

STECK-VAUGHN

GED

WRITING SKILLS

NEW FOR
GED '88



FOR



re. some
correct

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STECK-VAUGHN

GED

WRITING SKILLS

Mechanics

Usage

Sentence Structure

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**Steck-Vaughn
Company**

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To the Student

The GED test offers you an opportunity to

1. Keep or get a better job in government, industry or business
2. Increase your earning powers
3. Expand educational opportunities in trade, technical, vocational, or apprenticeship programs
4. Fulfill your personal goals

It awards a certificate that is the equivalent of a high school diploma. It measures your mastery of skills and general knowledge in Writing Skills, Social Studies, Science, Reading Literature and the Arts, and Mathematics.

The Steck-Vaughn program prepares you for success on the GED exam by:

- Teaching appropriate concepts and skills that will provide a solid foundation for your general knowledge
- Providing practice in the GED format
- Emphasizing the reading skills that will be tested on the GED exam—those that require you to apply, to analyze and to evaluate as well as to comprehend what you read
- Offering test-taking tips to build your confidence
- Applying concepts and skills in practical and realistic settings
- Building vocabulary by highlighting and defining new terms
- Teaching reading, writing and problem-solving skills to make you better readers
- Frequently using charts, tables, graphs, diagrams, maps and figures, which are part of the GED test, and instructing you how to gain meaning from them.

It does this through an easy-to-follow, predictable Four Step Plan that includes

- Introducing and teaching a concept
- Applying a particular reading or problem-solving strategy to the concept
- Practicing the concept in the GED test format
- Testing and checking your answers

(Answers and Explanations to both the Practice and GED Mini-Test items provide further instruction through explanations of why choices are incorrect as well as why a given choice is correct.)

The following table summarizes the contents of the GED tests.

The Tests of General Educational Development

Test	Content Areas	Number of Items	Time Limit (minutes)
Writing Skills	PART ONE Sentence Structure Usage Mechanics	55	75
Writing Sample	PART TWO Essay	1	45
Social Studies	United States History Geography Economics Political Science Behavioral Science	64	85
Science	Life Science Earth Science Physics Chemistry	66	95
Reading Literature and the Arts	Popular Literature Classical Literature Commentary	45	65
Mathematics	Arithmetic Measurement Number Relationships Data Analysis Algebra Geometry	56	90

How To Use This Book

The Book

A sequentially organized program

The Pretest

- Tells you what content and skills you have already mastered and
- What content and skills you need to work on—a real aid to planning your time and increasing your studying efficiency
(See the Pretest/Posttest Diagnostic Chart in the back of this book)

The Overview

- Explains each major section of the book
- Provides definitions of vocabulary terms and concepts that relate to material in each major section

The Study Plan



a practical reminder
when applying a concept



a practical reminder
related to test-taking

A predictable seven-page lesson that includes:

- An **Introductory** teaching page
- A **Strategy** page that teaches and applies a related reading skill to increase understanding and aid mastery
- **Practice** pages that review and reinforce the particular content and the reading skill in GED format
- **Mixed Practice** exercises in the Mathematics and Writing texts that review previously learned material
- A multiple choice, GED format test (**GED Mini-Test**) that measures higher-level thinking skills
- **Answers and Explanations** for both the Practice and the GED Mini-Tests that give *immediate* feedback and pinpoint possible errors or weaknesses

The Review

- Summarizes the instructional content of a section
- Provides more practice items in GED format

The Posttest

- Simulates the actual GED test
- Alerts you to the need for possible further study
(See the Pretest/Posttest Diagnostic Chart in the back of this book)

Test-Taking and Study Skills

Test-Taking Skills

The *AIM* of the Steck-Vaughn GED program is to prepare you to take and to pass the GED examination with ease and confidence. You bring to the program your own personal style and your life experience.

With these as a base, use the preparation material and the suggestions that follow to build and strengthen your academic skills, test-taking ability and study skills.

The Steck-Vaughn program is designed to provide numerous test taking situations in the multiple-choice GED format. GED items appear in:

- Pre- and posttests for each book
- Practice and test pages for each lesson
- Reviews for each major book section

The more opportunities you have to practice the GED test format, the more you will increase your confidence in test taking. *You learn about the test by preparing for the test.*

Some key test-taking skills are:

- | | |
|------------------------------|---------------------------------|
| ■ Set goals | ■ Analyze the test questions |
| ■ Plan your test-taking time | carefully before answering them |
| ■ Read for understanding | ■ Pace yourself |

Reviewing the helpful Steck-Vaughn GED Mini-Test Tips that are part of each lesson will help you gain more confidence in test taking.

Study Skills

The Steck-Vaughn program aids in developing and improving your study skills. They are an important element in successful test taking.

Some important study skills to remember are

- Improve your vocabulary
- Use your text as well as other resources, including maps, charts, graphs and diagrams to help you learn
- Plan your study time
- Take notes and use your notes to study from; your notes can be a map or an outline or any form that is most helpful for you
- Make a check-list of the areas that give you trouble and refer to this list so you practice what is difficult for you
- Problem solve:
 - discover what the problem (question) is
 - list two or three possible solutions
 - choose the one best answer
 - try it out
 - re-think and research if it does not work.

Try to find out why a solution is wrong and keep that in mind to apply to future material you read.

The on-going repetition and review of both the test-taking and study skill strategies and the constant practice will give you confidence and self-assurance as you prepare for and take the GED exam.

PRETEST

Writing Skills

DIRECTIONS: Which is the correct way to rewrite the underlined portion of the following sentences? Choose the one best answer for each item below.

Items 1–6 refer to the following paragraph.

(1) During the week Mary works as a computer specialist and her place of work is in the financial district. (2) Mary works as a weekend lifeguard and she has to make extra money. (3) She finds her job exciting, fun and she helps people. (4) For example, she teaches swimming to children, and they like it. (5) They like the crawl better than learning the backstroke. (6) Climbing Mary's perch, the waves seemed choppy today. (7) This crowded morning Mary was guarding the deep water. (8) Was becoming more and more choppy. (9) Mary spotted someone slipping very quickly. (10) She was not sure if the boy was only playing. (11) It didn't look that way. (12) Mary jumped in and saved him.

- | | |
|--|---|
| <p>1. During the week Mary works as a computer specialist and <u>her place of work is in the financial district.</u></p> <ul style="list-style-type: none">(1) specialist and her place of work is in the financial district.(2) specialist in the financial district.(3) specialist, working in the financial district.(4) specialist her place of work being the financial district.(5) specialist and her speciality is in finance. | <p>2. Mary works as a weekend lifeguard <u>and she has to make extra money.</u></p> <ul style="list-style-type: none">(1) and she has(2) and she have(3) in order(4) and, in order(5) with the intention of |
| <p>3. She finds her job exciting, fun and <u>she helps people.</u></p> <ul style="list-style-type: none">(1) she helps people.(2) her helps people.(3) she helpful people.(4) helpful.(5) she helps them. | <p>4. For example, she teaches swimming to children, <u>and they like it.</u></p> <ul style="list-style-type: none">(1) children, and they like it.(2) children, who like it.(3) children, who are liking it.(4) children; who were liked.(5) children, because they like it. |

GO ON TO THE NEXT PAGE.

5. They like the crawl better than learning the backstroke.

- (1) They like the crawl
- (2) They, learning the crawl
- (3) They like learning the crawl
- (4) They like to learn the crawl
- (5) They like to learning the crawl

6. Climbing Mary's perch, the waves seemed choppy today.

- (1) Climbing Mary's perch,
- (2) As Mary climbed her perch,
- (3) When Mary climbing her perch,
- (4) Climbed Mary's perch,
- (5) Climbing the perch of Mary,

DIRECTIONS: Which is the most effective way to combine the following sentences? Choose the one best answer for each item below.

Items 7–10 refer to the paragraph on page 5.

7. This crowded morning Mary was guarding the deep water. Was becoming more and more choppy.

- (1) water, so it was
- (2) water, which was
- (3) water, but it was
- (4) water, or it was
- (5) water; and it was

8. Was becoming more and more choppy. Mary spotted someone slipping very quickly.

- (1) As the water became more choppy,
- (2) The water becoming more choppy, and Mary
- (3) It was becoming more choppy Mary
- (4) Was it becoming more choppy when Mary
- (5) As the water become choppy, so Mary

9. Mary spotted someone slipping very quickly. She was not sure if the boy was only playing.

- (1) quickly, but she
- (2) quickly, and she
- (3) quickly; or she
- (4) quickly; so she
- (5) quickly; while she

10. It didn't look that way. Mary jumped in and saved him.

- (1) way; but Mary
- (2) way, and Mary
- (3) way, or Mary
- (4) way, so Mary
- (5) way, Mary

GO ON TO THE NEXT PAGE.

DIRECTIONS: What correction should be made to the following sentences? Choose the one best answer for each item below.

11. Johns car needed new tires.

- (1) change Johns to John's
- (2) change car to car's
- (3) change needed to needs
- (4) change tires to tire
- (5) no change is needed

13. It had taken them an hour to get there.

- (1) change had to have
- (2) change taken to took
- (3) change hour to hours
- (4) change there to they're
- (5) no change is needed

15. John and her met with the garage owner.

- (1) change John to John's
- (2) change her to she
- (3) change met to meted
- (4) change garage to garage's
- (5) no change is needed

17. The owner said, "Us will really give you a good deal."

- (1) change said to say
- (2) change Us to We
- (3) change give to gives
- (4) change you to you're
- (5) no change is needed

19. The tires were the most thinnest the mechanic had ever seen.

- (1) change were to was
- (2) remove most
- (3) change thinnest to thinner
- (4) change seen to saw
- (5) no change is needed

12. John, as well as his wife Alice, are going to the garage today.

- (1) change wife to wife's
- (2) change going to gone
- (3) change garage to garages
- (4) change are to is
- (5) no change is needed

14. "With who do we talk?" they asked a mechanic at the garage.

- (1) change who to whom
- (2) change do to does
- (3) change talk to talked
- (4) change they to them
- (5) no change is needed

16. They're idea was to/buy new snow tires.

- (1) change They're to Their
- (2) change idea to ideas
- (3) change was to were
- (4) change snow to snows
- (5) no change is needed

18. A mechanic raised the car on a lift to check its tires.

- (1) change raised to rised
- (2) change raised to rosed
- (3) change its to it's
- (4) change check to checked
- (5) no change is needed

20. One mechanic begun to change the tires.

- (1) change mechanic to mechanics
- (2) change begun to began
- (3) change change to changes
- (4) change tires to tire
- (5) no change is needed

GO ON TO THE NEXT PAGE.

21. "Just in time," Alice observed. "It has start to snow!"

- (1) change observed to observes
- (2) change It to It's
- (3) change has to have
- (4) change start to started
- (5) no change is needed

23. "Whom is going to pay the bill?" the owner asked.

- (1) change Whom to Who
- (2) change is to are
- (3) change pay to pays
- (4) change bill to bills
- (5) no change is needed

25. The snow began to fall heavy.

- (1) change snow to snows
- (2) change began to begun
- (3) change fall to fallen
- (4) change heavy to heavily
- (5) no change is needed

27. My New York art exhibit will be held during the Summer.

- (1) change New to new
- (2) change art to Art
- (3) change exhibit to Exhibit
- (4) change Summer to summer
- (5) no change is needed

29. The exhibitors received their letters of acceptance, today.

- (1) change exhibitors to exhibitor's
- (2) change received to recieved
- (3) remove the comma before today
- (4) change their to they're
- (5) no change is needed

22. Riding home safely were their main concern.

- (1) change safely to safe
- (2) change were to are
- (3) change were to was
- (4) change their to there
- (5) no change is needed

24. After paying the bill, the couple drive home.

- (1) change paying to paid
- (2) change bill to bills
- (3) change couple to couple's
- (4) change drived to drove
- (5) no change is needed

26. The snow tires have came in handy after all.

- (1) change have to had
- (2) change came to come
- (3) change handy to handily
- (4) change all to one
- (5) no change is needed

28. "If that show of your's succeeds, you'll be a big hit," my friend said.

- (1) add a comma after show
- (2) change your's to yours
- (3) change the comma after succeeds to a colon
- (4) change you'll to youll
- (5) no change is needed

30. Weather or not they're coming depends on who's the principal artist.

- (1) change Weather to Whether
- (2) change they're to their
- (3) change who's to whose
- (4) change principal to principle
- (5) no change is needed

GO ON TO THE NEXT PAGE.

31. Besides artists, students and critics, the general public will be at the exhibit.
- (1) remove the comma after artists
 - (2) insert a comma after students
 - (3) remove the comma after critics
 - (4) insert a comma after public
 - (5) no change is needed
32. According to my friend, some of our niegh-bors will attend.
- (1) change friend to freind
 - (2) change our to are
 - (3) change nieghbors to neighbors
 - (4) change will to would
 - (5) no change is needed
33. Dr. Wilson, Mrs. Johnson and other teachers of mine at Hall art Center also will be attending.
- (1) change Dr. to Doctor
 - (2) change Dr. to doctor
 - (3) change art to Art
 - (4) change attending to attendding
 - (5) no change is needed
34. "When will the exhibit begin"? my friend asked.
- (1) change "When to When
 - (2) change will to we'll
 - (3) change begin"? to begin?"
 - (4) change friend to freind
 - (5) no change is needed
35. Right after Valentine's day, the big day arrived!
- (1) change Right to Write
 - (2) change the first day to Day
 - (3) change Valentine's to valentines
 - (4) change the second day to Day
 - (5) no change is needed
36. To get to New York I had to pass through Ohio, Pennsylvania and New Jersey.
- (1) insert a comma after York
 - (2) remove the comma after Ohio
 - (3) insert a colon after Pennsylvania
 - (4) remove and
 - (5) no change is needed
37. My paintings are chiefly in the main room others are in a smaller room.
- (1) change paintings to painting's
 - (2) change room others to room; others
 - (3) change chiefly to cheifly
 - (4) change others to other's
 - (5) no change is needed
38. The judges considered the following originality, content and style.
- (1) change judges to judjes
 - (2) change considered to considerd
 - (3) insert a comma after following
 - (4) insert a colon after following
 - (5) no change is needed
39. One of the judges asked me, "Who's is this? Is it your painting?"
- (1) change Who's to Whose
 - (2) change your to you're
 - (3) remove comma after me
 - (4) put a question mark after the last set of quotation marks
 - (5) no change is needed
40. I proudly answered, "Mrs Lee, it is mine."
- (1) remove comma after answered
 - (2) change Mrs to Mrs.
 - (3) remove comma after Lee
 - (4) remove quotation marks before Mrs
 - (5) no change is needed

41. She told me that I one.

- (1) change told to tolled
- (2) insert a comma after told
- (3) insert a comma after me
- (4) change one to won
- (5) no change is needed

42. I exclaimed happily, "This is terrific!"

- (1) change I to I'm
- (2) change happily to happilly
- (3) change terrific! to terrific!"
- (4) change terrific! to terrific.
- (5) no change is needed

Answers and Explanations

Writing Pretest pp. 5–10

1. **Answer:** (2) As written, the statement consists of two sentences joined by the connecting word and. Though this is correct, this wordy compound sentence can be simplified into one sentence by adding the phrase in the financial district after the word specialist.
2. **Answer:** (3) A subordinate phrase that tells why Mary works as a weekend life-guard, the main clause, is needed. Therefore, substituting the words in order makes the correct subordinate phrase, in order to make extra money. The two sentences have been logically combined into one sentence.
3. **Answer:** (4) The items combined with the conjunction and are not in the same form. The adjective helpful completes the series of adjectives exciting and fun. The sentence now has a logical parallel structure.
4. **Answer:** (2) A subordinate phrase is needed to describe children. Therefore, the clause they like it has been turned into the phrase who like it. The awkward compound sentence has been made into a clear sentence.
5. **Answer:** (3) The phrase learning the crawl matches in form with the phrase learning the backstroke. Another way to correct the structure is: They like the crawl better than they like the backstroke.
6. **Answer:** (2) As the sentence is now written it appears as if the waves are climbing Mary's perch. Changing the phrase Climbing Mary's perch into the subordinate clause As Mary climbed her perch, makes the sentence clear and logical.
7. **Answer:** (2) The second statement (was becoming more and more choppy) is not a sentence, as it lacks a subject. However, this fragment can be turned into a subordinate phrase beginning with which used to describe water.
8. **Answer:** (1) In this sentence the fragment was becoming more choppy has been turned into a subordinate introductory clause, As the water became more choppy. The resulting sentence is complete, logical and clear.
9. **Answer:** (1) The two sentences are combined into one logical compound sentence by the connecting word but, used here to suggest an exception or contrary position.
10. **Answer:** (4) The two sentences here are combined into one logical compound sentence by the connecting word so, used in this case to suggest a resulting action.
11. **Answer:** (1) As written, Johns could be a proper name or the plural form of John. But in context what is needed, however, is the singular possessive form of John, showing ownership of car. Therefore, John's is the correct choice.
12. **Answer:** (4) When a singular subject (John) is joined to other connecting words such as as well as, the verb agreeing with the subject should be singular. Therefore, is is the correct verb.
13. **Answer:** (5) The sentence is correct as written. The sentence describes an action that began and ended before another past action began. Therefore, the past perfect tense is needed. In this case, the past perfect tense is formed by using the helping verb had and the past participle form of take (taken).
14. **Answer:** (1) Who is a subject pronoun. What is needed is a word serving the object pronoun of the preposition with. Therefore, whom is the correct choice.

15. **Answer:** (2) Her is an object pronoun. What is needed is a personal pronoun that acts as the sentence's subject with John. Therefore, she is the correct choice.
16. **Answer:** (1) They're is a contraction of they are. What is needed, however, is a plural possessive pronoun showing ownership of idea. Therefore, Their is the correct choice.
17. **Answer:** (2) Us is an object pronoun. What is needed is a plural personal pronoun that is used as the subject of will give. Therefore, We is the correct choice.
18. **Answer:** (5) The sentence is correct as written. Raised, not rose, is the past tense of raise, meaning "to lift up." Rose is the past tense of rise, meaning to "go up" or "wake up."
19. **Answer:** (2) Avoid a double comparison of adjectives by never using more or most with adjectives ending in -er or -est. Therefore, thinnest by itself is correct.
20. **Answer:** (2) Begun is the past participle of begin. What is needed is the past form of begin to make the past tense of the verb. Therefore, began is the correct choice.
21. **Answer:** (4) The sentence describes a past perfect action—one that began and ended before another past action began. The past perfect is formed in this case with the helping verb had and the past participle of start, which is started.
22. **Answer:** (3) A phrase beginning with a verb form ending in -ing is the subject of this sentence. The phrase Riding home safely must take a singular verb. Therefore, was is the correct choice.
23. **Answer:** (1) Whom is an object pronoun. What is needed is a pronoun that acts as a subject of the verb phrase is going. Therefore, Who is the correct choice.
24. **Answer:** (4) Drive is the incorrect past tense form of drive. The correct past tense form of drive is drove.
25. **Answer:** (4) Heavy is an adjective, a word that describes a noun or pronoun. However, what is needed is an adverb that describes the verb fall and tells to what extent the snow had fallen. Therefore, heavily is the correct choice.
26. **Answer:** (2) The sentence describes a present perfect tense action—one that was begun in the past and continues into the present. The past participle form of the verb come is needed. Therefore, come is the correct choice.
27. **Answer:** (4) Seasons of the year are not capitalized. Specific cities are capitalized. The art exhibit is not a particular place, and, therefore, is not capitalized.
28. **Answer:** (2) The correct word, yours, shows possession. When this word shows possession, it has no apostrophe. The part of the sentence preceding the comma cannot stand alone; therefore, a semicolon or colon here would be incorrect. You'll the contracted form of you will is used correctly here.
29. **Answer:** (3) No comma is needed after today. It is not set off from the rest of the sentence. There is no need for any other commas in this sentence.
30. **Answer:** (1) Whether (meaning "if") is the correct word here; weather refers to climate. They're and who's are contractions meaning they are and who is and are correctly spelled; principal (meaning "main person") is correct here.
31. **Answer:** (5) The sentence is correct as written. The introductory phrase is set off by a comma. The other comma is used to separate more than two items on the list. There is no need for a comma after public.
32. **Answer:** (3) Neighbors is an exception to the i before e rule. All other words in the sentence are spelled correctly.