question. Then check your answers.

(1) Each workday we must check figures, talk to clients, and make decisions about what to buy. (2) Unfortunately, we are distracted by the phone, the fax machine, and our boss calling meetings.

1. Sentence 1: **Each workday we must check figures, talk to clients, and make decisions about what to buy.**

Which correction should be made to sentence 1?

- (1) insert a comma after check
- (2) remove the comma after figures
- (3) replace make decisions with deciding
- (4) replace buy with by
- (5) no correction is necessary

2. Sentence 2: **Unfortunately, we are distracted by the phone, the fax machine, and our boss calling meetings.**

If you rewrote sentence 2 beginning with

The phone, the fax machine, and

the next words should be

- (1) our boss calling meetings
- (2) calling meetings
- (3) the meetings called by our boss
- (4) being at meetings called by our boss
- (5) we have to go to meetings

1. (5) The sentence is correct. Check figure talk to clients, and make decisions are parallel verb phrases.

2. (3) The meetings is a noun phrase that is parallel with the phone and the fax machine.

Directions: Choose the one best answer to each question. Questions 1 through 5 refer to the following paragraph.

(1) The tall Afghan hound are an ancient dog breed. (2) The Afghan, which has a curling tail, is long-eared, and has long legs. (3) The Afghan also has thick, long, flowing hair. (4) Afghans are aloof, are stubborn, and have a sweet disposition. (5) For such a large and stately dog the Afghan is surprisingly affectionate. (6) Afghans like to hunt, to run, and being by themselves outside.

1. Sentence 1: **The tall Afghan hound are an ancient dog breed.**

Which correction should be made to sentence 1?

- (1) change Afghan to afghan
- (2) insert a comma after hound
- (3) change are to is
- (4) insert a comma after ancient
- (5) no correction is necessary

2. Sentence 2: **The Afghan, which has a curling tail, is long-eared, and has long legs.**

If you rewrote sentence 2 beginning with With a curling tail, long ears, and the next words should be

- (1) its long legs,
- (2) has long legs
- (3) legs that are long,
- (4) runs on long legs
- (5) long legs,

3. Sentence 4: **Afghans are aloof, are stubborn, and have a sweet disposition.**

If you rewrote sentence 4 beginning with Afghans are aloof, stubborn, and the next word or words should be

- (1) have a sweet disposition
- (2) sweet
- (3) sweetly
- (4) are sweet dispositioned
- (5) with a sweet disposition

4. Sentence 5: **For such a large and stately dog the Afghan is surprisingly affectionate.**

Which correction should be made to sentence 5?

- (1) insert a comma after large
- (2) insert a comma after dog
- (3) change is to are
- (4) insert a comma after is
- (5) no correction is necessary

5. Sentence 6: **Afghans like to hunt, to run, and being by themselves outside.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) being by themselves
- (2) to be by themselves
- (3) want to be by themselves
- (4) are glad to be by themselves
- (5) be by themselves

Tip

Exact meaning can be unclear in parallel constructions. If necessary, repeat an article (*a, an, or the*), a preposition, or a pronoun to clarify meaning.

Questions 6 through 11 refer to the following paragraph.

(1) In October, the states of Vermont and Maine have spectacular colors, crisp weather, and leaves that fall. (2) Although they are green in the spring, the leaves turn bright red, deep brown, and yellow that shines in the fall. (3) The lake or ocean water is blue, clear, and it sparkles. (4) For many years, tourists have travel long distances to see these sights. (5) Maine and Vermont have become a favorite destination for hikers, bicyclists, and people who take pictures. (6) Our visitors always enjoy the fresh country air and the beautiful colors of the New England landscape.

6. Sentence 1: **In October, the states of Vermont and Maine have spectacular colors, crisp weather, and leaves that fall.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) leaves that fall.
- (2) leaves who fall.
- (3) leaves are falling.
- (4) falling leaves.
- (5) leaves fall.

7. Sentence 2: **Although they are green in the spring, the leaves turn bright red, deep brown, and yellow that shines in the fall.**

Which correction should be made to sentence 2?

- (1) remove the comma after spring
- (2) replace red with read
- (3) change yellow that shines to yellow shining
- (4) change yellow that shines to shining yellow
- (5) no correction is necessary

8. Sentence 3: **The lake or ocean water is blue, clear, and it sparkles.**

Which correction should be made to sentence 3?

- (1) insert a comma after lake
- (2) change is to are
- (3) remove the comma after blue
- (4) change it sparkles to sparkling
- (5) change it sparkles to which sparkles

9. Sentence 4: **For many years, tourists have travel long distances to see these sights.**

Which correction should be made to sentence 4?

- (1) remove the comma after years
- (2) insert a comma after tourists
- (3) change travel to travelled
- (4) replace see with sea
- (5) no correction is necessary

10. Sentence 5: **Maine and Vermont have become a favorite destination for hikers, bicyclists, and people who take pictures.**

Which correction should be made to sentence 5?

- (1) change have to had
- (2) remove the comma after hikers
- (3) insert a comma after people
- (4) replace people who take pictures with photographers
- (5) no correction is necessary

11. Sentence 6: **Our visitors always enjoy the fresh country air and the beautiful colors of the New England landscape.**

Which correction should be made to sentence 6?

- (1) replace Our with Hour
- (2) insert a comma after air
- (3) insert a comma after colors
- (4) change New England to new England
- (5) no correction is necessary

Sentence Structure

Combining Sentences

- Sentences can be combined with a comma and a coordinating conjunction such as *and*, *but*, *for*, *nor*, *or*, and *so*.

She looked for an apartment. She couldn't find one.

She looked for an apartment, but she couldn't find one.

- Sentences whose meanings are closely related can be combined with a semicolon.

She went to work. She did her job.

She went to work; she did her job.

- Sentences can be combined by a semicolon, together with a conjunctive adverb and a comma. Conjunctive adverbs include *also*, *moreover*, *besides*, *nevertheless*, *however*, *still*, *nonetheless*, *instead*, *similarly*, *thus*, *therefore*, *consequently*, *next*, *then*, *meanwhile*, *subsequently*, and *finally*. Be sure to use a conjunctive adverb that correctly shows the relationship between the ideas in the sentence.

William spoke softly. His audience couldn't hear him.

William spoke softly; consequently, his audience couldn't hear him.

- Sentences can be combined by turning one of the independent clauses into a prepositional phrase.

The dog trotted rapidly. The dog wore a red collar.

The dog in the red collar trotted rapidly.

Questions on the GED test will ask you to recognize ways to combine two sentences.

Try this GED example. Choose the one best answer. Then check your answer.

(1) Your flight to Chicago will take six hours.
(2) You may want to bring reading material or work to pass the time. (3) When you arrive, your friend Elaine will meet you at the airport.

Sentences 1 and 2: **Your flight to Chicago will take six hours. You may want to bring reading material or work to pass the time.**

The most effective combination of sentences 1 and 2 would include which group of words?

- (1) hours, but you
- (2) hours; however, you
- (3) hours; therefore, you
- (4) hours; meanwhile, you
- (5) hours, or you

-
- (3) This choice properly joins the sentences with a semicolon, a conjunctive adverb, and a comma. Options (2) and (4) use the same correct method of combination, but however and meanwhile fail to convey the proper relationship between the two ideas. Options (1) and (5) are incorrect. The writer has changed the meaning of the sentence by using the coordinating conjunctions but and or.
-

Directions: Choose the one best answer to each question. Questions 1 through 6 refer to the following paragraphs.

(A)

(1) The average American uses 123 gallons of water daily. (2) A family of four uses 492 gallons. (3) These figures seem enormous, but they are easier to understand when you consider what they include. (4) Taking a shower uses about 20 gallons of water alone. (5) Washing dishes by hand uses about 20 gallons. (6) Running a dishwasher load uses only about 10 gallons. (7) Surprisingly, even brushing your teeth use about one gallon.

(B)

(8) Individual use of water seems high. (9) Manufacturing use is much higher. (10) Manufacturing one car uses over 39,000 gallons. (11) Environmentalists are beginning to pressure companies, to use water more economically.

1. Sentences 1 and 2: **The average American uses 123 gallons of water daily. A family of four uses 492 gallons.**

The most effective combination of sentences 1 and 2 would include which group of words?

- (1) water daily, nor a family
- (2) water daily; a family
- (3) water daily, however, a family
- (4) water daily; next, a family
- (5) water daily, a family

2. Sentence 3: **These figures seem enormous, but they are easier to understand when you consider what they include.**

Which correction should be made to sentence 3?

- (1) replace enormous, with enormous;
- (2) replace but with for
- (3) replace but with so
- (4) insert a comma after understand
- (5) no correction is necessary

3. Sentences 5 and 6: **Washing dishes by hand uses about 20 gallons. Running a dishwasher load uses only about 10 gallons.**

The most effective combination of sentences 5 and 6 would include which group of words?

- (1) gallons; however, running
- (2) gallons, so running
- (3) gallons; likewise, running
- (4) gallons, for running
- (5) gallons, nor running

4. Sentence 7: **Surprisingly, even brushing your teeth use about one gallon.**

Which correction should be made to sentence 7?

- (1) insert though after even
- (2) insert a comma after brushing
- (3) insert so after teeth
- (4) change use to uses
- (5) insert a comma after use

5. Sentences 8 and 9: **Individual use of water seems high. Manufacturing use is much higher.**

The most effective combination of sentences 8 and 9 would include which group of words?

- (1) high; similarly, manufacturing
- (2) high, but manufacturing
- (3) high, for manufacturing
- (4) high, nor manufacturing
- (5) high; subsequently, manufacturing

6. Sentence 11: **Environmentalists are beginning to pressure companies, to use water more economically.**

Which correction should be made to sentence 11?

- (1) insert a comma after environmentalists
- (2) change are beginning to begin
- (3) remove the comma after companies
- (4) replace water with manufacturing
- (5) no correction is necessary

Questions 7 through 12 refer to the following paragraph.

(1) Most people think a cooked lobster has been boiled. (2) It shouldn't be immersed in water. (3) Boiling a lobster insures that it will be thoroughly cooked. (4) It will be soggy. (5) A lobster should be cooked in a small amount of water. (6) It will steam and have a full flavor. (7) Only about two inches of salted water should cover the bottom of the lobster pot. (8) When that is boiling, you can add the lobster. (9) In about 20 minutes, the lobster will be steamed. (10) Before you begin eating, do'n't forget to put on your bib.

7. Sentences 1 and 2: **Most people think a cooked lobster has been boiled. It shouldn't be immersed in water.**

The most effective combination of sentences 1 and 2 would include which group of words?

- (1) boiled, it shouldn't
- (2) boiled, so it shouldn't
- (3) boiled, because it shouldn't
- (4) boiled; however, it shouldn't
- (5) boiled; likewise, it shouldn't

8. Sentences 3 and 4: **Boiling a lobster insures that it will be thoroughly cooked. It will be soggy.**

Which is the best way to write the underlined portion of these sentences? If the original is the best way, choose option (1).

- (1) cooked. It
- (2) cooked; it
- (3) cooked. Fortunately, it
- (4) cooked but it
- (5) cooked, but it

Tip

Before you combine sentences, determine what relationship exists between the ideas in the sentences. Then you can be sure to combine the sentences in a way that keeps this relationship.

9. Sentences 5 and 6: **A lobster should be cooked in a small amount of water. It will steam and have a full flavor.**

The most effective combination of sentences 5 and 6 would include which group of words?

- (1) water so it will
- (2) water; nonetheless it will
- (3) water; however, it will
- (4) water; finally, it will
- (5) water, but it will

10. Sentences 7 and 8: **Only about two inches of salted water should cover the bottom of the lobster pot. When that is boiling, you can add the lobster.**

The most effective combination of sentences 7 and 8 would include which group of words?

- (1) pot, so when
- (2) pot, but when
- (3) pot; similarly, when
- (4) pot, and when
- (5) pot, for when

11. Sentence 9: **In about 20 minutes, the lobster will be steamed.**

Which correction should be made to sentence 9?

- (1) insert a comma after about
- (2) replace minutes with minutes;
- (3) change will be to were
- (4) change will be to was
- (5) no correction is necessary

12. Sentence 10: **Before you begin eating, do'n't forget to put on your bib.**

Which correction should be made to sentence 10?

- (1) replace you with we
- (2) remove the comma after eating
- (3) replace do'n't with don't
- (4) replace your with you're
- (5) no correction is necessary

Sentence Structure

Revising Sentences

When you revise sentences, follow these guidelines.

- Be sure that the revised sentence does not change the meaning of the original sentence.
- Be sure to correct the error in the original sentence.
- Be sure that the revision does not contain a new error.

Questions on the GED test will ask you to choose the best revision of a sentence from several options.

Try this GED example. Choose the one best answer to each question. Then check your answers.

(A)

(1) We take for granted many small inventions, safety pins, matches, and rubber bands. (2) My favorite helpful invention is sticky tags, which are small adhesive notes. (3) The tags' inventor, a member of his church choir, needed a quick way to find songs in the hymnbook. (4) This personal need was the motivation for a hugely successful product.

(B)

(5) Americans have relied on these items that are useful for many, many years. (6) As a matter of fact, we are so accustomed to having them that we could not imagine how to accomplish certain tasks without them. (7) How fortunate that ingenious men and women have the same ordinary needs as the American public.

1. Sentence 1: **We take for granted many small inventions, safety pins, matches, and rubber bands.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) inventions, safety pins,
- (2) inventions, safety pins
- (3) inventions, such as safety pins
- (4) inventions, but safety pins
- (5) inventions, so safety pins

2. Sentence 5: **Americans have relied on these items that are useful for many, many years.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) items that are useful
- (2) items what are useful
- (3) items that were useful
- (4) useful items
- (5) items, useful

1. (3) The revision corrects the run-on sentence by creating an in-sentence list of useful inventions. Options (1) and (2) are punctuated incorrectly. Options (4) and (5) are wrong because the words but and so change the meaning of the original sentence.

2. (4) The revised sentence converts the clause that are useful into the one-word adjective useful and places it before items. The resulting sentence is less wordy but retains the original meaning.



Directions: Choose the one best answer to each question. Questions 1 through 5 refer to the following paragraph.

(1) Cities and towns try to find a balance between progress and preservation. (2) For many years. (3) Most local governments decided in favor of progress. (4) Progress meant new buildings and developing unused space. (5) When people began to realize that they were losing things from their heritage. (6) Small local groups began to fight to save historic buildings, spaces, and keeping important objects. (7) They won only a few of these fights they made the public aware of the problem. (8) Now, however many places are working to maintain the balance.

1. Sentences 2 and 3: **For many years. Most local governments decided in favor of progress.**

The most effective combination of sentences 2 and 3 would include group of words?

- (1) years; most local
- (2) years, most local
- (3) years, as most local
- (4) years, for most local
- (5) years, but most local

2. Sentence 5: **When people began to realize that they were losing things from their heritage.**

Which correction should be made to sentence 5?

- (1) replace When with Then
- (2) insert will after people
- (3) change began to begin
- (4) insert a comma after things
- (5) no correction is necessary

3. Sentence 6: **Small local groups began to fight to save historic buildings, spaces, and keeping important objects.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) and keeping important objects.
- (2) and, keeping objects.
- (3) and objects.
- (4) and; important objects.
- (5) or keeping objects.

4. Sentence 7: **They won only a few of these fights they made the public aware of the problem.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) fights they
- (2) fights; however, they
- (3) fights, for they
- (4) fights, and they
- (5) fights; therefore, they

5. Sentence 8: **Now, however many places are working to maintain the balance.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) Now, however many
- (2) Now, however, many
- (3) Now; however, many
- (4) Now however many
- (5) Now however, many

Tip

There may be several correct ways to revise a sentence. Your job is to identify the best revision while you avoid creating a new mistake.

Organization

Topic Sentences

A **topic sentence** states the main idea of a paragraph. Functionally, this sentence is the point around which the entire passage is organized. If written well, a topic sentence orients readers to the subject and allows them to accurately anticipate the content that will follow. A topic sentence is usually the first sentence in a paragraph. However, to create emphasis, writers sometimes place it at the end of the passage.

When developing topic sentences, follow these guidelines.

- Avoid vagueness. State the main point as specifically as possible.

Change: To find the right apartment, you should consider some very important things.

To: To find the right apartment, you should consider three important qualities—location, price, and suitability.

- Establish a clear direction for the text, letting readers know what to expect in the paragraph.

Change: Research indicates that using cell phones while driving is dangerous.

To: Research indicates that using cell phones while driving can cause serious accidents.

Questions on the GED test will ask you to pick the best-written topic sentence from a group of several choices.

Try this GED example. Choose the one best answer. Then check your answer.

(1) First, locate the nearest hospital or emergency clinic, and be sure you know how to get there. (2) Next, you can telephone the Department of Motor Vehicles to get a new driver's license. (3) If you've relocated within the same state, you will only need to arrange for a change of address. (4) Check on voter registration rules because a residency period may be required before you can vote in your new home state.

Which sentence would be most effective if inserted at the beginning of the paragraph?

- (1) Before you begin any new tasks, you should be congratulated.
- (2) To get settled in your new community, you should handle a few essential tasks as soon as possible.
- (3) Although the move was a success, your work is far from over.
- (4) Here is your new "to do" list.
- (5) no sentence is needed

-
- (2) This paragraph needs a topic sentence. Option (2) avoids the use of vague terms and prepares the reader for the content that is to follow.
-

Directions: Choose the one best answer to each question. Questions 1 through 5 refer to the following paragraph.

(1) Identity thieves do not steal money, jewels.
(2) They do not take electronic equipment, or even great artwork. (3) Instead of taking someone's credit cards, identity thieves want a person's name and personal information.
(4) They use these stolen identities to get financial loans, and credit cards for their own use. (5) Identity thieves also sell their victims' names to fellow thieves, that increases the number of people who are spending money in someone else's name.

1. Which sentence would be most effective if inserted at the beginning of the paragraph?

- (1) This paragraph discusses a new kind of criminal in American society.
- (2) Stolen identities are becoming a major problem.
- (3) A new kind of thief is appearing on the American criminal scene—an identity thief.
- (4) Identity thieves target people who have good credit histories and high incomes.
- (5) no sentence is necessary

2. Sentences 1 and 2: **Identity thieves do not steal money, jewels. They do not take electronic equipment, or even great artwork.**

Which is the best way to write the underlined portion of these sentences? If the original is the best way, choose option (1).

- (1) jewels. They do not take
- (2) jewels; they do not take
- (3) jewels, and
- (4) jewels,
- (5) jewels; also, they do not take

3. Sentence 3: **Instead of taking someone's credit cards, identity thieves want a person's name and personal information.**

Which correction should be made to sentence 3?

- (1) insert a comma after Instead
- (2) replace Instead of with While
- (3) change person's to persons'
- (4) insert a comma after name
- (5) no correction is needed

4. Sentence 4: **They use these stolen identities to get financial loans, and credit cards for their own use.**

Which correction should be made to sentence 4?

- (1) change use to used
- (2) change use to are using
- (3) insert a comma after identities
- (4) remove the comma after loans
- (5) no correction is necessary

5. Sentence 5: **Identity thieves also sell their victims' names to fellow thieves, that increases the number of people who are spending money in someone else's name.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) thieves, that increases
- (2) thieves, they increases
- (3) thieves. That increased
- (4) thieves, that increased
- (5) thieves, increasing

Questions 6 through 10 refer to the following paragraph.

(1) The JetExpert printer has trays. (2) The larger tray, called the standard paper tray, holds 8.5 x 11-inch paper, it is used for most print jobs. (3) The standard paper tray is located at the bottom of the printer and also it holds up to 250 sheets of paper. (4) The multipurpose tray, located in the center front of the printer, can hold 100 sheets of paper or ten envelopes. (5) It holds legal-sized paper. (6) Used when the print job involves envelopes, transparency sheets, or labels.

6. Sentence 1: **The JetExpert printer has trays.**

Which is the most effective rewrite of sentence 1?

- (1) The JetExpert printer has two trays.
- (2) The JetExpert printer has too trays.
- (3) The JetExpert printer has two trays, that hold paper.
- (4) The JetExpert printer has two trays that hold paper and other print media.
- (5) no revision is necessary

7. Sentence 2: **The larger tray, called the standard paper tray, holds 8.5 x 11-inch paper, it is used for most print jobs.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) paper, it is used
- (2) paper and is used
- (3) paper, but it is used
- (4) paper used
- (5) paper, it was used



Using index cards, cover all the sentences in your paragraph except the topic sentence. After reading the sentence carefully, ask yourself, "Could a reader accurately predict the type of information that I know comes next?" If not, revise until you create a sentence that lets readers know what to expect in the paragraph.

8. Sentence 3: **The standard paper tray is located at the bottom of the printer and also it holds up to 250 sheets of paper.**

If you rewrote sentence 3 beginning with

Located at the bottom of the printer,

the next words should be

- (1) the standard paper tray holds
- (2) the standard paper tray held
- (3) and also it holds
- (4) the standard paper tray is located
- (5) it holds up to 250 sheets

9. Sentence 4: **The multipurpose tray, located in the center front of the printer, can hold 100 sheets of paper or ten envelopes.**

Which correction should be made to sentence 4?

- (1) remove the comma after tray
- (2) change hold to held
- (3) insert a comma after paper
- (4) replace ten with tin
- (5) no correction is necessary

10. Sentences 5 and 6: **It holds legal-sized paper. Used when the print job involves envelopes, transparency sheets, or labels.**

Which is the best way to write the underlined portion of these sentences? If the original is the best way, choose option (1).

- (1) paper. Used
- (2) paper, and is used
- (3) paper and is used
- (4) paper; used
- (5) paper; additionally, used

Organization

Transitions

Transitional words and phrases connect the sentences in a paragraph, binding the ideas in the text together. Writers use these words and phrases to show relationships. Transitional words and phrases provide a sense of direction; they indicate the type of content that will follow. In other words, transitional writing ties the parts of a paragraph or document together into a comprehensible message.

Transitional words and phrases accomplish different tasks, such as providing an example or contrasting two ideas. Following is a list of frequently used transitional words arranged in functional categories.

Addition:	<i>furthermore, in addition</i>
Cause and effect:	<i>therefore, as a result</i>
Compare and contrast:	<i>similarly, however, on the other hand</i>
Example:	<i>specifically, for example</i>
Sequence:	<i>first, second, then, next</i>
Time:	<i>now, meanwhile, since, then</i>

Questions on the GED test will ask you to recognize ways to correct faulty transitions.

Try this GED example. The questions refer to the resume cover letter on the next page. Choose the one best answer to each question. Then check your answers.

1. Sentence 4: **I worked for three years as a printer assistant.**

Which correction should be made to sentence 4?

- (1) change worked to work
- (2) insert Before that time, before I
- (3) insert Before enrolling at Carlton City College, before I
- (4) insert a comma after worked
- (5) change printer assistant to Printer Assistant

2. Sentence 10: **For instance, the workforce realignments made necessary in our current economy have trained me to handle added responsibilities.**

Which correction should be made to sentence 10?

- (1) replace For instance, with In addition,
- (2) move For instance to follow economy
- (3) change have to has
- (4) insert a comma after economy
- (5) no correction is necessary

1. (3) The phrase Before enrolling at Carlton City College provides needed information about when the writer's work as a printer assistant occurred. Although option (2) provides information related to time, the phrase that time has no clear referent.

2. (1) The phrase for instance signals that an example will follow. However, the context of the sentence indicates that the writer is trying to provide additional support for his or her self-confidence.

304 Oakwood Circle
Carlton, MO 10533-2903
January 15, 2002

Mr. Patrick Berta, Manager, Human Resources
Winstead Graphics
25802 Grant Blvd.
Hobart, MO 10468-7468

Dear Mr. Berta:

(A)

(1) Please consider my application for the position of printing sales representative now open at your company headquarters in Hobart. (2) In May I will graduate from Carlton City College with an Associate of Applied Science degree in Printing Management. (3) Mr. Condy Hazelton, my marketing instructor, told me of his work as a training consultant for Winstead Graphics and suggested I apply for the job.

(B)

(4) I worked for three years as a printer assistant. (5) While I complete my degree, I am working part time as a customer service representative at Carlton's largest printing company. (6) Through my experience as a printer assistant and my coursework in printing management, I have acquired the production skills needed in the printing business. (7) My work as a customer service representative and my study of marketing has taught me about customers' desires and how to meet them.

(C)

(8) I have confidence in my knowledge of the printing process, including the very latest developments in technology. (9) My communication skills have been confirmed through my work with a sometimes-demanding public. (10) For instance, the workforce realignments made necessary in our current economy have trained me to handle added responsibilities.

(D)

(11) Thank you for considering my application. (12) I look forward to discussing how my employment at Winstead Graphics would be profitable to both of us.

Sincerely,

Chris Nolan Alfaro

Chris Nolan Alfaro

enclosure

Directions: Choose the one best answer to each question. Questions 1 through 7 refer to the following instructions.

Changing ID Codes and Passwords

(A)

(1) The *MathPrep* software allows students to use the computer to study for any standardized math test. (2) Students complete the lessons, the program grades the students' work and records where they stopped. (3) For security, each user has an identification (ID) code and password that must be typed in correctly before the student can start working. (4) IDs and passwords can have up to 17 characters and can include numbers, letters, and symbols.

(B)

(5) If another student accidentally or intentionally uses your security codes, incorrect information is permanently entered in your record. (6) Such errors cause great confusion for both students and teachers and you should not tell your ID or password to any other student. (7) If you think someone else is intentionally using your security codes, change them as quickly as possible. (8) IDs and passwords can be changed at any time, and, once changed, the original codes are no longer valid.

(C)

Instructions: If you need to change your ID or password, follow these steps: (9) First, choose *Codes* from the list of security options. (10) Type your new ID and password, waiting for the ID box to appear. (11) Then press the TAB key to enter your new password. (12) Type in your changes. (13) Click the OK button. (14) It's as easy as that.

(D)

Warnings and reminders:

- (15) Students often press the Enter key after they type in a new code. (16) This is a common mistake. (17) You **must** click the OK button to enter the change in the database. (18) The program will continue to use your old codes.
- (19) To create a secure code, use information that other students would not ordinarily know. (20) Also, choose a code that you can remember without writing it down. (21) For example, other users probably don't know that Cleopatra is your pet's name. (22) It would, therefore, be a secure code. (23) If 23-55-18 is the combination to a lock you use every day, you are likely to remember these numbers easily.

(E)

If you forget your codes:

(24) If this happens, ask your teacher for help. (25) Don't get in the habit of relying on teachers to supply your codes. (26) Instructors may not always be available in the classroom.

1. Sentence 2: **Students complete the lessons, the program grades the students' work and records where they stopped.**

Which correction should be made to sentence 2?

- (1) replace Students with As students
- (2) insert meanwhile after lessons,
- (3) replace lessons, the with lessons, then
- (4) change students' to student's
- (5) no correction is necessary

2. Sentence 6: **Such errors cause great confusion for both students and teachers and you should not tell your ID or password to any other student.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) teachers and you
- (2) teachers. You
- (3) teachers; you
- (4) teachers. Therefore, you
- (5) teachers, and you

3. Sentence 10: **Type your new ID and password, waiting for the ID box to appear.**

If you rewrote sentence 10 beginning with When

the next words should be

- (1) you wait for the ID box
- (2) the ID box appears
- (3) you type
- (4) the new ID and password
- (5) typing your new ID

Tip

This lesson has focused on the use of transitional words and phrases within a paragraph. But remember that a transitional sentence may be needed to connect the ideas expressed in two paragraphs.

4. Sentences 12 and 13: **Type in your changes. Click the OK button.**

Which is the most effective combination of sentences 12 and 13?

- (1) First, type in your changes, then, click the OK button.
- (2) Type in your changes, clicking the OK button.
- (3) After you have typed in your changes, click the OK button.
- (4) Type in your change; later, click the OK button.
- (5) no combination is needed

5. Sentences 17 and 18: **You must click the OK button to enter the change in the database. The program will continue to use your old codes.**

Which is the best way to write the underlined portion of these sentences? If the original is the best way, choose option (1).

- (1) database. The
- (2) database, since the
- (3) database since the
- (4) database. Otherwise, the
- (5) database. Nevertheless, the

6. Which sentence would be most effective if inserted at the beginning of paragraph E?

- (1) Instead of needing to change your codes, you may have simply forgotten them.
- (2) Forgetting your ID or password is awful.
- (3) This paragraph will discuss what to do if you forget your security codes.
- (4) Almost nobody forgets a security code.
- (5) no sentence is needed

7. Sentence 25: **Don't get in the habit of relying on teachers to supply your codes.**

Which correction should be made to sentence 25?

- (1) change Don't to Do'n't
- (2) insert in the future after get
- (3) replace Don't with However, don't
- (4) replace Don't with Besides, don't
- (5) no correction is necessary

Organization

Unity and Coherence

Writers must organize their writing so that readers can follow its message. This goal is attained through **unity** and **coherence**.

Unity means focusing each sentence in a paragraph on the main idea. Likewise, to achieve unity within a document, all the paragraphs must focus on a single purpose. Coherence refers to how well sentences are bound together. Coherence is achieved when the relationships among ideas are clear to the reader and the overall message is easily understood.

To achieve unity and coherence, follow these guidelines.

- Choose a topic and stay with it. Don't digress into vaguely related side issues.
- Keep your purpose for writing in mind as you work.
- Use clear transitions to move logically from one point to another. Maintain a sequence that makes sense.

Questions on the GED test will ask you to recognize ways to correct problems with unity and coherence.

Try this GED example. The questions refer to the patient information on the next page. Choose the one best answer to each question. Then check your answers.

1. Which revision would improve the effectiveness of paragraph B?

- (1) move sentence 6 to the beginning of paragraph B
- (2) remove sentence 7
- (3) move sentence 8 to follow sentence 5
- (4) remove sentence 8
- (5) no revision is necessary

2. Which revision would improve the effectiveness of paragraph C?

- (1) move sentence 11 to the beginning of paragraph C
- (2) remove sentence 12
- (3) move sentences 11 and 12 to the beginning of paragraph C
- (4) move sentence 11 to follow sentence 12
- (5) no revision is necessary

1. (2) Paragraph B is about BIOLL, not arthritis. Sentence 7 strays from the topic to provide details about a medical condition, not the medicine being described. This destroys the unity of the paragraph. Sentence 7 should be removed from the paragraph.

2. (3) The content of paragraph C is confusing because its sentences are out of order. Sentences 11 and 12 describe actions that logically occur first. A good clue is the use of the word *Before* at the beginning of sentence 11. When these sentences are moved to the beginning of the paragraph, it is much easier to understand.

Patient Information About

BIOLL

(A)

(1) Read this fact sheet carefully before you start taking BIOLL. (2) In case any information has changed, reread the patient insert each time you refill your prescription. (3) Remember that this sheet contains only a summary about BIOLL. (4) If you need more complete information, talk to your doctor.

(B)

(5) BIOLL is for people who have swelling and soreness in joints such as the knees, hips, and shoulders. (6) This medicine has been very successful in treating the pain and stiffness of arthritis. (7) This is very good news for the 40 million Americans who suffer great discomfort from arthritis. (8) BIOLL also works well to relieve other kinds of pain such as toothaches.

(C)

(9) Your doctor can prescribe BIOLL in pill or liquid form. (10) You should eat before you take BIOLL, so plan to take your medicine immediately after breakfast, lunch, or dinner. (11) Before you start your prescription, tell your doctor about other medicines you take now or you plan to take while you're on BIOLL. (12) Include medicines such as aspirin or nose spray that you buy without a prescription.

(D)

(13) Some people find that taking BIOLL causes them to experience uncomfortable side effects. (14) These may include headache, upset stomach, high blood pressure, or back pain. (15) In addition, patients may also feel dizzy, tired, or confused. (16) Tell your doctor if you experience any of these side effects. (17) If you have any other problem you think might be caused by BIOLL, inform the doctor.

(E)

(18) Don't share any of your medicine with other people, even if they have the same kind of pain you do. (19) In addition, be very careful to keep BIOLL away from children. (20) This medicine and many others can make children very sick.

(F)

(21) This fact sheet does not take the place of careful discussions with your doctor. (22) Every time you have a checkup, you should talk about BIOLL and how it is affecting you.

Directions: Choose the one best answer to each question. Questions 1 through 6 refer to the following informational document.

Getting to Work On Time

(A)

(1) Most employers consider timeliness a workplace requirement, yet many employees are habitually late to work. (2) If you have become a member of the latecomers' club, your problem may be organization. (3) Here are some practical suggestions that can help you manage your time better. (4) And, you need to become a punctual employee.

(B)

The night before...

(5) Lay out all the clothing you will wear the next day. (6) Include shoes and accessories such as ties, belts, and scarves. (7) Pack your briefcase or purse, being sure your keys are in their designated spot. (8) Finally, set your alarm to go off five minutes early. (9) Fifteen minutes early if bad weather is predicted. (10) Be sure you have enough cash for the day.

(C)

In the morning...

(11) Use your answering machine to screen incoming calls. (12) Except for emergencies, do not take calls from friends or family. (13) If your cell phone tempts you to make personal calls while you get ready for work, pack it in your briefcase or purse. (14) Don't forget to turn it off. (15) Many people who pack their phones in briefcases or purses choose a small folding model.

(D)

(16) Maybe you are trying to accomplish too many tasks in the morning. (17) Evaluate each duty that has become a part of your morning routine. (18) Then eliminate the activities that can be done at another time. (19) For example, you don't have to wash the dishes before you leave the house. (20) You must, however, fill the car if your gas tank is near empty.

(E)

Likely to forget something?

(21) Do you frequently forget items you needed to bring to work? (22) The night before, place the item on the floor in front of your door. (23) It's unlikely you will fail to notice the item. (24) You must step over it in order to leave.

(F)

Insuring success...

(25) If you have an appointment that is vitally important, set two alarm clocks instead of one. (26) Place one of the alarms across the bedroom, forcing yourself to get out of bed to turn it off. (27) One of the clocks should be battery-operated although a power failure can make an electric clock useless.

(G)

(28) If you follow these suggestions, you can develop new habits that will become routine after a time. (29) You will avoid morning chaos and feel in control of your time. (30) In the future, you will view yourself as an organized, punctual employee with no need to apologize for being late—again.

1. Sentence 2: **If you have become a member of the latecomers' club, your problem may be organization.**

Which is the most effective rewrite of sentence 2?

- (1) Employees who are routinely late to work are very disorganized people.
- (2) If you have become a member of the latecomers' club, your problem may be the lack of organization and planning.
- (3) If you have become a member of the latecomers' club, your problem may be excessive organization and attention to detail.
- (4) Latecomers should never have a club.
- (5) no rewrite is necessary

2. Sentences 3 and 4: **Here are some practical suggestions that can help you manage your time better. And, you need to become a punctual employee.**

Which is the best way to write the underlined portion of these sentences? If the original is the best way, choose option (1).

- (1) better. And, you need to become
- (2) better. You need to become
- (3) better and become
- (4) better, and become
- (5) better, become

3. Sentence 9: **Fifteen minutes early if bad weather is predicted.**

If you rewrote sentence 9 beginning with

If bad weather is predicted,

the next words should be

- (1) set your alarm
- (2) set you're alarm
- (3) set fifteen minutes
- (4) fifteen minutes early
- (5) go off early

4. Sentence 10: **Be sure you have enough cash for the day.**

Which revision should be made to the placement of sentence 10?

- (1) move sentence 10 to follow sentence 5
- (2) move sentence 10 to follow sentence 7
- (3) move sentence 10 to the beginning of paragraph C
- (4) remove sentence 10
- (5) no revision is necessary

5. Which revision would improve the effectiveness of paragraph C?

- (1) move sentence 12 to the beginning of paragraph C
- (2) remove sentence 13
- (3) move sentence 14 to the end of paragraph C
- (4) remove sentence 15
- (5) no revision is necessary

6. Sentences 23 and 24: **It's unlikely you will fail to notice the item. You must step over it in order to leave.**

Which is the most effective combination of sentences 23 and 24?

- (1) It's unlikely you will fail to notice the item; besides, you must step over it in order to leave.
- (2) It's unlikely you will fail to notice the item, stepping over it in order to leave.
- (3) Since you must step over it in order to leave, it's unlikely you will fail to notice the item.
- (4) You must step over it in order to leave; still, it's unlikely you will fail to notice the item.
- (5) By stepping over the item, you will fail to notice it.

Tip

To evaluate the unity of a paragraph, read each sentence separately. Does it relate directly to the main idea? If not, delete the sentence or revise it.

Organization

Text Divisions Within Paragraphs

Just as a bricklayer uses bricks to build a wall, writers use paragraphs to construct a document. The purpose of a paragraph is to develop the main idea stated in the topic sentence. For this reason, the topic sentence is usually, although not always, placed at the beginning of a paragraph.

To produce a paragraph, writers carefully add one sentence to another, being sure each one expands upon the central message. The individual sentences clarify and refine the main point, each providing valuable supporting details. Unfortunately, while adding sentences to form a paragraph, writers sometimes lose control of the process and create a paragraph that is oversize and awkward. When a document contains too many long paragraphs, readers have trouble following the message. To avoid this problem, follow these guidelines.

- Scan the document for paragraphs that are longer than six sentences. Sometimes a lengthy paragraph should be divided.
- Look for paragraphs that have more than one topic sentence. Usually this passage should be divided into two or more paragraphs.
- Be sure that no paragraphs contain an obvious change of subject. You may notice that several sentences support one idea and several other sentences support a different idea. This passage also may need to be divided into more than one paragraph.

Questions on the GED test will ask you to recognize ways to divide and combine text correctly.

Try this GED example. The questions refer to the fact sheet on the next page. Choose the one best answer to each question. Then check your answers.

1. Which revision would improve the effectiveness of the fact sheet?

Begin a new paragraph with

- (1) sentence 4
- (2) sentence 5
- (3) sentence 7
- (4) sentence 14
- (5) no revision is necessary

2. Which revision would improve the effectiveness of paragraph C?

- (1) remove sentence 13
- (2) move sentence 14 to the beginning of paragraph C
- (3) move sentence 17 to follow sentence 14
- (4) remove sentence 17
- (5) no revision is necessary

-
1. (2) Paragraph A contains eight sentences. A closer evaluation shows that the paragraph contains a second topic sentence (sentence 5) and a change from the subject of sunscreen to the subject of ultraviolet rays.
-

-
2. (5) Paragraph C is correct as written. It contains one topic sentence and an adequate number of supporting sentences arranged in proper sequence.
-

The Facts About

Sunscreen

(A)

(1) Sunscreen is a gel or lotion that is applied to the skin. (2) Its purpose is to block the powerful rays of the sun, thereby preventing damage to the skin. (3) Doctors insist that everyone should use sunscreen, even those who have dark skin that doesn't burn. (4) Skin specialists also say that sunscreen should be worn daily by anyone who will be in the sun over 20 minutes. (5) Sunlight has two types of dangerous rays. (6) Ultraviolet A (UVA) rays are known as the "aging" rays; ultraviolet B (UVB) rays are the "burning" rays. (7) When you shop for a sunscreen, be sure the container says the product is a "broad spectrum" sunscreen. (8) This type of sunscreen contains ingredients that block both UVA and UVB rays.

(B)

(9) Each sunscreen product displays an SPF (sun protection factor) rating that can range from 2 to 65. (10) The numbers refer to the product's ability to block the sun's rays. (11) The Food and Drug Administration recommends that everyone, regardless of skin type, should use a sunscreen with an SPF of at least 15. (12) People who have very fair skin or a history of skin cancer should buy a sunscreen with an SPF of 30-65.

(C)

(13) Now that you have become convinced and have bought the proper sunscreen, you should know some facts about its application. (14) First, apply your sunscreen 15 to 30 minutes before going outside. (15) Be generous; apply more than you think you need. (16) Then reapply the sunscreen after swimming or heavy exercise, even if the product says it is waterproof. (17) And wear sunscreen whenever you are outside, even in cloudy weather.

(D)

(18) You should be aware that using sunscreen alone will not fully protect you from sun damage. (19) If you are going to be in the sun for long periods of time, wear a wide brimmed hat to protect your face and gloves on your hands. (20) Your shoulders, arms, and chest can be protected by wearing a long sleeved shirt. (21) Finally, doctors recommend that you avoid sun exposure altogether between the hours of 10 A.M. and 4 P.M. (22) Although you may find that following these guidelines in addition to wearing sunscreen is inconvenient. (23) Nevertheless, winning the fight against skin cancer is worth the effort.

Directions: Choose the one best answer to each question. Questions 1 through 6 refer to the following memorandum.

Clark Systems

MEMORANDUM

To: Ms. Katherine Motulo, Vice-President, Administration
From: Mr. Carlos Cisneros, Director, Human Resources Department
Subject: Spouse and Family Assistance Program
Date: March 22, 2002

(A)

(1) In recent months, an increasing number of new hires and transferred employees have expressed concern over relocation problems experienced by their families. (2) We discussed the problem last month. (3) I scheduled a meeting of the Human Resources Committee for March 12, 2002. (4) Prior to the meeting, HRD staff were able to interview 30 new employees and their spouses. (5) During the meeting, committee members studied the interview responses and discussed the many factors that contribute to this growing problem. (6) This memo reports on the committee meeting and proposes a way to address the complications of relocation.

(B)

(7) In response to the FlightCheck contract, Clark Systems has transferred several hundred technical specialists and support staff to our headquarters. (8) In addition, we have hired a large number of new employees, many coming from the West Coast. (9) A big proportion of these new and transferred workers have spouses who left careers to move to Chicago. (10) Furthermore, many employees have children, so finding housing that offers a quality school system is a primary concern. (11) Many new employees state that relocating here is overwhelming, and the Chicago area is unfamiliar to most families. (12) In addition, the financial security of many couples is dependent on the spouse's ability to find suitable employment.

(C)

(13) Our group proposes the initiation of something new. (14) This program is designed to help spouses continue their careers and to help families find housing and quality schools and we believe the program will help Clark Systems recruit quality personnel in the long run. (15) The HRD staff has researched and evaluated the resources and costs such an undertaking would involve. (16) These factors and many others are thoroughly covered in the attached proposal. (17) I am available to discuss its contents at any time. (18) In closing, the Human Resources Department would like to express its gratitude to the employees and spouses who agreed to be interviewed as part of this proposal's preparation. (19) Their names are listed in Appendix B.

1. Which revision would improve the effectiveness of the memo?

Begin a new paragraph with

- (1) sentence 4
- (2) sentence 5
- (3) sentence 10
- (4) sentence 15
- (5) no revision is necessary

2. Sentences 2 and 3: **We discussed the problem last month. I scheduled a meeting of the Human Resources Committee for March 12, 2002.**

Which is the most effective combination of sentences 2 and 3?

- (1) We discussed the problem last month, but I scheduled a meeting of the Human Resources Committee for March 12, 2002.
- (2) We discussed the problem last month, I scheduled a meeting of the Human Resources Committee for March 12, 2002.
- (3) We discussed the problem last month; I scheduled a meeting of the Human Resources Committee for March 12, 2002.
- (4) Following our discussion last month, I scheduled a meeting of the Human Resources Committee for March 12, 2002.
- (5) In spite of our discussion last month, I scheduled a meeting of the Human Resources Committee for March 12, 2002.

3. Which revision should be made to the placement of sentence 8?

- (1) move sentence 8 to the beginning of paragraph B
- (2) move sentence 8 to follow sentence 9
- (3) move sentence 8 to follow sentence 10
- (4) remove sentence 8
- (5) no revision is necessary

4. Sentence 11: **Many new employees state that relocating here is overwhelming, and the Chicago area is unfamiliar to most families.**

If you rewrote sentence 11 beginning with

Since

the next words should be

- (1) the Chicago area is
- (2) many new employees state
- (3) relocating here is
- (4) most families feel
- (5) Chicago is overwhelming

5. Sentence 13: **Our group proposes the initiation of something new.**

Which is the most effective rewrite of sentence 13?

- (1) Because Clark Systems may be unable to recruit quality personnel, the Human Resources Department should initiate something new.
- (2) The Human Resources Committee proposes the initiation of a Spouse and Family Assistance Program.
- (3) Clark Systems must assist families who relocate in Chicago.
- (4) The Human Resources staff recommends a carefully evaluated idea.
- (5) no rewrite is necessary

6. Sentence 18: **In closing, the Human Resources Department would like to express its gratitude to the employees and spouses who agreed to be interviewed as part of this proposal's preparation.**

Which correction should be made to sentence 18?

- (1) replace In closing, with In the future,
- (2) change would like to to would have liked
- (3) replace its with it's
- (4) change proposal's to proposals
- (5) no correction is necessary

Organization

Text Divisions Within Documents

To produce a document, writers add one paragraph to another. Each paragraph develops an important piece of content, and when the paragraphs are arranged in a logical sequence, the reader can understand the subject. Unfortunately, writers sometimes fail to adequately develop the content of a paragraph. The usual result is a document that contains short paragraphs and a “choppy” feel. To avoid this problem, follow these guidelines.

- Look for paragraphs that lack a clear topic sentence. Analyze the content of the individual sentences. If the sentences relate to the topic sentence of another paragraph, try combining the paragraphs.
- Scan the document for paragraphs that have only one or two sentences. Sometimes these few sentences should be joined with another paragraph. However, if the sentences adequately develop an important piece of content, let the paragraph stand as it is.

Questions on the GED test will ask you to recognize ways to divide and combine text correctly.

Try this GED example. The questions refer to the instructions on the next page. Choose the one best answer to each question. Then check your answers.

1. Which revision would improve the effectiveness of the instructions?
 - (1) remove sentence 13
 - (2) combine paragraphs B and C
 - (3) move sentence 17 to follow sentence 14
 - (4) remove paragraph C
 - (5) no revision is necessary
2. Which revision would improve the effectiveness of paragraph E?
 - (1) remove sentence 16
 - (2) remove sentence 19
 - (3) begin a new paragraph with sentence 20
 - (4) move sentence 20 to follow sentence 18
 - (5) move sentence 22 to the beginning of the paragraph

-
1. **(2)** Both paragraphs contain information about the same topic (what plant division is and when to do it). Paragraph B has two sentences and paragraph C has two. Without correction, these two short paragraphs create a “choppy” feeling. The sentences should be joined into one paragraph.
 2. **(3)** Paragraph E contains eight sentences. Sentences 15–19 describe the ways to separate plants. Sentences 20–22 discuss the steps to be performed after the plants are separated. A new paragraph should begin with sentence 20 when the subject changes.
-

How To Divide Plants

(A)

(1) Annual plants bloom and then die within one growing season. (2) Fortunately, some plants are more permanent and can even live for decades. (3) Most of these plants benefit from being divided after they spend three or more years in one place. (4) Some need to be divided every year. (5) If your plants look crowded or they are producing fewer blooms than usual, they probably need to be divided.

(B)

(6) The process of dividing plants involves digging them up, separating them into sections, and replanting the "new" plants in another area of the garden. (7) The task of dividing usually occurs in the spring when new growth is beginning.

(C)

(8) Regardless of the season, experienced gardeners work on cool, overcast days to protect exposed root systems from hot sun and drying wind. (9) They also have a fresh bucket of water on hand to keep unearthed plants moist between removal and replanting.

(D)

(10) Before you begin dividing your plants, prepare the beds that will hold the new divisions and dig holes for them. (11) Prepare the plants themselves by examining their foliage. (12) To make replanting more manageable, cut back the top growth before you remove the original plant from the ground. (13) If necessary, you can cut back the foliage by as much as one-half. (14) If the new divisions are still unwieldy, trim the sections again as you replant.

(E)

(15) Using a spade, dig deeply under the original plant, being careful to remove the foliage with its root system intact. (16) Next, separate the original plant into two or more sections. (17) If the original plant is moderate in size, you probably can slice it apart with a sharp knife. (18) However, if the plant is large or the root system massive, you may need to use an edger to cut through the roots. (19) Another way to divide unwieldy plants is to pry the sections apart using two spading forks placed back to back. (20) Once the sections are divided, remove any dead or damaged roots. (21) Plant immediately and water well. (22) To give your new plants an extra boost, you can mix a root stimulant solution into the holes as you replant.

Directions: Choose the one best answer to each question. Questions 1 through 7 refer to the following informational document.

America's Most Dangerous Intersections

(A)

(1) According to a nationally known insurance group, the most hazardous intersection in the United States is located in Pembroke Pines, Florida. (2) A list provided by the company goes on to name the nine next-most-perilous locations. (3) If you assume that the most dangerous spots must be located in our largest cities, you'll be surprised to learn you are wrong. (4) Los Angeles didn't make the "top ten" list. (5) New York City didn't either. (6) To this reader, the most unexpected name on the list is the ordinary little town of Frisco, Texas.

(B)

(7) How does an insurance company identify treacherous intersections? (8) Two indicators are used. (9) First, the analysis takes into account the number of accidents that are known to have occurred at that location. (10) Then the spot's risk factor is adjusted upward for each collision that is very costly in terms of property damage, physical injury, and loss of life, and an intersection makes the list if it is the scene of many, many accidents that are very, very serious.

(C)

(11) What makes an intersection dangerous, and can the hazards be fixed? (12) Two common causes of accidents include poor visibility of traffic signals and poor timing of their cycles. (13) These problems can be fixed easily by getting the city to change the length of the cycles and coordinate the signals in an area.

(D)

(14) The lights themselves can be made larger and brighter. (15) Providing special left-turn lanes decreases collisions where a turning vehicle is broadsided by oncoming traffic. (16) Finally, the damage of rear-end collisions can be lowered by using special pavement that controls skidding.

(E)

(17) Sometimes an intersection's hazards are not caused by the intersection itself but by the people who drive through it. (18) People must therefore rely on themselves rather than a city government to make the location safe. (19) Those who observe the following guidelines will be using safe driving practices.

(F)

(20) Don't speed through an intersection, trying to beat the yellow light before it turns red. (21) Also, don't follow other vehicles too closely. (22) Tailgating can cause rear-end collisions, the driver in back is usually held responsible for the crash. (23) Finally, never change lanes while you are driving through an intersection. (24) Some strategies from defensive driving are also useful. (25) If you are waiting at a green light to make a left turn, keep your vehicle's wheels straight. (26) This prevents your car from ending up in another lane if you are hit from behind. (27) Always watch carefully for drivers who run red lights. (28) This behavior is an absolute DON'T for any rational driver.

(G)

(29) Do you live in or travel frequently to Sacramento, California? (30) If so, avoid the intersection of Fair Oaks Boulevard and Howe Avenue. (31) In addition, find out about the dangerous intersections in your state and city. (32) Most important, remember to follow the guidelines discussed above every time you drive a vehicle.

1. Which revision would improve the effectiveness of the document?

- (1) move paragraph A to follow paragraph B
- (2) join paragraphs C and D into one paragraph
- (3) move paragraph D to follow paragraph B
- (4) remove paragraph E
- (5) no revision is necessary

2. Sentences 4 and 5: **Los Angeles didn't make the "top ten" list. New York City didn't either.**

Which is the most effective combination of sentences 4 and 5?

- (1) Los Angeles didn't make the "top ten" list, yet New York City did.
- (2) Los Angeles didn't make the "top ten" list; therefore, New York City didn't either.
- (3) Los Angeles didn't make the "top ten" list, nor did New York City.
- (4) If Los Angeles didn't make the "top ten" list, New York City didn't either.
- (5) Los Angeles didn't make the "top ten" list neither did New York City.

3. Sentence 10: **Then the spot's risk factor is adjusted upward for each collision that is very costly in terms of property damage, physical injury, and loss of life, and an intersection makes the list if it is the scene of many, many accidents that are very, very serious.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) life, and an intersection
- (2) life. An intersection
- (3) life. Intersections
- (4) life. In summary, an intersection
- (5) life. Specifically, an intersection

4. Sentence 17: **Sometimes an intersection's hazards are not caused by the intersection itself but by the people who drive through it.**

Which correction should be made to sentence 17?

- (1) change intersection's to intersections
- (2) insert a comma after itself
- (3) change are to were
- (4) change who to whose
- (5) no correction is necessary

5. Which revision would improve the effectiveness of paragraph F?

- (1) move sentence 22 to the beginning of paragraph F
- (2) start a new paragraph with sentence 24
- (3) remove sentence 25
- (4) move sentence 27 to follow sentence 28
- (5) no revision is necessary

6. Sentence 22: **Tailgating can cause rear-end collisions, the driver in back is usually held responsible for the crash.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) collisions, the driver
- (2) collisions. Drivers
- (3) collisions, driving
- (4) collisions; still, the driver
- (5) collisions, and the driver

7. Sentences 26 and 27: **This prevents your car from ending up in another lane if you are hit from behind. Always watch carefully for drivers who run red lights.**

Which is the best way to write the underlined portion of these sentences? If the original is the best way, choose option (1).

- (1) behind. Always
- (2) behind. Besides, always
- (3) behind. Finally, always
- (4) behind. Nevertheless, always
- (5) behind, and you should always

Directions: Choose the one best answer to each question. Questions 1 through 6 refer to the following insurance information.

Using Other Insurance Plans To Cover Your Health Costs

(A)

(1) No insurance plan covers every health care cost. (2) The coverage you have through Insko Benefits may not be the only insurance you have or can get. (3) Evaluate all insurance options carefully, as your choices can affect direct costs, the services you can get, and even the doctors you may choose from.

(B)

(4) First, find out if your employer or your spouse's employer offers health coverage. (5) If you or your spouse are a member of a labor union, additional coverage may be available through the union. (6) Be very careful if you're thinking to change or about dropping your employer or union group health coverage. (7) You may not be able to reinstate coverage you have cancelled or altered.

(C)

(8) If you are a veteran who was honorably discharged from the service, call the U.S. Department of Veterans Affairs to find out about coverage. (9) Spouses, children, and sometimes ex-spouses may be eligible for benefits. (10) Retired members of the military and their dependents are also entitled to coverage. (11) When you call Veterans Affairs, be sure to inquire about services available in your specific area.

(D)

(12) Each state in the United States oversees a medical savings program for people with limited income and assets. (13) These programs can help pay premiums, deductibles, and coinsurance for residents who qualify for the program. (14) Eligibility requirements vary from state to state, call your state's medical assistance office for details. (15) Another potentially helpful source of supplemental insurance is a Medigap policy. (16) Sold by private insurance companies, the purpose of a Medigap policy is to compensate for the areas your existing plan does not cover. (17) All Medigap policies are standardized. (18) They must follow federal and state insurance laws. (19) Most states offer a group of policies, allowing buyers to choose the one that meets their specific needs. (20) For example, prescription drugs.

(E)

(21) For more information, ask for the free booklet titled *Insko Benefits and Other Insurance Coverage: Who Pays First?* (22) The fastest way to get a copy is via the Internet, at www.InsBen.pub.org. (23) If you don't have access to the Internet, call 1-800-467-4636. (24) Ask for publication # 02111. (25) You should have the booklet within a week.

1. Sentences 1 and 2: **No insurance plan covers every health care cost. The coverage you have through Insko Benefits may not be the only insurance you have or can get.**

Which is the best way to write the underlined portion of these sentences? If the original is the best way, choose option (1).

- (1) cost. The coverage
- (2) cost; the coverage
- (3) cost. Fortunately, the coverage
- (4) cost; besides, the coverage
- (5) cost, coverage

2. Sentence 5: **If you or your spouse are a member of a labor union, additional coverage may be available through the union.**

Which correction should be made to sentence 5?

- (1) change are to is
- (2) insert a comma after you
- (3) change labor union to Labor Union
- (4) remove the comma after union
- (5) no correction is necessary

3. Sentence 6: **Be very careful if you're thinking to change or about dropping your employer or union group health coverage.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) you're thinking to change or about dropping
- (2) you're thinking about changing or dropping
- (3) your thinking about changing or dropping
- (4) you're thinking to changing or dropping
- (5) you're thinking to changing or about dropping

4. Which revision would improve the effectiveness of paragraph D?

- (1) remove sentence 13
- (2) move sentence 14 to follow sentence 12
- (3) begin a new paragraph with sentence 15
- (4) begin a new paragraph with sentence 16
- (5) no revision is necessary

5. Sentence 14: **Eligibility requirements vary from state to state, call your state's medical assistance office for details.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

- (1) state, call your
- (2) state to call your
- (3) state, calling your
- (4) state; meanwhile, call your
- (5) state, so call your

6. Sentences 17 and 18: **All Medigap policies are standardized. They must follow federal and state insurance laws.**

Which is the most effective combination of sentences 17 and 18?

- (1) Because all Medigap policies must follow federal and state insurance laws, they are standardized.
- (2) All Medigap policies are standardized; besides, they must follow federal and state insurance laws.
- (3) Before being standardized, all Medigap policies must follow federal and state insurance laws.
- (4) All Medigap policies are standardized and they must follow federal and state insurance laws.
- (5) All Medigap policies, when following federal and state insurance laws, must be standardized.

Answer Key

LESSON 1 (pages 4–5)

1. (3) 7. (3)
2. (4) 8. (2)
3. (5) 9. (1)
4. (1) 10. (5)
5. (1) 11. (5)
6. (3) 12. (5)

LESSON 2 (pages 7–8)

1. (2) 6. (4)
2. (5) 7. (4)
3. (4) 8. (5)
4. (2) 9. (2)
5. (2) 10. (2)

LESSON 3 (pages 10–11)

1. (1) 6. (2)
2. (5) 7. (4)
3. (3) 8. (5)
4. (4) 9. (3)
5. (2) 10. (3)

LESSON 4 (pages 13–14)

1. (3) 6. (2)
2. (3) 7. (5)
3. (4) 8. (2)
4. (5) 9. (3)
5. (4) 10. (3)

LESSON 5 (pages 16–17)

1. (1) 7. (5)
2. (1) 8. (3)
3. (5) 9. (5)
4. (2) 10. (4)
5. (5) 11. (2)
6. (3) 12. (2)

LESSON 6 (pages 19–20)

1. (3) 7. (4)
2. (5) 8. (4)
3. (2) 9. (3)
4. (2) 10. (4)
5. (2) 11. (5)
6. (4)

LESSON 7 (pages 22–23)

1. (2) 7. (4)
2. (5) 8. (5)
3. (1) 9. (1)
4. (4) 10. (4)
5. (2) 11. (5)
6. (3) 12. (3)

LESSON 8 (pages 25–26)

1. (2) 7. (4)
2. (1) 8. (4)
3. (3) 9. (4)
4. (2) 10. (5)
5. (2) 11. (4)
6. (5)

LESSON 9 (pages 28–29)

1. (3) 6. (4)
2. (4) 7. (2)
3. (5) 8. (1)
4. (4) 9. (5)
5. (5) 10. (3)

LESSON 10 (page 33)

1. (1) 5. (4)
2. (4) 6. (1)
3. (2) 7. (3)
4. (3)

LESSON 11 (page 37)

1. (2) 4. (2)
2. (3) 5. (4)
3. (1) 6. (3)

LESSON 12 (page 41)

1. (4) 4. (1)
2. (4) 5. (2)
3. (5) 6. (5)

LESSON 13 (page 45)

1. (2) 5. (2)
2. (3) 6. (5)
3. (4) 7. (3)
4. (5)

GED REVIEW (page 47)

1. (3) 4. (3)
2. (1) 5. (5)
3. (2) 6. (1)



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