



# The GED Language Arts, Writing Test

## *The GED Essay*

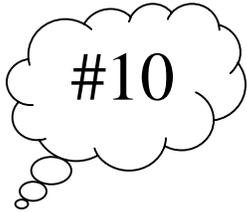


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# GED

## Video Partner



### Passing the GED Writing Test

Great things are not done by impulse but by a series of small things brought together.  
Vincent van Gogh, Painter

Video 10 Focus: how to successfully write the GED Essay

#### You Will Learn From Video 10:

- That you cannot write on just any topic you choose.
- That the prompt is the test.
- That the writing topic is of general interest.
- That it is important to prepare physically, mentally, and emotionally for the writing test.



#### Words You Need to Know:

While viewing the video, put the letter of the meaning by the correct vocabulary word. Answers are on page 19.

- |                             |   |
|-----------------------------|---|
| _____ 1. prompt             | a. reasons, examples, details to support the main idea                  |
| _____ 2. editing            | b. opinion you're going to support; central theme of essay or paragraph |
| _____ 3. main idea          | c. checking grammar, mechanics, and sentence structure                  |
| _____ 4. revising           | d. where you evaluate and make changes to what you've written           |
| _____ 5. supporting details | e. GED Testing Service name for writing topic and instructions          |

#### Points to Remember:

- The topic will be of general interest and anyone should be able to answer it using personal knowledge and experience.
- Your essay will only have to be 250 words or about one handwritten page.
- Everyone else in the test will have only what you have: a mind and a pen.

Whether one is writing a cover letter for a resume, a note to a child’s teacher, or the GED Essay, the writing is perceived as an extension of the writer’s personality. How the writer makes the main point, stays within the standards of grammar, spelling, punctuation, and is persuasive, all go to effectiveness of the writing and the representation of the writer. The writing is, then, the writer’s “voice.”



As in all writing, the GED Essay requires that the writer explain, identify, or develop an idea or opinion using personal experience and knowledge, and including sufficient “proof” or supporting details as to convince the reader of the point to be made. Do you want to identify yourself to an employer as the solution to her staffing problem? explain to the teacher why your child needs to have the day off for a doctor’s appointment? convince the City Council of your opinion that your street needs a stop sign? or persuade the GED Essay readers that you’ve outlined the reasons why older people should not be forced to retire? If so, you must start with the very basics: what is your main point and what can you say about it to persuade the reader. In other words...

## WHAT’S THE TOPIC?

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Your chances of getting that job, getting an excused absence from school, or getting a new stop sign on the corner fade if you don’t know what you are really requesting. So:

### **RULE #1:**

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### **UNDERSTAND WHAT IS BEING ASKED.**

Unlike the cover letter or note to the teacher, you can’t just write about what you choose. The test does the choosing for you. You will be given a brief statement or question to “explain,” “develop,” or “identify” with the instruction to use your personal experience or knowledge to develop your idea, opinion, or belief regarding this statement. This topic will be of general interest, and you, as well as the other test-takers, should be able to draw upon your own past experience or prior knowledge to develop the essay.

As you are bringing your own experience and knowledge to the topic, there are, understandably, no right or wrong answers. Because of that, you should never anticipate the topic. Keep an open mind and the confidence that whatever it is, you will be able to handle it.

### **RULE #2:**

### **CONSIDER THE PROMPT.**

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Knowing that, then it’s time to consider the *prompt*. The prompt is the GED Testing Service name for the topic and associated instructions. While different testers may have a different form

of the test, the essay prompt will be the same. However, it is changed periodically so the prompt your friend had in January may be different from the prompt you have in April. Understanding what is being asked is very dependent on learning HOW to read the prompt.

Knowing that all of the topics are general, you can look to the specific words in the prompt to give you a clue to what they are asking. Here are some key words to look for:

<u>Key Words</u>	<u>Action Clue</u>
choose one explain	write ONLY about ONE point define or make plain and comprehensible: use senses: sight, sound, taste, touch, smell; emotions: happy, sad, etc.
reasons for	clue words: why, how, when, where, what, who judgment or to justify a belief or opinion: clue words: because, the fact that, since, why
similarities/differences	how items or ideas are alike or different: clue words: adjectives like harder, smaller, bigger, prettier, easier, more complicated, less difficult, less opinionated, cheaper, etc.
compare/contrast	related to similarities/differences: showing how items or ideas are alike or different: clue words: in the same way, likewise, on the other hand similarly, despite that, however, in contrast, otherwise, on the contrary, instead, still
advantages/disadvantages	benefits versus obstacles or harm: clue words: (use some of the same adjectives as in similarities/differences):more, less, -er, -est healthier, wiser, less educated, poorer, etc.
examples	to show something representative of type or an instance to illustrate a rule: clue words: for example, to illustrate, for instance, namely, thus
describe	to give a description or represent pictorially: clue words: concrete words such as in “explain” above including senses, adjectives of sight and sound like colors, size, length; adverbs of time: when, while, before, after, etc.
cause/effect	cause=the reason for something happening, or an agent for bringing something about; effect=something brought about by or as a result of the cause: clue words: as a result, accordingly, consequently, therefore, hence, then, thus, because, since, in order to
opinion	a belief or conclusion that is not necessarily upheld by positive knowledge or proof: clue words: view, feeling, belief, conviction

### **RULE #3: NARROW YOUR FOCUS.**

One of the hardest parts about any writing is deciding on the main idea and narrowing your focus on that. This is somewhat easier on the GED Essay because the topic is presented with a built-in focus. By looking for the key words in the prompt, you'll easily be able to decide what kind of essay you'll have to write and go from there.

Look at these sample essay topics, decide on the key words, and consider the previously listed clue words to use in the essay.

1. We all want to be remembered for positive things we've done in our lives. Imagine it is the future, and you've just passed away at 100 years old. A close personal friend is telling those gathered two positive aspects of your life for which to remember you.  
In your essay, tell two life accomplishments you want remembered, and state reasons for your choices. Use your personal observations, experience and knowledge.

2. Many older people prefer a small dog, while kids, especially, want a big dog.  
Compare and contrast the owning of a small dog versus a big dog. Use your personal observations, experience, and knowledge.

3. Suppose you had to leave your burning home. Other than your loved ones and pets, tell what ONE thing you would take with you and the reasons why.  
Explain your choice using your personal observations, experience, and knowledge.

4. Some parents give their child an unusual name such as Tree.  
Write an essay describing the possible effects of this on the child's life. Use your personal observations, experience, and knowledge.

5. Choose ONE invention of the 20<sup>th</sup> century and state your opinion and give reasons why you think it was a wonderful benefit for yourself as well as for mankind.  
Use your personal observations, experience, and knowledge.

6. When it came to returning to school and getting your GED, describe your best day and your worst day.  
Write your essay using your personal observations, experience, and knowledge.
7. There are many forms of exercise that provide health benefits but may be different in some ways. Explain the similarities and differences between walking and rowing a boat as exercise.  
In your essay, use your personal observations, experience, and knowledge.
8. People are as different in their choice of vehicles as in their choice of clothes. Discuss the advantages and disadvantages of owning a pickup truck rather than a regular car.  
In your essay, use your personal observations, experience, and knowledge.

**Practice A**

Look at the following sentences and decide what kind of prompt would be involved. Match them with the previous sample topics. Answers are on page 19.

- a) \_\_\_\_ Sports cars may be faster and more exciting, but they're less useful for transporting things.
- b) \_\_\_\_ As a result, such children endure the teasing of playmates.
- c) \_\_\_\_ When I first entered class, my heart was beating fast, and I was so nervous I almost dropped my pencil.
- d) \_\_\_\_ I want to be remembered most for being a good father because that's the greatest success.
- e) \_\_\_\_ I believe that airplanes have made the world smaller, increased communications between peoples, and enabled me to visit family I wouldn't ordinarily get to see often.
- f) \_\_\_\_ The loss of my baby's photographs would be so devastating, that I would do anything to keep from losing them.
- g) \_\_\_\_ My big, old Rottweiler is a sweet dog, a tremendous companion, and, in contrast to other dogs, a great protector for my children.
- h) \_\_\_\_ Walking is cheaper because it requires no expensive equipment.



After getting a handle on what type of essay you are being asked to write, then it is time to begin.

## WRITING YOUR ESSAY

It is always wise to take a few minutes to plan your essay. After deciding what type of prompt you have been given, use your scrap paper to brainstorm and prewrite your main ideas, opinions, examples, and reasons. Use up to 15 minutes to come up with 2 or 3 main themes that will support your thesis and then be your body paragraphs.

## BRAINSTORMING AND PREWRITING

Look back to Lesson #4 for more extensive instruction in brainstorming, graphic organizers, Venn diagrams, and mind mapping. However, here are some examples from the sample prompts on pages 4-5.

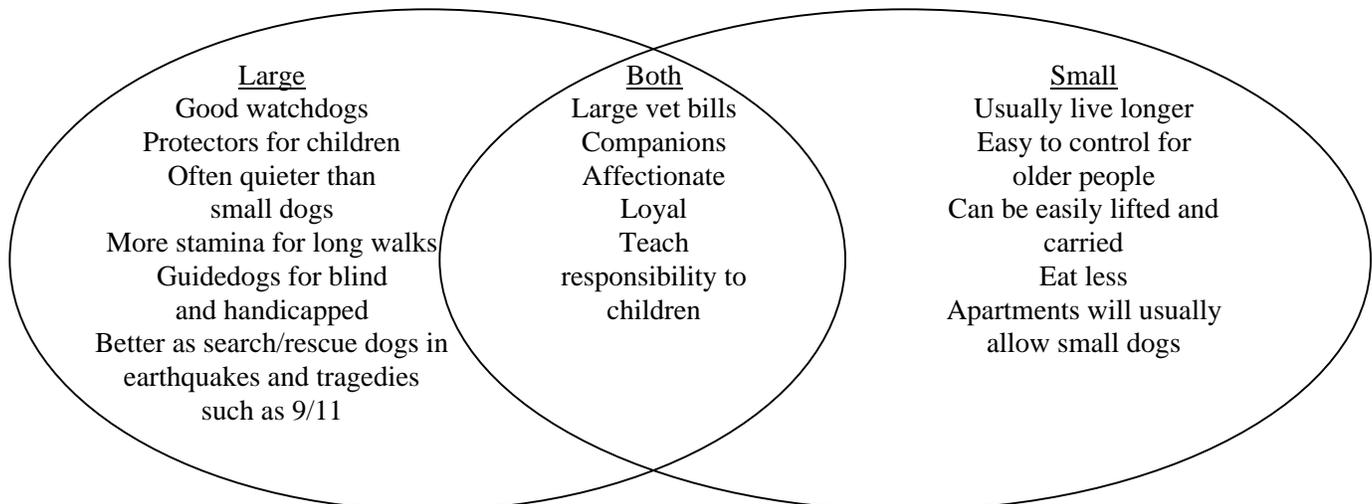
### Sample Prompt # 1: Positive Aspects of Life

~~made a lot of money~~  
~~sports fan~~  
~~helped my family out~~  
worked for 50 years  
~~lent money to friends~~

was a volunteer fireman for many years  
~~kept all my hair~~  
was a good father  
~~traveled around the world~~  
was always honest

After brainstorming and then narrowing your choices down to a few, consider how much you can write about each of them in order to further narrow your choices down to two.

### Sample Prompt #2: Large Dogs Versus Small Dogs





## Sample Prompt #8: Advantages and Disadvantages of a Pickup Truck

### Advantages

carries furniture and large objects  
safer than most cars  
good for businesses as well as personal use  
can usually take rougher treatment  
good for off-road travel

### Disadvantages

uses more gas than most cars  
not as comfortable to ride in  
doesn't carry as many passengers  
not as "classy"  
not as many choices of models as cars

This brainstorming and prewriting will help you organize your main ideas and come up with examples, reasons, and opinions, in other words, the structure of your essay. After that, it's easy to write the standard 4 or 5 paragraph essay.

## Practice B

For the following sample essay topics from pages 4-5, do the brainstorming. Possible answers are on page 19.

4. Some parents give their child an unusual name such as Tree.

Write an essay telling the possible effects of this on the child's life. Use your personal observations, experience, and knowledge.

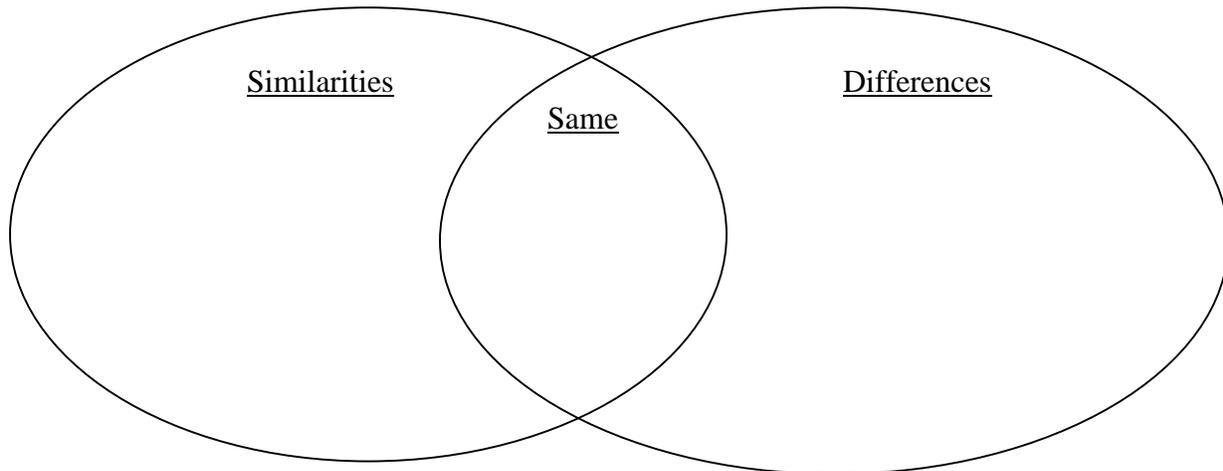


### Effects

- 1)
- 2)
- 3)

7. There are many forms of exercise that provide health benefits but may be different in some ways. Explain the similarities and differences between walking and rowing a boat as exercise.

In your essay, use your personal observations, experience, and knowledge.



## **BEGINNING THE ESSAY**

Your essay should be about 250 words, which, depending upon your handwriting (your penmanship doesn't count against you), is a little less or a little more than one page. You need to make it long enough to support your answer and show organization, proper sentence structure, grammar, and usage. Your best bet is to write a standard 4 to 5 paragraph essay.

### *Standard Essay Rule of Thumb:*

- |               |              |  |
|---------------|--------------|--|
| • Paragraph 1 | Introduction | Thesis statement from topic given: tells reader what you're going to say.          |
| • Paragraph 2 | Body         | Present examples, reasons, opinions, descriptions: proof for your thesis statement |
| • Paragraph 3 |              |  |
| • Paragraph 4 |              |  |
| • Paragraph 5 | Conclusion   | Quick summary of the thesis statement (topic) and proof                            |

See how the brainstorming done for Sample Prompt #2 can be worked into an essay.



### Introduction

I've had dogs all my life, big dogs, small dogs, all kinds of breeds and colors. I love them all. However, there are certain differences and similarities between owning big and small dogs, so I'd like to compare them for you.

### Body Paragraph #1

Compared to large dogs, owning small dogs has certain advantages: small dogs usually live longer and they eat less. In contrast, big dogs eat a greater amount of food and that can be more expensive. Elderly people are more able to manage and have greater control of small dogs as they can be easily lifted and carried. That's a real advantage for the elderly. What's more, apartments will usually allow small dogs where, on the other hand, they wouldn't allow large dogs, and even if they did, landlords would charge a larger pet deposit.

### Body Paragraph #2

Despite that, big dogs have the advantage when it comes to protection and rescue. Large dogs are superior watchdogs and protectors of children. They have greater stamina to keep up with active kids, and they really prove their value when it comes to search and rescue in earthquakes, tornadoes, and other tragedies like 9/11. They've even been known to dive into rivers and save drowning people. And let's not forget, in contrast to small dogs, bigger dogs are usually chosen to serve as guide dogs for the blind and handicapped.

### Body Paragraph #3

Still, both large and small dogs are alike in some ways. Both are good companions and, likewise, can be very loyal and affectionate. Similarly, they can both teach responsibility to children. Another way they are alike, however, is they both can run up big vet bills!

### Conclusion

Big dogs and small dogs are different as well as alike in several ways. Big dogs are stronger and better protectors, guardians, and assistants to those in need. Small dogs can be easily handled and cost less to feed. Both can be loving, loyal, and affectionate to their owners. There is a size dog for every preference. It is up to the individual to decide which is best for him or her.

**Practice C**

Looking at the essay above, complete these exercises. Answers are on page 20.

- 1. From the Introduction paragraph, write the thesis statement (assigned topic) on the lines.

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- 2. From Body Paragraph #1, write the topic sentence on the lines.

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- 3. From Body Paragraph #2, write the topic sentence on the lines.

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- 4. From Body Paragraph #3, write the topic sentence on the lines.

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- 5. From the Conclusion, write the topic sentence on the lines.

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Write the Key/Action Clue words from each of the paragraphs. Look back on page 3 for help.

Introduction:

Body Paragraph 1:

Body Paragraph 2:

Body Paragraph 3:

Conclusion:

## AFTER YOU ARE FINISHED WRITING

Watch your time, but be sure to leave a few minutes to go over and correct the essay checking for poor grammar, misspellings, punctuation problems, etc. You do not need to rewrite the whole essay. Just cross out anything that is incorrect and write in the revision above. Then turn it in, relax, and leave it in the scorer's hands.

The "scorer" is actually two different readers who will evaluate and score the essay giving it from a 1, inadequate, to a 4, effective. Your final score will be a combination of essay



two scores will be averaged, and your score and multiple choice score. pass the GED Writing Test if you get

Keep in mind, however, that you cannot a score lower than a "2" on the essay.

The readers will be scoring "holistically," off for a few misspelled words. They will and thoroughly, and give a score based on an overall impression of effectiveness. They will be looking to see if you have addressed the prompt, answered the question in a logical and clear manner, and followed the rules of grammar and usage.

which means you will not be counted read the essay through once, quickly



It seems that there is a thin line between each of these scores. Is the difference clear between "exhibits appropriate word choice" (3) and "exhibits varied and precise word choice" (4)? How can you tell? However, it is easy to see the difference between "attempts to address the prompt with little or no success in establishing a focus" (1) and "uses the prompt to establish a main idea" (3).

So you can't worry about these scores while you are writing. Just concentrate on creating an effective essay drawn from your own knowledge and experience, showing clear organization while moving from point to point, and showing adequate, appropriate, and specific details, examples, or reasons. In other words, you will be evaluated on how well you have organized your paper and made your points.



Look at the chart below to see just exactly what criteria the readers will be using to score your essay. After of the readers and couple of reasons



you've studied the chart for a short while, pretend you are one score the following essays with a score of 1 to 4. Write a why you have decided on the score you have.

Language Arts, Writing, Part 2  
Essay Scoring Guide

	1 Inadequate	2 Marginal	3 Adequate	4 Effective
	Reader has difficulty identifying or following the writer's ideas.	Reader occasionally has difficulty understanding or following the writer's ideas.	Reader understands the writer's ideas.	Reader understands and easily follows writer's expression of ideas.
<b>Response to the Prompt</b>	Attempts to address the prompt but with little or no success in establishing focus.	Addresses the prompt, though the focus may shift.	Uses the prompt to establish a main idea.	Presents a clearly focused main idea that addresses the prompt.
<b>Organization</b>	Fails to organize ideas.	Shows some evidence of an organizational plan.	Uses an identifiable organizational plan.	Establishes a clear and logical organization.
<b>Development and Details</b>	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.	Has some development, but lacks specific details; may be limited to a listing, repetitions, or generalizations.	Has focused but occasionally uneven development; incorporates some specific details.	Achieves coherent development with specific and relevant details and examples.
<b>Conventions of EAE</b>	Exhibits minimal or no control of sentence structure and the conventions of Edited American English (EAE).	Demonstrates inconsistent control of sentence structure and the conventions of EAE.	Generally controls sentence structure and the conventions of EAE.	Consistently controls sentence structure and the conventions of EAE.
<b>Word Choice</b>	Exhibits weak and/or inappropriate words.	Exhibits a narrow range of word choice, often including inappropriate selections.	Exhibits appropriate word choice.	Exhibits varied and precise word choice.

(GED Essay Scoring Chart reprinted with permission of GEDTS)

Practice D

Give the following essay a score from 1 to 4. Then write some reasons from the chart above to justify your score. Answers on page 20.

PROMPT #1:

SCORE: \_\_\_\_\_

REASONS:

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**Hey, man, I can't even think about being a hundred. There so many things to do and I'm awfily young. You know I'm gonna go to New York one day. Its kinda funny thinkin about being a hundred. Sure hope I can make it that long. I don't know what I could do to make people remember me doing positive things are really hard. Its neat thinkin about doing things like curing cancer and saving the world like superman. Nah I'll just get a job like my ol man and maybe have some kids. Guess they'll remember me.**

The sample essay for Prompt #2 shown on page 9 should be graded as a 4. On the following lines, write reasons from the chart to justify that score. Answers are on page 21.

PROMPT #2:

SCORE: 4

REASONS:

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Give the following essay a score from 1 to 4. Then write some reasons from the chart above to justify your score. Answers on page 21.

PROMPT #8:

SCORE: \_\_\_\_\_

REASONS:

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*Some people like cars but I think my pickup is better.*

*Some of the advantages is that it's heavier than a car and probably safer. I can use it to carry furniture and tools, and it's tougher so I can take it off-road. I can even use it in my part-time car repair business.*

*Of course, there are some things that aren't too good about a pickup. It can't carry my whole family, but they wouldn't want to ride in it anyway because it's not too comfortable. The worst thing is it sure uses a lot of gas!*

*There are advantages and disadvantages to driving a pickup instead of a car, but I'll take a pickup anytime.*

# GET READY!

To ensure success on the GED Writing Skills Test, it takes more than just an understanding of grammar, sentence structure, brainstorming, and organization. It takes a positive mind-set that you will succeed because you are ready. To create this mind-set, you must prepare mentally, physically, and emotionally. Preparation eliminates nervousness and gives confidences, so here are some steps you can take to prepare for your test.

## MENTAL PREPARATION



- Read newspapers and magazines regularly to see how the mechanics of writing are used.
- Write letters and in journals to practice writing daily.
- Review rules of grammar, capitalization, and spelling in your workbook or on-line.
- Practice writing essays to answer questions like those you'll be given on the actual test.

## PHYSICAL PREPARATION

- Get enough sleep the night before the test.
- Eat a meal before the test that contains protein and some complex carbohydrates like whole wheat bread that will keep your brain functioning well.
- Take care of everything ahead of time that you can. Be sure to have your reading glasses or contacts, and carry a sweater in case the room is too cool. You might also want to take an erasable pen to the test.



## EMOTIONAL PREPARATION



- Be positive and confident in your abilities.
- Always keep your goal in mind: getting your GED.
- Relax and know that the testing center will be comfortable with a clock in the room and an examiner and proctor who are trained to assist you, so raise your hand and ask for help if needed.
- Know that everyone else sitting there has the same goals and anxieties that you do.

## GED EXERCISE

In the following, choose the one best answer or correction for each question. Answers are on page 21-22.

Questions 1 through 7 refer to this cover letter.

May 29, 2004

Mr. Jeremy Smith, president  
Ludite Toy Company  
711 Shepherd Road  
Brewster, New York 10509

Dear Mr. Smith:

1) I am sending my application for the job of quality control inspector with your company that you advertised in the newspaper on sunday. 2) I can be a good addition to your company.

3) Because as you can see from my resume, I have a lot of experience in quality control. 4) Its not clear, though, that in my last five years with the Just-for-Me Toy Company, I was the supervisor for the quality division. 5) Also worked in quality control when I was in the Army.

6) I will call you on Thursday to see if I can set up an interview time.

Sincerely,

*Bob M. Henderson*

1. On the **inside address**
  - 1) replace the comma with a semi-colon after Smith
  - 2) put a small "r" on Road
  - 3) capitalize president
  - 4) no correction necessary
  - 5) put a comma after New York
2. On the salutation **Dear Mr. Smith:**
  - 1) remove period after Mr.
  - 2) replace "D" with "d" in Dear
  - 3) no correction necessary
  - 4) put comma after Dear
  - 5) replace colon with comma after Smith
3. In sentence 1: **I am sending my application for the job of quality control inspector with your company that you advertised in the newspaper on sunday.**
  - 1) capitalize sunday
  - 2) capitalize quality control inspector
  - 3) put a comma after inspector
  - 4) use exclamation point rather than period at end of sentence
  - 5) no correction necessary
4. Sentences 2 and 3: **I can be a good addition to your company. Because as you can see from my resume, I have a lot of experience in quality control.**

- 1) no correction necessary
  - 2) combine sentences, put a comma after company, and place as first sentence in paragraph 2.
  - 3) capitalize company
  - 4) make a lot one word
  - 5) remove comma after resumé
5. In Sentence 4: **Its not clear, though, that in my last five years with Just-for-Me Toy Company, I was the supervisor for the quality division.**
- 1) do not capitalize Toy Company
  - 2) capitalize supervisor
  - 3) change Its to It's
  - 4) remove comma after though
  - 5) change period to question mark at end of sentence
6. Sentence 5: **Also worked in quality control when I was in the Army.**
- 1) remove capital on Army
  - 2) sentence is a fragment; add a pronoun
  - 3) put comma after control
  - 4) no correction necessary
  - 5) sentence is a run-on
7. Closing: **Sincerely.**
- 1) no correction necessary
  - 2) make "S" lower case
  - 3) use semi-colon instead of period
  - 4) use comma instead of period
  - 5) spell it Sincereley

Questions 8 and 9 refer to this "how to" article.

**How to Make a Nutritious Peanut Butter and Jelly Sandwich**

A. Spread either smooth or chunky peanut butter on one piece of the bread.

B. Choose only hole wheat bread.

C. For extra nutrition, slice a banana and place it on the jelly, or add raisins to the jelly.

D. Put a thin film of jelly over the peanut butter so the bread doesn't get soggy.

E. Serve with a glass of milk.

F. Slice the sandwich in either two or four pieces.

8. There are misspelled words in:
- 1) A and B
  - 2) A, B, and C
  - 3) All items
  - 4) None of the items
  - 5) D and F
9. This would make more sense if the sentences were rearranged this way:
- 1) E, A, C, B, D, F
  - 2) D, C, B, A, F, E
  - 3) E, A, F, D, B, C.
  - 4) B, D, A, C, F, E
  - 5) B, A, D, C, F, E

## ANSWERS & EXPLANATIONS

Page 2: Words You Need to Know

1. e
2. c
3. b
4. d
5. a

Page 6: Practice A

- a) 8
- b) 4
- c) 6
- d) 1
- e) 5
- f) 3
- g) 2
- h) 7

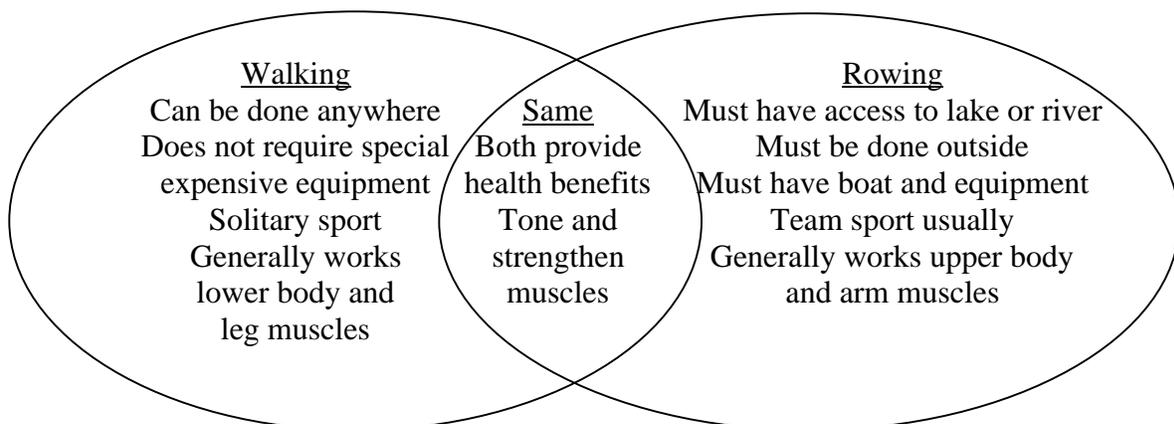
Page 8: Practice B

This is an example. There are other answers that would be correct, also.

- 1) teasing by other children
- 2) embarrassment when filling out forms as an adult (job applications)
- 3) uncomfortable feeling of being different

Page 9: Practice B

This is an example. There are other answers that would be correct, also.



Page 11: Practice C

1. However, there are certain differences and similarities between owning big and small dogs, so I'd like to compare them for you.
2. Compared to large dogs, owning small dogs has certain advantages: they usually live longer and they eat less.
3. Despite that, big dogs have the advantage when it comes to protection and rescue.
4. Still, both large and small dogs are alike in some ways.
5. Big dogs and small dogs are different as well as alike in several ways.

Page 11: Practice C

*Introduction:* differences, similarities, compare

*Body Paragraph 1:* compared to, longer, less, in contrast, greater, more (expensive), more (able), greater, larger

*Body Paragraph 2:* Despite that, superior, greater, in contrast

*Body Paragraph 3:* Still, able, likewise, Similarly, alike, however

*Conclusion:* different, alike, stronger, better, easily, less

Pages 13-15: Practice D

Prompt #1: Score: 1

Reasons:

no organization, one paragraph, does not address prompt, uses slang (Hey, man, neat, Nah), poor word construction/spelling (gonna, kinda, its instead of it's, there instead of they're, ol instead of ol' or old, awfily instead of awfully, dropping "g" from thinking), poor punctuation (needs comma after to do, after you know, after Nah, needs apostrophe after ol to show letter missing), poor capitalization (should be Man, Superman), poor grammar (should be ...doing positive things is really hard.), weak and inappropriate use of words, no examples or reasons given, poor sentence structure:

Fragment: Sure hope I can make it that long. Guess they'll remember me.

Run-on: I don't know what I could do to make people remember me doing positive things are really hard.

Prompt #2: Score: 4

Reasons:

clear and logical organization with introduction, conclusion, and 3 body paragraphs; each paragraph has a topic sentence; introduction paragraph clearly states main idea based on prompt; gives specific details and examples; good sentence structure with no run-ons or fragments; varied and appropriate word choice; no obvious misspellings or poor grammar and usage.

This is an easily understood and followed essay.

Prompt # 8: Score: 3

Reasons:

can follow the writer's ideas because the writer addresses the prompt somewhat in the introduction and then again throughout the essay; organization is fairly good because writer uses the standard essay format with defined paragraphs and presents reasons based on personal experience and knowledge.

Sentence structure is good, but there are a couple of punctuation and grammar problems:

- Some people like cars but I think a pickup is better. (needs a comma before but because this is a compound sentence)
- Some of the advantages is that it's heavier than a car and probably safer. (is needs to be are)

Vocabulary is appropriate even if it lacks variety.

For the most part, this would be a 4 essay if the introduction clearly established a focused thesis statement and addressed the prompt, and the conclusion restated the main idea and some of the proof.

Pages 17-18: GED Exercise

1. 3 Here President is the title of a specific person, so it must be capitalized.
2. 3 This is correct as it stands.
3. 1 Sunday is a proper noun and must be capitalized.
4. 2 This corrected sentence should read: I can be a good addition to your company, because, as you can see from my resume, I have a lot of experience in quality control.
5. 3 Its should be It's, which stands for It is.
6. 2 This sentence is a fragment lacking the pronoun (subject) I.
7. 4 A comma is the only punctuation ever used after the closing of a letter.
8. 1 The misspelled words in A and B are: peace should be piece, and hole should be whole.
9. 5 This is the correct order for the list:

## How to Make a Nutritious Peanut Butter and Jelly Sandwich

- B. Choose only whole wheat bread.
- A. Spread either smooth or chunky peanut butter on one piece of the bread.
- D. Put a thin film of jelly over the peanut butter so the bread doesn't get soggy.
- C. For extra nutrition, slice a banana and place it on the jelly, or add raisins to the jelly.
- F. Slice the sandwich in either two or four pieces.
- E. Serve with a glass of milk.