

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

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- (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'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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