

## GED Career Bridge to Hospitality: Writing

### Instructor Notes:

This section follows the *GED as Project* method of learning the draft and essay **writing process**— first, building the learners' ability to write and revise their own material, then focusing on multiple choice questions, applying the same revision skills.

In the multiple choice section, the students also learn to find errors in the reading passages *before* they see the answer choices. This helps build their ability to spot weak writing as it exercises their critical thinking skills.

Writing mechanics and grammar instruction underlie the reading, writing and revision techniques. We recommend using homework and the essay revisions to determine error patterns and give targeted, individualized practice in mechanics. Too much emphasis on mechanics too early in the process can severely inhibit any creativity and discourage the student from writing at all.

The **reading passages** relate to hospitality issues, expectations on the job, and success stories to motivate the student. The instructor can use these passages to help students practice good reading skills while giving foundational work skills and work ethics instruction. Comprehension questions and essay prompts are provided to connect the reading with writing practice.

## **TOPIC #1 – THE ESSAY**

### 1. Understanding and Following the Essay Directions (adapted from IA #2, p.10)

Read the following directions. These directions appear in the Essay portion of the GED Practice Test (PA), which you may have already taken. This is also what you will see on the official GED Writing Test.

If you'd like, make notes on these pages as you read, or underline information you believe will be important to you. You may also put question marks (?) by parts that you want to clarify with your instructor.

As you work through the questions that follow, you may write down your answers, just think them out, or discuss them with your instructor or a classmate.

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## **LANGUAGE ARTS, WRITING, PART II**

Tests of General Education Development

### **Essay Directions and Topic**

Look at the box on the next page.

You must write on the assigned topic **ONLY**.

Mark the letter of your assigned topic in the appropriate space on your answer sheet booklet. Be certain that all other requested information is properly recorded in your answer sheet booklet.

You will have 45 minutes to write on your assigned essay topic. If you have time remaining in this test period after you complete your essay, you may return to the multiple-choice section. Do not return the Language Arts, Writing Test booklet until you finish both Parts I and II of the Language, Arts Writing Test.

Two evaluators will score your essay according to its overall effectiveness. Their evaluation will be based on the following features:

- Well-focused main points
- Clear organization
- Specific development of your ideas
- Control of sentence structure, punctuation, grammar, word choice, and spelling

REMEMBER, YOU MUST COMPLETE BOTH THE MULTIPLE-CHOICE QUESTIONS (PART I) AND THE ESSAY (PART II) TO RECEIVE A SCORE ON THE LANGUAGE ARTS, WRITING TEST. To avoid having to repeat both parts of the test, be sure to do the following:

- Do not leave the pages blank.
- Write legibly in ink so that the evaluators will be able to read your writing.
- Write on the assigned topic. If you write on a topic other than the one assigned, you will not receive a score for the Language Arts, Writing Test.
- Write your essay on the lined pages of the separate answer sheet booklet. Only the writing on these pages will be scored.

**IMPORTANT:**

**You may return to the multiple-choice section after you complete your essay if you have time remaining in this test period. Do not return the Language Arts, Writing booklet until you finish both Parts I and II of the Language Arts, Writing Test.**

### Topic A

Suppose you had the opportunity to teach something you know to someone else.

In your essay, identify what you would teach and explain how you would teach this. Use your personal observations, experience, and knowledge to support your essay.

Part II is a test to determine how well you can use written language to explain your ideas.

In preparing your essay, you should take the following steps:

- Read the **DIRECTIONS** and the **TOPIC** carefully.
- Plan your essay before you write. Use the scratch paper provided to make any notes. These notes will be collected but not scored.
- Before you turn in your essay, reread what you have written and make any changes that will improve your essay.

Your essay should be long enough to develop the topic adequately.

[End of GED Essay Directions and Topic]

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**Becoming Familiar with the Problem:**

What was the most important thing to you in these directions?

**Doing the Work:**

Now check your comprehension by answering the questions below.

1. Do you have to finish and turn in the multiple-choice part of the Writing Test before you start the essay?
2. What is the length of time you have to complete your essay?
3. What are the four features that your essay will be evaluated on?
4. What steps does the GED Essay Directions and Topic suggest for you to follow in preparing for your essay?
5. How many words should your essay be? (This may be tricky!)

6. Do you have to write the complete essay on the first try?
  
7. Do the GED Essay Directions say anything about your handwriting? (What word means your writing must be easy to read?)
  
8. List here, or ask your instructor, about any questions you may still have about writing the essay,

**Reflecting:**

Do you believe you are strong in writing, or is writing something that you don't feel confident in doing? What will you need most from your classes?

Share this with your instructor.

**Extending:**

Give an example of a situation you encountered when there were directions and you didn't follow them. What were the results?

**Evaluating:**

How important do you think following directions is to passing the GED Test? Explain.

Which part of the directions was most helpful?

## 2. Understanding the Essay Scoring Guide (adapted from Learning Project 2, IAs 2-1 and 2-2, pp. 34-41)

- 1) Discuss or write down: What does each element in the left column mean?
- 2) Read an essay that has been rated a "4." (An example can be found in *GED as Project Writing, Vol. 4*, p.102.)
- 3) Discuss or write down: How does this essay exemplify an effective rating in each of the 5 scoring areas?
- 4) Now read an essay that has been rated a "2" score. (An example can be found in *GED as Project Writing, Vol. 4*, p. 103.) What scoring areas need to be strengthened? What areas seem to be adequate?
- 5) Revise and rewrite this "2" essay to score a "4."

|   | <b>1<br/>Inadequate</b>                               | <b>2<br/>Marginal</b>  | <b>3<br/>Adequate</b>                    | <b>4<br/>Effective</b>  |
|---|---|--|--|---|
|   | <b>Reader has difficulty following writer's ideas</b> | <b>Reader sometimes has difficulty understanding or following the writer's ideas</b> | <b>Reader understands writer's ideas</b> | <b>Reader understands and easily follows the writer's ideas</b> |
| <b>Response to Prompt Means—&gt;</b>                      |   |  |  |   |
| <b>Clear Organization means —&gt;</b>                     |   |  |  |   |
| <b>Development and Details Means—&gt;</b>                 |   |  |  |   |
| <b>Conventions of Edited American English means —&gt;</b> |   |  |  |   |
| <b>Word Choice means —&gt;</b>                            |   |  |  |   |

Instructor: You can download the original scoring grid and change what you want to fit your students' needs. Go to <http://www.valr.org/publications/gedasproject>. See Printing, volume 4, Learning Project 2, and choose IA 2-1 in Word format.

3. Writing the Rough Draft (adapted from Learning Project 1, IAs 1-1 through 1-4, pp 21-32)

**Identifying the Problem:**

Read the essay topic below. It is based on the topic from the Official Practice Test PA, but it has a workplace context now:

**Topic A, Alternate Form**

**You have been asked by your supervisor to teach an important job task to a new employee in your department.**

**In your essay, identify what you would teach and explain how you would teach this. Use your personal observations, experiences and knowledge to support your essay.**

If it is not feasible for you to use a workplace context, then use the essay topic in its original form, below:

**Topic A**

**Suppose you had the opportunity to teach something you know to someone else.**

**In your essay, identify what you would teach and explain how you would teach this. Use your personal observation, experience, and knowledge to support your essay.**

**Becoming Familiar with the Problem:**

Who is going to read this and why is that important to the way you write this essay?

**Doing the Work:**

Follow the directions you learned about in Lesson #1 as follows:

**1. Read the Topic Carefully:**

Choose either the work-related topic or the general topic. Make sure you understand what it's asking.

**2. Plan your work:**

There are several ways to generate your ideas for this topic and organize them. Some common ones are brainstorming, mind mapping, free writing, and list making. In this lesson, you will use list making to come up with ideas. But other approaches are provided. (See pages 125 -128.)

**3. Write Your Essay:**

Write your rough draft. Put your ideas and details in the order you have chosen. Be sure the ideas follow one another in a way that is clear to your reader. You will spend more time on sentence structure, punctuation, spelling and grammar when you revise your essay.

Use the questions that follow as a guide to begin your writing, if you need them:

If someone were writing you about this subject, how would you like to have the subject presented?

Are there any other ways that might make the subject easier to follow?

**4. Revise Your Essay:**

Once you've written your rough draft, the following questions will help you decide how you should revise your essay:

Ask yourself: Is this an interesting essay? What else is needed to make it interesting? Add that now.

Is this essay clear? What else can you add to make it clearer? Add it now.

Do the ideas and details flow smoothly from one to the next? How can you improve the flow of ideas?

Do you have an interesting beginning that will make the reader want to continue reading? How can it be made more interesting?

Do you have a clear ending that tells the readers what you wanted them to learn?

What grammatical and organizational revisions should you make?



**Sharing, Reflecting and Evaluating:**

Study the Essay Scoring Guide you learned about in Lesson #2. Score your essay yourself, then ask an instructor to score it as well. Compare your scores and revise your essay as needed.

**Extending:**

1. Your instructor will give you other GED-type writing topics, including some from reading material about a hospitality issue or situation. Follow the steps you used for this first essay and practice!

2. When you are ready, write an essay just like you would if you were taking the GED test:

- Set a timer for 45 minutes.
- Plan your essay on scratch paper, for about 10 minutes
- Write your essay on no more than two pages, in ink, for about 30 minutes. Make sure your handwriting is legible.
- Re-read your essay. Cross out words you want to change to make it clearer and to fix any grammatical mistakes. Take about 5 minutes to make these revisions.
- Ask your instructor to score it and talk through how to make it stronger next time, based on the Essay Scoring Guide.

## Getting Ideas: LIST MAKING

**Step 1: List Possible Ideas for an Essay Topic.** List as many ideas for teaching something to someone else as you can. Use the questions that follow as a guide to help you develop your list:

What are the things you like to do, or that you do at work, that you might want to share with someone else?

Do people tell you that you do something well? What are those things you do well? Make a list of them.

Think about your hobbies and your skills at work or at home. Add all of them to your list.

**Step 2: Narrow Down.** Now go back through your list, and think about which items you feel that you know the most about and which you would feel most comfortable writing about. Underline or put a star next to the ideas that you might want to use as the subject of your essay.

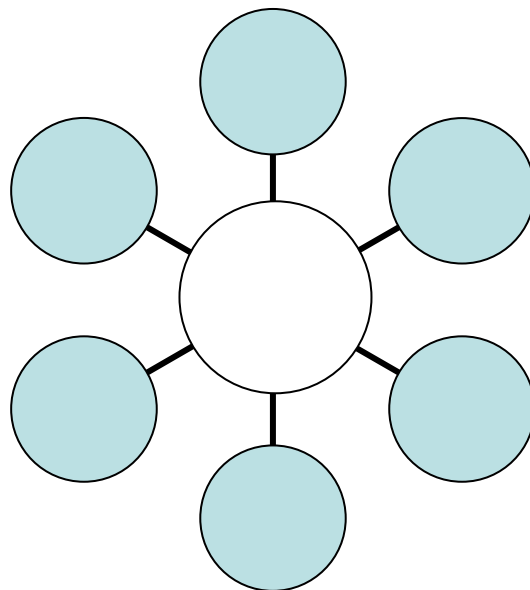
**Step 3: Pick a Subject.** To pick one item from your list as the subject of your essay, think about the following questions:

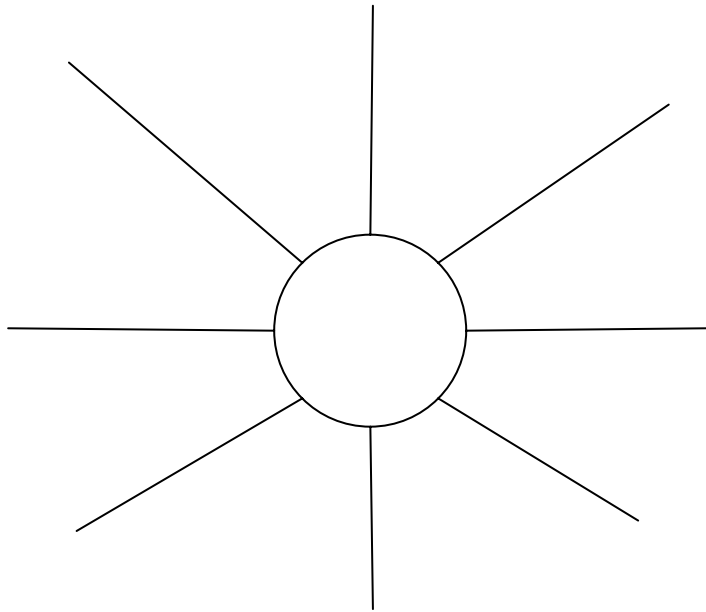
- Which idea do you know the most about?
- For which idea can you provide the most examples of how you might teach this to someone else?

## Getting Ideas and Organizing Your Essay: MIND MAPPING

“The Wheel” and “The Web” below are similar graphic organizers that have been used for years to help writers organize their thoughts. Now that you know your topic, write it in the center, then brainstorm ideas to develop details.

**Note about brainstorming:** As you think about details you want to include, brainstorming rules tell us that all your ideas should be listed, no ideas should be eliminated, no ideas are too silly (because silly ideas lead to a more creative approach or may loosen up your thinking for more workable thoughts), and building on – or piggybacking – already listed ideas is a good thing. Try putting your ideas individually on Post-it® notes. This is a particularly helpful technique for organizing thoughts, because the notes can be moved and rearranged without a lot of effort when you are putting them in order.





## More About Generating Details for Your Essay

### Step 1: List Details.

List as many details as you can that might support the subject you have chosen, teaching something to someone else. Write down every detail that comes to mind. At this point don't stop to focus on one or two details. Also don't eliminate any details. The purpose here is to get as many details as possible.

Use the questions that follow as a guide if you need them:

Based on your experience with the subject you have chosen, what are the first things you do when you begin this skill or task you are teaching? List as many of those things as you can.

What experiences have you had with this subject you are teaching? Have you had a funny experience? Or a sad experience? An experience with family or friends? Write that experience down with as much detail as you can about the entire experience.

If someone were teaching you the subject, what details would you want to know about the subject from that person?

Write down as many details as you can. The more details you have, the better. You can eliminate the ones you don't need later.

**Step 2: Determine all Relevant Details.** Look at all the details and determine which ones are important to an understanding of the subject your essay is about – details that make the subject clear and understandable. Place an “R”, for relevant, beside all these details. The details without the “R” are called irrelevant details, those that might be nice to know but do not support the subject.

**Step 3: Group the Relevant Details.** Now go back through your list of relevant details and group similar relevant details together. You can do this using an outline method, or you can use the Wheel or the Web that were provided.

## TOPIC #2 - MULTIPLE CHOICE QUESTIONS

### Study Strategy: Read, Revise and Apply\*

(Adapted from *GED as Project Writing*, Learning Projects 3 through 6.)

#### General Directions to the Student:

In this section, you will practice finding errors that are similar to those that occur in the writing portion of the official GED Test. You will then work on revising paragraphs and sentences to correct the errors, improve their organization and make them clearer.

On the following pages you will see three documents from the Official GED Practice Text PA. You may have taken this practice test to be admitted into this class.

Take the following steps to work with each document.\*

1. **READ** (Identifying the Problem): Read through the document carefully. Mark errors that you find, as directed.
2. **REVISE**: Try to revise or rewrite the parts of the document that have errors, so that the errors are corrected.
3. **APPLY**: Answer the multiple choice questions given in the lessons that follow. You can jump to the next lesson's multiple choice questions that focus on new areas of writing if you believe you have found most of the errors and want to move ahead.
4. Compare your revised document and your answers with those of a classmate, or discuss these with your instructor.
5. As you study, think about how you can use what you are learning to improve your own writing.
6. Your instructor will provide you with additional practice in the areas you need to work on. There are also practice questions related to hospitality in other published study books. These may be found at the end of selected sections.

\* This is a modified Fast Track method that is a simplified version of the Inquiry Process. For instance, "Read" is similar to "Identifying the Problem." Marking the errors is similar to "Becoming Familiar with the Problem." "Apply" is "Doing the Work." The remaining steps in each lesson usually involve some form of Reflection, Extension and Evaluation on the part of the student, which are also the final steps in the Inquiry Process.

**Document A**

Trotter Institute of Electronics

***“Training for the future”***

Mr. Carlos Montanez  
286 Greencrest Street  
Houston, TX 77001

Dear Mr. Montanez:

**(A)**

*(1) What does it take to get a good job? (2) You probably have read newspaper articles about how job opportunities are declining today. (3) At the same time, however there are occupations in which opportunities are expanding. (4) The U.S. Bureau of Labor Statistics gave the following report. (5) The report states that in the next 10 years the demand for electronics technicians will increase by 21 percent. (6) As an electronics technician, you can expect to have your choice of many high-paying jobs with excellent working conditions. (7) That means that for every 10 electronics technicians now working, two more will be needed.*

**(B)**

*(8) One of the best aspects of an electronics education was that you don't ever have to leave home to get one. (9) The Trotter Institute of Electronics, offers a one-year correspondence course that leads straight to a Certificate of Electronics. (10) You could soon be on your way to a career in electronics. (11) A career filled with excitement and promise.*

**(C)**

*(12) You probably think that any course offered by the Trotter Institute would be expensive. (13) Because you get textbooks, assignments, and consultation for only \$450.00, and this includes employment counseling after you graduate, this will surprise you. (14) You can see now that getting a better job is easier than you thought.*

**(D)**

*(15) To prepare for a better job with a great future, complete the enclosed registration form. (16) Within 10 days, you'll move toward an interesting and rewarding new career. (17) As mentioned above in the next 10 years the demand for electronics technicians will increase by dramatic proportions. (18) Don't wait to take advantage of this exciting career opportunity.*

Yours truly,

**Michael T. Langford**

Michael T. Langford  
Admissions Counselor

4. Clear Expression (adapted from IA 3-1, p. 47)

1. READ: In Document A: Trotter Institute, look especially for problems with **clear expression**. Are the ideas presented clearly and logically, so that the readers will understand them easily? Mark any parts you think could be stated better.

2. REVISE: Rewrite or move sentences to express the ideas more clearly. If you found problems in other areas, revise them as well.

3. APPLY: Now, answer the following multiple choice questions:

**12. Sentences 4 and 5:** The U. S. Bureau of Labor Statistics gave the following report. The report states that in the next 10 years the demand for electronics technicians will increase by 21 percent.

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

- (1) **Statistics gave the following report. The report states**
- (2) **Statistics gave the following report, the report states**
- (3) **Statistics reporting**
- (4) **Statistics having reported in the**
- (5) **Statistics reports**

**13. Sentence 7:** That means that for every 10 electronics technicians now working, two more will be needed.

**Which revision should be made to sentence 7?**

- (1) **move sentence 7 to follow sentence 1**
- (2) **move sentence 7 to follow sentence 2**
- (3) **move sentence 7 to follow sentence 3**
- (4) **move sentence 7 to follow sentence 5**
- (5) **move sentence 7 to the end of paragraph B**



**17. Sentence 13:** Because you get textbooks, assignments, and consultation for only \$450.00, and this includes employment counseling after you graduate, this will surprise you.

**The most effective revision of sentence 13 would begin with which group of words?**

OR: *How would you rewrite this sentence to make the ideas clear to the reader?*

- (1) **You're in for a surprise and because you get**
- (2) **Surprise with your textbook**
- (3) **Because you are getting many things that will surprise you**
- (4) **As a result of the surprise and \$450.00, you get**
- (5) **You're in for a surprise! You get**

4. REFLECT: Did you make a change that is the same as or similar to one of these options? Check your answers and your revisions with your instructor or a classmate. How can you improve your own writing, using what you have learned in this lesson?

5. Ask your instructor for more practice if you need it, or move to the next lesson.

## 5. Sentence Fragments (adapted from IA 4-2, p. 62)

1. READ: This time focus in on Paragraph B of Document A: Trotter Institute. Look for issues with sentence structure, particularly **sentence fragments**. Your instructor can give you examples of sentence fragments if you need them. Mark any parts you think could be stated better.

2. REVISE: Revise the sentences you found to express the ideas more clearly.

3. APPLY: Now, answer the following multiple choice question:

**16. Sentences 10 and 11:** You could soon be on your way to a career in electronics. A career filled with excitement and promise.

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

- (1) in electronics. A career filled
- (2) in electronics, but a career filled
- (3) in electronics and in addition, the career will be filled
- (4) in electronics, a career filled
- (5) no correction is necessary

4. Did you make a change that is the same as or similar to one of these options? Check your answers and your revisions with your instructor or a classmate. How can you improve your own writing, using what you have learned in this lesson?

5. Ask your instructor for more practice if you need it, or move to the next lesson.

## 6. Using Commas (adapted from IA 4-4, p. 71)

1. READ: For this lesson, you will be looking for errors involving the use of commas. Read through Paragraphs A, B and D of Document A: Trotter Institute. Mark any sentences that might need a comma or that don't need the comma that is there.

2. REVISE: Revise the sentences you found to address the comma errors.

3. APPLY: Now, answer the following multiple choice questions:

**11. Sentence 3:** At the same time, however there are occupations in which opportunities are expanding.

**Which correction should be made to sentence 3?**

- (1) insert a comma after however
- (2) replace there with they're
- (3) insert a comma after occupations
- (4) remove in after occupations
- (5) no correction is necessary

**15. Sentence 9:** The Trotter Institute of Electronics, offers a one-year course that leads straight to a Certificate of Electronics.

**Which correction should be made to sentence 9?**

- (1) remove the comma after Electronics
- (2) change offers to offering
- (3) insert a comma after course
- (4) change leads to led
- (5) replace straight with strait

4. Did you make a change that is the same as or similar to one of these options? Check your answers and your revisions with your instructor or a classmate. Is there a particular rule about commas that you can now use to improve your own writing?

5. Ask your instructor for more practice if you need it, or move to the next lesson.

**Document B****How to Take Photographs****(A)**

(1) Almost everyone has had the desire to take a picture at one time or another. (2) Some even regard photographs as an art form, while others snap pictures to send to family members. (3) Knowing some of the basics of photography will help you take better pictures.

**(B)**

(4) One of the first decisions to make is whether to photograph in color or you can use black and white. (5) Black-and-white photographs, still high in popularity, creates a very artistic mood. (6) Color, on the other hand, may be more appropriate for pictures of the family reunion or autumn landscapes.

**(C)**

(7) Film speed is also important. (8) If you are photographing in bright sunlight, you should select a film with a low speed. (9) This choice will have ensured the best possible print. (10) In low-light situations or if you are photographing rapid movement, a high-speed film is more appropriate. (11) This is because the film requires less light so you can set the shutter speed at a much faster rate to capture the action.

**(D)**

(12) If your camera has adjustable aperture and shutter speed settings, learning to use them can greatly enhance the quality of your photographs. (13) Aperture refers to how wide open the lens is, which in turn determines how much light is allowed in. (14) Shutter speed describes how quickly the lens opens and shuts, controlling the amount of light that reaches the film. (15) A knowledge of these and other aspects of photography will help you to create the kinds of photos you want. (16) It takes practice, of course. (17) Practice helps you produce beautiful, memorable, and meaningful pictures.

## 7. Parallel Structure (adapted from IA 3-2, p. 51)

1. READ: In Document B: How to Take Photographs, look especially for problems with **parallel structure**. This is when two phrases should be expressed with a similar structure but are not. Ask your instructor for examples of parallel structure if you need them. Are the ideas in this document expressed clearly so that the readers will understand them easily? Mark any parts you think could be stated better.

2. REVISE: Rewrite or move sentences to express the ideas more clearly. If you found problems in other areas, revise them as well.

3. APPLY: Now, answer the following multiple choice questions:

**20. Sentence 4:** One of the first decisions to make is whether to photograph in color or you can use black and white.

**Which correction should be made to sentence 4?**

- (1) replace to make with one makes
- (2) insert to after is
- (3) change to photograph to photographing
- (4) replace or with but
- (5) remove you can use

Did you make a change that is the same as or similar to one of these options?

### Additional Practice:

Look at sentence #10. How would you rewrite this sentence to make the ideas clear to the reader?

Question 7 is based on Document C: Letter of Complaint, which is later in this lesson. It is an issue of parallel structure as well. Answer the following multiple choice question from that document:

**7. Sentence 9:** The delivery men arrived not only at an inconvenient time, but also delivered the wrong sofa.

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

- (1) arrived not only
- (2) not only arriving
- (3) arrived
- (4) not only arrived
- (5) only arrived

## 8. Verb Issues (adapted from IA 4-1, p. 58)

1. **READ:** In this document, we are looking at issues with verbs. Make sure you can identify a verb before you proceed. Then, read paragraphs A, B and C of Document B: How to Take Photographs. Mark the sentences that you believe have issues with verbs. Are the ideas in this document expressed clearly so that the readers will understand them easily?

2. **REVISE:** Rewrite the sentence you have found. If you wish, you may also rewrite any sentences that have other writing issues.

3. **APPLY:** Now, answer the following multiple choice questions:

**19. Sentence 1.** Almost everyone have had the desire to take a picture at one time or another.

**Which correction should be made to sentence 1?**

- (1) replace Almost with Generally
- (2) change have to has
- (3) insert a comma after desire
- (4) replace to take with taking
- (5) no correction is necessary

**21. Sentence 5:** Black-and-white photographs, still high in popularity, creates a very artistic mood.

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

- (1) popularity, creates
- (2) popularity, creating
- (3) popularity by creating
- (4) popularity, create
- (5) popularity and creating

**22. Sentence 9:** This choice will have ensured the best possible print.

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

- (1) will have ensured
- (2) has ensured
- (3) has been ensuring
- (4) will ensure
- (5) had ensured

4. Check your answers and your revisions with your instructor or a classmate. Did your earlier revisions to Document B look similar to the correct answers for these questions? What have you learned about verb usage that will help improve your own writing?

5. Ask your instructor for more practice if you need it, or move to the next lesson

**Document C: Letter of Complaint**

Michael Carper, Manager  
Brighton Antiques and Collectibles  
1540 Park Avenue  
Sweetwater, VA 23690

Dear Mr. Carper:

**(A)**

(1) I am now writing to complain about the poor delivery service offered by your store, as you have not replied to my repeated phone messages. (2) Not only have your delivery department wasted my time, but also it has damaged my property.

**(B)**

(3) When I bought a sofa from you a month ago, I was being told that it would be delivered the next day, Tuesday. (4) I waited at home all day for the delivery, but nobody came. (5) Whenever I tried calling you, your phone was busy. (6) On Wednesday morning, you phoned to say that because the delivery truck had to have its brakes repaired, the sofa could not be delivered until the following week.

**(C)**

(7) That Friday the sofa arrived. (8) I was leaving for work. (9) The delivery men arrived not only at an inconvenient time, but also delivered the wrong sofa. (10) After I complained for over an hour, the delivery men returned the sofa to the store. (11) Two weeks later, they returned with the sofa I had ordered. (12) Unfortunately, as they carried it into the living room, they chipped the paint on the walls broke a vase, and scratched a chest of drawers. (13) Instead of apologizing, it was told to me it was not their responsibility.

**(D)**

(14) I am enclosing an estimate of \$500 for the damage. (15) If you do not pay it, I will contact a lawyer.

Sincerely,

Debra Weddington



## 9. Using Compound & Complex Sentences (adapted from IA 4-3, p. 66)

1. **READ:** Document C: Letter of Complaint, paragraphs A and C contain issues with compound and complex sentences. Your instructor can give you examples of these, but in a nutshell, both clauses in a compound sentence are equal in importance, and their ideas are similar. In a complex sentence, one clause contains the more important idea. The remaining clause modifies, or supports, that idea. Read through the whole document and mark any parts that you believe are not clearly written.

2. **REVISE:** Rewrite the sentence you have found. If you wish, you may also rewrite any sentences that have other writing issues.

3. **APPLY:** Now, answer the following multiple choice questions:

**1. Sentence 1:** I am now writing to complain about the poor delivery service offered by your store, as you have not replied to my repeated phone messages.

**The most effective revision of sentence 1 would begin with which group of words?**

- (1) Because you have not replied to my repeated phone messages, I am writing
- (2) Having written to complain, the poor delivery service
- (3) Your store, delivering poor service, and I am now phoning
- (4) I had written and am now phoning and will complain
- (5) Having delivered your store such poor service, I am now writing

**6. Sentences 7 & 8:** That Friday the sofa arrived. I was leaving for work.

**Which is the most effective combination of sentences 7 and 8?**

- (1) That Friday the sofa arrived, I was leaving for work.
- (2) Leaving for work that Friday, the sofa arrived.
- (3) That Friday, as I was leaving for work, the sofa arrived.
- (4) The sofa arriving on that Friday while I was leaving for work.
- (5) That Friday, the sofa arrived and I was leaving for work.

4. Compare your revisions and answers to a classmate's or discuss them with your teacher.

What comma rules are used in compound and complex sentences?

5. Ask for practice on this if you need it.

## 10. Passive Voice (adapted from IA 5-2, p. 80)

1. READ: Active voice shows immediate and direct action. The one who is performing the action is named. (“He threw the ball.”) In passive voice, no one takes the responsibility for the action. (“The ball was thrown.”) Understanding and looking for verbs is important in determining the difference between passive and active voice. Find an issue with passive voice in Paragraph C of Document C: Letter of Complaint.

2. REVISE: Rewrite the sentence you have found. If you wish, you may also rewrite any sentences that have other writing issues.

3. APPLY: Now, answer the following multiple choice question:

**10. Sentence 13:** Instead of apologizing, it was told to me it was not their responsibility.

**Which correction should be made to sentence 13?**

- (1) replace apologizing with being apologetic
- (2) remove the comma after apologizing
- (3) replace it was told to me with they told me
- (4) replace it was not their responsibility. With their responsibility it was not.
- (5) No correction is necessary

4. Is one of these choices similar to or the same as what you did to correct the sentence in the document?

What steps would you take when you change a sentence from the passive voice to the active voice?

5. Your instructor can provide you more practice if you need it.

## 11. Looking at Style (adapted from IA 5-1, p. 76)

1. READ: In this lesson, you will look at how style affects writing. Scan both Document A: Trotter Institute and Document C: Letter of Complaint. As you read, decide what makes two the writing styles so different. Think about or write down answers to the following questions to help you:

What is the purpose of each of the letters?

How might the purpose affect the style?

Who is writing each letter?

What difference does the role or position of the author make in determining the style of his or her writing?

Define “style” in your own words.

2. REVISE: Choose one of the two letters. Rewrite it using your own writing style. What would you change? What words would you select that might be different than those the original author chose? (It might help to first write down the main points of the letter, in order, and then develop your own letter from that outline.)

3. APPLY: Think about style when you read any of the passages given to you for essay writing.

Which ones have a style you enjoy reading? Which ones do not?

How will determining style help you choose good reading material for yourself?

How will it help you improve your writing?

## 12. Practice with Multiple Choice Questions (adapted in part from Learning Project 6, IAs 6-1/2, pp. 87 - 96)

**General Directions to the Student:** The remaining test items from the Steck-Vaughn Official Practice Test, PA Version, are included in this section. To answer a mix of questions such as these, use the test-taking strategies you have learned for effective revision in a multiple choice testing situation.

1. **READ:** Since you have already read and reviewed each document for errors and clear expression, just read the sentence that begins the multiple choice item you are working on. If you are not sure of the error that is imbedded in the sentence, find the paragraph the sentence is taken from, and scan that paragraph or the whole document. The writing issues may stand out when you read the sentence in the context of the paragraph. You will also be able to determine if there are verb tense issues.
2. **REVISE:** Rewrite or move the sentence to correct it. You may do this mentally or write it down on paper.
3. **APPLY:** Now look at the multiple choice answers you have been given. Is your revision, or something similar, there? If not, look through all the choices. How are they different from each other? How are they the same? Which ones can you eliminate immediately as a choice? Which two remain? Recall what you've learned in previous lessons, as well as in your own experience in writing, and make your best choice. Never leave an answer blank.
4. Check your answers. How did your strategies work?
  - If you need help, review your test-taking strategies with your instructor.
  - See the test-taking tips at the end of this lesson.
  - Ask for more practice in answering a mix of multiple choice questions.

**SET 1**

Refer to Document C: Letter of Complaint for the questions below:

2. **Sentence 2:** Not only have your delivery department wasted my time, but also it has damaged my property.

**Which correction should be made to sentence 2?**

- (1) change only have to only has
- (2) remove the comma after time
- (3) insert additionally after also
- (4) change it has to it have
- (5) replace it has with they have

3. **Sentence 3:** When I bought a sofa from you a month ago, I was being told that it would be delivered the next day, Tuesday.

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

- (1) was being told
- (2) was told
- (3) had told
- (4) have been told
- (5) having been told

4. **Sentence 5:** Whenever I tried calling you, your phone was busy.

**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, your phone was
- (2) you, your phone being
- (3) you, your phone is
- (4) you, and your phone was
- (5) you and your phone were

5. **Sentence 6:** On Wednesday mourning, you phoned to say that because the delivery truck had to have its brakes repaired, the sofa could not be delivered until the following week.

**Which correction should be made to sentence?**

- (1) replace mourning with morning
- (2) insert a comma after phoned
- (3) insert a comma after that
- (4) replace brakes with breaks
- (5) remove the comma after repaired

8. **Sentence 11:** Two weeks later, they returned with the sofa I had ordered.

**Which revision should be made to the placement of sentence 11?**

- (1) remove sentence 11
- (2) move sentence 11 to follow sentence 12
- (3) begin a new paragraph with sentence 11
- (4) move sentence 11 to the end of paragraph C
- (5) Move sentence 11 to the end of paragraph D

9. **Sentence 12:** Unfortunately, as they carried it into the living room, they chipped the paint on the walls broke a vase, and scratched a chest of drawers.

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

- (1) paint on the walls broke
- (2) paint on the walls, broke
- (3) paint on the walls, and broke
- (4) paint, on the walls, broke
- (5) paint, on the walls broke

**SET 2**

Refer to Document A: Trotter Institute for the questions below:

14. **Sentence 8:** One of the best aspects of an electronics education was that you don't ever have to leave home to get one.

**Which correction should be made to sentence 8?**

- (1) replace was with should be
- (2) change was to is
- (3) replace was with being
- (4) replace ever with never
- (5) change to leave to to have left

18. **Sentence 17:** As mentioned above in the next 10 years the demand for electronics technicians will increase by dramatic proportions.

**Which correction should be made to sentence 17?**

- (1) replace As mentioned with By mentioning
- (2) insert a comma after above
- (3) change will increase to increasing
- (4) insert a comma after increase
- (5) no correction is necessary

**SET 3**

Refer to Document B: How to Take Photographs for the questions below:

**23. Sentence 12:** If your camera has adjustable aperture and shutter speed settings, learning to use them can greatly enhance the quality of you're photographs.

**Which correction should be made to sentence 12?**

- (1) change has to does have
- (2) remove the comma after settings
- (3) change learning to learn
- (4) insert a comma after them
- (5) replace you're with your

**24. Sentences 16 and 17:** It takes practice, of course. Practice helps you produce beautiful, memorable, and meaningful pictures

**The most effective combination of sentences 16 and 17 would include which group of words?**

- (1) of course, practice, helps
- (2) takes practice, of course, with the help of
- (3) takes practice, of course, to help you
- (4) practice, of course, being beautiful
- (5) of course the practice

**25. Which sentence revision would improve the effectiveness of the document?**

**Begin a new paragraph with**

- (1) sentence 3
- (2) sentence 5
- (3) sentence 11
- (4) sentence 13
- (5) sentence 15



## Hospitality GED Reference Guide – Other Lessons

### GED Subject: WRITING

| Topic                                   | Description  | Reference<br>(Where do I find it?)        | Program/<br>Page #   | Finished<br>✓ | Needs<br>Work<br>☒ |
|---|--|---|----------------------|---------------|--------------------|
| <b>Writing the Rough Draft</b>          | Questions 1-3 refer to a journal entry on working in a popular restaurant.                       | <b>GED Connection Reading and Writing</b> | <b>Pages 26-27</b>   |               |                    |
| <b>Writing the Rough Draft</b>          | Skill Practice shows brainstormed list of ideas on pros and cons of hotel/restaurant management. | <b>GED Connection Reading and Writing</b> | <b>Page 203</b>      |               |                    |
| <b>Revising for Mechanics and Usage</b> | Revise an essay on the popularity of fast food restaurants.                                      | <b>Steck-Vaughn Complete</b>              | <b>Page 197</b>      |               |                    |
| <b>Writing Style and Word Choice</b>    | Questions 1-6 refer to a passage on selecting a campsite.  | <b>GED Connection Reading and Writing</b> | <b>Page 90</b>       |               |                    |
| <b>Mechanics</b>                        | Questions 1-4 refer to a passage on how to take phone messages.                                  | <b>Steck-Vaughn Complete</b>              | <b>Page 142</b>      |               |                    |
| <b>Effective Sentences</b>              | Questions 1-4 refer to housekeeping directions at a hotel.                                       | <b>GED Connection Reading and Writing</b> | <b>Pages 114-115</b> |               |                    |
| <b>Pre Test Writing Multiple Choice</b> | Questions 1-8 refer to a passage on when and how to tip.   | <b>GED Connection Reading and Writing</b> | <b>Pages 2-3</b>     |               |                    |