

# The GED Language Arts, Writing Test

## Grammar and Usage



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# GED

## Video Partner



### Passing the GED Writing Test

The skill of writing is to create a context in which other people can think.  
Edwin Schlossberg

Video 8 Focus: Writing well is like dressing well, it portrays you in a good light.

#### You Will Learn From Video 8:

- That bad writing or editing stops the reading and distracts the reader.
- That while it is difficult for anyone to keep all grammar rules straight, breaking the rules can give the reader the wrong impression about you.
- To position the adjective or adverb close to the word it modifies because position changes the meaning of the sentence.
- That our writing is often the first introduction to and impression we make on an employer.



#### Words You Need to Know:

While viewing the video, fill in the blank with the correct word.  
Answers are on page 20.

1. To \_\_\_\_\_ a noun in a prepositional phrase means to place it within the phrase.
2. To use an adjective to describe a noun is to \_\_\_\_\_ it.
3. To break down a verb and choose the right verb form is to \_\_\_\_\_.
4. The \_\_\_\_\_ of a verb indicates "time."
5. A \_\_\_\_\_ is a word used in place of a noun.

#### Points to Remember:

- Even using nonsense words, we can determine what words are according to their placement in the sentence.
- It is always preferable to use the computer grammar check or a good grammar handbook.
- Good grammar and usage are necessary for both parts of the Writing Test.

# GRAMMAR AND USAGE

There are various ways through which we are judged: our physical appearance, our voices and speech, and our writing. Often our writing precedes us, and long before we are seen or heard, our writing will give an impression of who we are. This is especially true when we are applying for a job and must submit a cover letter and resume. They must be error-free or we leave the perception that we are ignorant or negligent or both. Neither quality is desirable in an employee!

Grammar rules may seem confusing, inconsistent, or even picky, but breaking these rules can leave the reader with the wrong impression. So to portray yourself well, use standard English, proper grammar, and correct usage. If you are unsure of these, now is the time to bone up on them.



There is always help if you are unsure of correct grammar. Most computers have grammar checks on them and grammar handbooks are very inexpensive. Every writer should have at least one for reference on the bookshelf next to the dictionary and thesaurus. If you are likely to use the Internet for help, here are some sites that can give you a lot of information—maybe more than you’d like!

Grammar Slammer: <http://englishplus.com/grammar/>  
 Guide to Grammar and Writing: <http://ccc.commnet.edu/grammar/>  
 Purdue University Online Writing Lab:  
<http://owl.english.purdue.edu/handouts/grammar/#grammar>



# NOUNS AND PRONOUNS

**NOUNS** are names of persons, places, things, and ideas. Here are some examples:

<u>Persons</u>	<u>Places</u>	<u>Things</u>	<u>Ideas</u>
photographer	store	pencil	truth
president	museum	food	honesty
playmate	church	shoe	beauty
teacher	country	computer	justice
<u>Plural Forms</u> (more than one)			
carpenters	cities	cars	rights
mothers	beaches	deer	beliefs
men	mountains	leaves	controversies
children	hospitals	buses	freedoms

Nouns are generally easy; they are the first words a baby learns: Mama, kitty, Dada, blanket (blanket). Baby's first words are almost always singular, and even if s/he doesn't realize it, they are often proper nouns. However, they serve their intended purpose: to get the baby what s/he needs or wants.



A general or common noun is like what we have in the chart above: it can represent hundreds or thousands of people, places, things, or ideas in the same category. A proper noun, however, denotes a special noun, and when it is written, it is capitalized. Mama and Dada are special nouns for special people. The Bill of Rights, Kaiser Hospital, President Bush, Rocky Mountains, Dell computer, the United States of America, and Crocker Art Museum are all proper nouns and, therefore, capitalized.

Generally speaking, nouns are made plural by simply adding an "s." However, as you can see from the chart, there are some exceptions.

<u>SOME SIMPLE RULES TO MAKE NOUNS PLURAL</u>		
If the word ends in a <b>-y with a vowel before it, add -s.</b> Example: key—keys		
If the word ends in a <b>-y with consonant before it, change -y to -i and add -es.</b>		
baby—babies	city—cities	pony—ponies
If the word ends in <b>-x, -ch, -sh, or -s like sounds, add -es.</b>		
box—boxes	church—churches	kiss—kisses
	brush—brushes	
Then there are what are called the <b>mutating or mutated plurals.</b> They may change drastically or not at all.		
child—children	man—men	deer—deer
mouse—mice	sheep—sheep	goose—geese
On a few words ending in <b>-f, change -f to -v and add -es.</b>		
leaf—leaves	loaf—loaves	elf—elves

## Exercise A

In the following sentences, change the underlined word to the correct form or indicate no change by writing in N/C. Answers are on page 20.

- Hey, barbara, \_\_\_\_\_ can I borrow your book for a little while?
- The monkeies \_\_\_\_\_ chattered constantly and swung from tree to tree.
- The buses \_\_\_\_\_ traveled a route from downtown through the suburbs and back to the bus station.
- The child's Mother \_\_\_\_\_ spent all day cooking, cleaning, and sewing.

5. There are museums \_\_\_\_\_ located in cities \_\_\_\_\_ and even up in the mountains \_\_\_\_\_.

**PRONOUNS** are substitutes for nouns and indicate singular and plural as well as gender. They also show possession and can indicate subject as well as object in a sentence.

<u>Subject</u>	
<u>singular</u>	<u>plural</u>
I	we
you	you
he/she/it	they

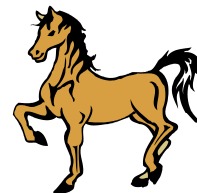
<u>Object</u>	
<u>singular</u>	<u>plural</u>
me	us
you	you
him/her/it	them

<u>Possessive</u>	
<u>singular</u>	<u>plural</u>
my (mine)	our (ours)
your (yours)	your (yours)
his/her/its	their (theirs)
(his/hers/its)	

Note: There is no apostrophe in any possessive pronoun. Remember, an apostrophe indicates one or more letters are missing so “it’s” means “it is” and is not a possessive.

Examples: Pronouns are underlined.

- She gave the horse’s brush to the groomer who brushed its hair.
- They like to live in a rural area where their land is wild and open, and the freedom gives them a sense of security.
- My family gave permission to use the house that is ours and yours.



Here are some other words that are less recognized but are, nonetheless, pronouns because they take the place of nouns.

myself	who (subj.)	someone *
yourself	whom (obj.)	anyone *
himself	whose	everyone *
herself	whoever	none *
itself	whomever	somebody *
ourselves		anybody *
yourselves		everybody *
themselves		nobody *

\* Each of these starred words is considered singular.

Examples: Substituted noun is underlined once and pronoun twice.

- Karen cut herself with the knife.
- It was Paul who discovered the mistake.
- Everybody (takes the place of every person) at the party had a good time.
- Whose car is it? It is Jack’s. (Note: there is no apostrophe in whose. That is only used in the contraction “who’s” meaning “who is.”)
- Someone (person unknown) knocked on the door late at night.

## Exercise B

Fill in the blanks with a pronoun from the charts that can be used in place of the italicized nouns. Answers are on page 20.

1. *Alan*, \_\_\_\_\_ is my best friend's brother, has always been like a member of the family.
2. \_\_\_\_\_ has always come to \_\_\_\_\_ house for holidays.
3. *My family* has given (*Alan*) \_\_\_\_\_ gifts, and Alan has given \_\_\_\_\_ gifts in return.
4. \_\_\_\_\_ of us would ever consider hurting (*Alan's*) \_\_\_\_\_ feelings.

Replace the italicized nouns and pronouns with a correct or more appropriate pronoun from the charts. Answers are on page 20.

1. Human problems are such that sometimes *life* \_\_\_\_\_ is good and at others times *things* \_\_\_\_\_ are bad.
2. *Everybody* \_\_\_\_\_ knows just what tomorrow will bring.
3. *Yours* \_\_\_\_\_ foresight is just as good as mine.
4. *Ourselves* \_\_\_\_\_ should be happy when things are going well and not worry too



- much about *ours* \_\_\_\_\_ future.
5. People, *anyone* \_\_\_\_\_ we respect, say we should relax and leave matters in the hands of fate.
  6. But *myself* \_\_\_\_\_ say we should do some things to help *yourself* \_\_\_\_\_ and not leave everything in *fate's* \_\_\_\_\_ hands.

## GETTING NOUNS AND PRONOUNS TO AGREE

The problem with noun/pronoun agreement comes up when there is an unclear noun antecedent (the substituted noun). In other words, the pronoun is supposed to follow directly after the noun for which it substitutes, but which noun is not always clear. Look at these sentences. The noun is underlined once and the pronoun twice.

- I just bought a new car and I'm happy with it. (This is easy because there is only one noun.)
- I just bought a new car and a new television, but I'm not happy with it. (This is more difficult because there are two nouns, so with which one is he not happy?)

In the second sentence, it may be better not to use a pronoun and just restate the noun:

I just bought a new car and a new television, but I'm not happy with the car.

Another problem in agreement is not knowing whether to use a subject or object pronoun. For example, do you use *she* or *her*, *he* or *him*, *we* or *us*, etc.?

- ❖ If the antecedent noun is the subject of a sentence or clause, “doing” or “being,” then use a subject pronoun.

Bobby ran to the corner store. He ran to the corner store.  
Carol was the homecoming queen. She was the homecoming queen  
 My brother, who was the homecoming king, went to the dance without a date.  
 (Note: here it is used as the subject of a clause.)  
Who were the criminals? They were the criminals.

- ❖ If the antecedent noun receives the action of the verb or is in a prepositional phrase, then use an object pronoun.

John hit Carla. John hit her. (object, receives direct action of verb)  
 Jenna gave Joy and me a photo album. Jenna gave us a photo album. (object, receives indirect action of the verb; “photo album” receives direct action of verb)  
 The president, to whom the honor was given, reacted with gratitude and enthusiasm. (object of the preposition “to”)  
 Through whom will the rent be paid? The rent will be paid through them.  
 (object of the preposition “through”)  
 The truck struck whom? The truck struck him. (object, receives direct action of the verb)

Unfortunately, there are some other words that may be used as pronouns—and, at other times, as adjectives.

which	these	neither	few	most
other	what	those	all	many
this	each other	much	some	that
either	both	more	one	several
another	any			

Example: The construction class **students** worked very hard to build the house. Some built cabinets. A few worked on the plumbing. Many of them finished the walls and painted them.

(The pronouns *some*, *few*, and *many* take the place of the noun **students**.)





Exercise C

Read the story and then list the pronouns in order. (There are 14 pronouns in the passage.) After each pronoun, list the noun for which it is substituted. Answers are on page 20.

The new students came into the classroom just as the discussion began. They were surprised to hear the argument. Much of it revolved around the revised graduation requirements. Many of them seemed difficult while others were surprisingly simple. Two instructors stood in the front of the classroom, but neither one got into the discussion.

Several of the students were frustrated. One young man had believed that he was close to being finished but now found out that he had more courses to complete. The instructors looked at each other then both of them left the stage. Soon everyone filed out of the classroom.

You should always remember that a preposition takes an object form of the pronoun. Many people say, “That’s between you and I,” but this is not correct because “between” is a preposition and so must take the object form “me.” Here are some other prepositions to watch out for:

about	above	across	after	against
along	among	around	at	before
behind	below	beneath	beside	between
beyond	by	concerning	down	during
for	from	in	into	like
near	of	off	over	past
since	through	to	toward	under
underneath	until	up	upon	with
without				

Examples: Note underlined pronouns.



- Go down the stairs and through the door.
- Go down them and through it.
- I gave the money to Bob before going home.
- I gave it to him before going home.
- We stood beside the roses underneath the tree.
- We stood beside them underneath it.





## **TROUBLESOME POSSESSIVES, PLURALS, AND CONTRACTIONS**

We've already talked about ways to make nouns plural, usually, just by adding an -s. To make nouns possessive—to show ownership—we also add an -s but with an apostrophe in front of the -s.

The apostrophe stands for one or more letters (or words) missing. For instance, when we say “the cat’s tail,” we are really saying “the tail that belongs to the cat.” So **nouns** will always have an apostrophe to show possession.

To show singular possession, add an ‘s to the noun. If the noun is already plural with an -s, add just an apostrophe.

the boy’s coat	the boys’ coats
the city’s transit system	the cities’ transit systems

If the noun is irregular in plural formation such as men or children, just add ‘s.

children’s toys	deer’s fawn (or fawns)
men’s tools	women’s dresses

The normal pronouns, on the other hand, NEVER have an apostrophe. If you see an apostrophe, then it is a contraction. See these examples:

Its coat is silky and smooth. (possessive pronoun: coat belongs to “it”)  
 It’s (It is) seven o’clock. (contraction)  
 Whose car is parked outside? ( possessive pronoun: car belongs to unknown)  
 Who’s (Who is) going to be our next club president? (contraction)

However, some of the other non-standard pronouns will form possessives with an ‘s.

Somebody’s purse was left there.  
 They gave each other’s children birthday gifts.  
 Nobody’s job is in danger.

You are probably already familiar with the use of the apostrophe to form contractions. In review, here are some common contractions:

I am    I’m	we are    we’re
you are    you’re	you are    you’re
he is    he’s	they are    they’re (If you remember that the apostrophe stands
she is    she’s	for missing letters in <u>contractions</u> , then you won’t be as likely
it is    it’s	to mix up: they’re, their (possessive), and there (place).
should not    shouldn’t	will not    won’t (very weird contraction!)
I will    I’ll	

Some examples of plurals and possessives:

<u>Noun</u>	<u>Noun possessive</u>	<u>Pronoun possessive</u>
car (sing.)	car's horn	its
cars (plural)	cars' horns	their
man (sing.)	man's briefcase	his
men (plural)	men's briefcases	their
leaf (sing.)	leaf's color	its
leaves (plural)	leaves' colors	their

## Exercise D

In the paragraph below, correct, if necessary, the underlined word. Write the correction on the line or, if no correction is necessary, put N/C for no correction. Answers are on page 20.

On Farmer Browns' \_\_\_\_\_ farm, their \_\_\_\_\_ are numerous animals, \_\_\_\_\_ and each type of animal has a different food. The one horses' \_\_\_\_\_ feed generally consists of grass, hay, and grain. It's \_\_\_\_\_ diet is usually the same, but it sometimes gets carrots and apples as a special treat. The chicken's \_\_\_\_\_ eat grain. The many sheep eat green grass and hay. A lot of sheeps' \_\_\_\_\_ food grows naturally on the farm. The farm only has one pig, and it's \_\_\_\_\_ food consists of "slop," leftover food from the farmer \_\_\_\_\_ table as well as some grain.

## VERBS

### PRESENT TENSE

A verb shows action or state of being (what the noun or pronoun "does" or "is"). It shows if something happened in the past, happens in the present, or will happen in the future. So a verb indicates a time factor, what we call tense.



A verb shows person, number, gender, as well as tense. To show these aspects of a verb, we must conjugate it, or, in other words, break the word down. When we conjugate regular verbs in present tense, the only form that changes is 3<sup>rd</sup> person singular, **he, she, it**. Then the spelling rules are very similar to the ones used to make nouns plural.

To create the regular 3<sup>rd</sup> person singular verb, you add an –s (work works). If the verb ends –y with a vowel before it, just add –s (pay pays). If the verb contains a consonant before the –y, change the –y to –i and add –es (study studies). If the word ends in an –x, –ch, –sh, or –s, add –es (rush rushes, catch catches).

Note the conjugation of the following verbs:

<u>to be</u>		
	<u>singular</u>	<u>plural</u>
1 <sup>st</sup>	I am	we are
2 <sup>nd</sup>	you are	you are
3 <sup>rd</sup>	he/she/it is	they are

<u>to study</u>		
	<u>singular</u>	<u>plural</u>
1 <sup>st</sup>	I study	we study
2 <sup>nd</sup>	you study	you study
3 <sup>rd</sup>	he/she/it studies	they study

Note that “to be” is considered an irregular verb because it does not follow the rules of conjugation. (“To have” is also an irregular verb with irregular present tense forms.)

## FUTURE TENSE

There are two ways to make a future tense: add “will” or “am/are/is going to” to the infinitive (verb before it is conjugated). “Will” and “am/are/is going to” are used as helping verbs and they form a verb phrase. Examples:

I will go to the movies with you.  
We will make spaghetti for dinner.  
He will work late Friday night.

I am going to go to the movies with you.  
She is going to make spaghetti for dinner.  
They are going to work late Friday night.

Although there are slight differences in meaning between the two forms, most people use them interchangeably.

## PAST TENSE

To make most regular verbs past tense, just add an –ed. If the word ends in –y (with a consonant before it), change the –y to –i and add –ed. If the word ends in one consonant with one vowel before it, double the consonant and add –ed.

Examples:    bang    banged    work    worked    slip    slipped  
                 bar    barred    study    studied    cry    cried

Unfortunately, English has many irregular verbs that form the past and past participle (to be used with “has,” “have,” or “had” to form the perfect tense in order to describe actions that are ongoing or took place before a specified time in the past) irregularly. As noted above, a few of these words also have irregular present tense forms. Here are some of the most commonly used irregular verbs.

Verb	Present	Past	Past Participle*
to be	am, is, are	was, were	been
to begin	begin, begins	began	begun
to break	break, breaks	broke	broken
to bring	bring, brings	brought	brought
to come	come, comes	came	come
to do	do, does	did	done
to drink	drink, drinks	drank	drunk
to give	give, gives	gave	given
to go	go, goes	went	gone
to have	have, has	had	had
to lay	lay, lays	laid	laid
to lie	lie, lies	lay	lain
to pay	pay, pays	paid	paid
to ride	ride, rides	rode	ridden
to ring	ring, rings	rang	rung
to run	run, runs	ran	run
to see	see, sees	saw	seen
to sit	sit, sits	sat	sat
to speak	speak, speaks	spoke	spoken
to take	take, takes	took	taken
to throw	throw, throws	threw	thrown
to write	write, writes	wrote	written

\* These forms take the “has,” “have,” and “had” helping verbs to form a word phrase.

When writing, it is usually best to choose one tense and stick with it throughout the entire piece. Newspapers, it must be said, are almost always written in past tense. Of course, there are times when you’ll want to change tenses, for instance, when using a quotation or when comparing what was predicted in the past with the reality of the present:

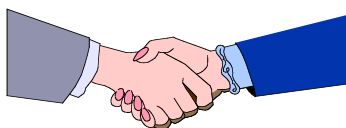
- ❖ ...Fifty years ago, scientists predicted that by the new millenium we would all be traveling around in our own individual mini-helicopters. Today, however, we are still driving around in our oversized automobiles whose four wheels never leave the ground.



## Exercise E

In the following sentences, use the word clues (time statement or helping verbs) and write the correct form of the verb in the blank. Answers are on page 21.

- |             |  |
|-------------|--|
| 1. to be    | Yesterday, I _____ late for work.                  |
| 2. to speak | He has _____ to my class many times.               |
| 3. to ride  | Tomorrow, I am _____ to work on my bike.           |
| 4. to lie   | Every afternoon she _____ down for a nap.          |
| 5. to go    | I _____ to Europe on vacation last year.           |
| 6. to ring  | The telephone had _____ ten times before I got it. |
| 7. to take  | We'll _____ the children to the park in an hour.   |
| 8. to do    | They've _____ their homework already.              |
| 9. to write | Many things have been _____ about Abraham Lincoln. |
| 10. to have | She _____ a report due nearly every week.          |



## SUBJECT/VERB AGREEMENT

When speaking of subjects and verbs, we use the term “number” to indicate “one” and “more than one.” Singular is “one” and plural is “more than one.” For a sentence to be grammatically correct, both parts must agree to be either singular or plural. So a singular subject must take a singular verb, and a plural subject must take a plural verb. (Look back to the conjugated verbs on page 10 to see examples of singular and plural.)

Example: (Subject is underlined once and verb twice.)

- A jet plane travels faster than any other form of transportation.
- Jet planes travel faster than any other form of transportation.
- The child was unusually active last night.
- The children were unusually active last night.

With the exception of a few unusual words such as child, men, deer, mouse, etc., the addition of an –s to a noun makes it plural. The addition of an –s to a verb makes it singular.

## Exercise F

Some of the following subjects and verbs agree in number. Some do not. If they do, put a + after them; if they don't, put a - and then change to the correct form. Answers are on page 21.

toys are	_____	Barbara give	_____
stapler sits	_____	officers works	_____
flowers is	_____	workers give	_____
children has	_____	men speak	_____
bell rings	_____	doctors advises	_____

The number of a subject is not usually changed with the addition of a phrase between the subject and the verb, but it often causes an error in agreement when the speaker tries to make the verb agree with a word in the phrase. In the following sentences, the subject is underlined once and verb twice.

- Neither of the players have gone to the playoffs. (incorrect: “have gone” should be “has gone” because it goes with “neither” that is singular and not “players” that is plural)
- Members of the student council meets every Thursday. (incorrect: “meets” should be “meet” because it goes with “members” that is plural and not “council” that is singular)

One added note: in a compound subject (two or more subject nouns or pronouns with “and”) use the plural form of the verb. Example: “The children and she go to the park on Saturday.” However, when you’re using either/or or neither/nor, go by the number of the subject closest to the verb. “Neither the children nor she goes to the park on Saturday.” “Neither she nor the children go to the park on Saturday.”

And NEVER start a sentence with “me”! The subject form of the pronoun is “I” and most people get that correct—unless they are dealing with a compound subject. And even then you would always mention the other person or group first.

Incorrect: Me and my friends always stop for ice cream after a movie.

Correct: My friends and I always stop for ice cream after a movie.

Incorrect: I and Carol always stop for ice cream after a movie.

Correct: Carol and I always stop for ice cream after a movie.

## ADJECTIVES AND ADVERBS

Things would be pretty dull if we only wrote sentences with subjects, verbs, and an occasional prepositional phrase. So we can add interest and details to our writing by using modifiers, also known as adjectives and adverbs. See how these modifiers or descriptive words give a fuller and more interesting picture.

The secretary worked in the office.

The *efficient, attractive* secretary worked *quickly* but *quietly* in the *overcrowded* office.

## ADJECTIVES

Adjectives modify nouns and pronouns. To modify means to limit, and an adjective describes or limits the number of things or ideas and makes the meaning more definite. An adjective answers one of three questions:

how many? *three* cats, *many* people, *thirty* dollars  
 which one? *this* magazine, *those* cars, the *tall* one,  
 what kind? *colorful* flag, *pretty* flower, *good* student, the meeting is *boring*

As you may have noticed, the adjective does not always stand next to the noun or pronoun it modifies. Sometimes it is separated, often by several words. Look at these examples:

- The ski slope is extremely *dangerous*. (modifies ski slope)
- *Most* employees have been *productive* in the past month. (both modify employees)

We are most familiar with the very common *a, an, the*, but we may not think of them as adjectives. They are, but we generally call them articles. Other words considered adjectives at times are pronouns. Check these out:

*another* criminal

*her* cousin

*several* teeth

### Exercise G

In the following paragraph, identify and make a list of the adjectives in order, and indicate what noun or pronoun they modify. Ignore the articles. Answers are on page 21.



*Ludite  
Toy  
Company*



The Ludite Toy Company has a long and successful history with both customers and employees. It is thriving based on its fair treatment of all concerned parties. The bright, child-friendly toys are intended to be safe and stimulating to little minds...



## ADVERBS

While adjectives modify nouns and pronouns, adverbs modify verbs, adjectives, and other adverbs. Just as adjectives make writing more interesting and specific, adverbs do the same. Adverbs limit through four questions:

how?	very, extremely, slowly, well
when?	finally, promptly, soon, late
where?	here, there, everywhere, nowhere
how often?	frequently, usually, always, seldom

You may have noticed that adverbs often end in -ly. This happens when you take an adjective and add -ly to make it an adverb. Note these examples:

- Skydiving is an extreme sport. (**Extreme** tells “what kind” of sport, so it is an adjective.)
- Skydiving is an extremely dangerous sport. (**Dangerous** is an adjective that tells “what kind” of sport skydiving is, and **extremely** modifies the adjective **dangerous** to tell “how.”)



Problems arise when people mistakenly use **good** and **well** incorrectly. **Good** is always an adjective and should never be used as an adverb.

Incorrect: He runs good. (used incorrectly as an adverb answering “how”)

Correct: He is a good runner. (used correctly as an adjective telling “what kind” of runner)

**Well**, on the other hand, can be used as either an adjective when speaking of health or an adverb answering the question “how.”

Correct: Yesterday, she was sick, today, she is well.

Correct: Barbie got all her shots at the well baby clinic.

Correct: He runs well.

Other problems arise when an adjective is used as a adverb.

Incorrect: He spoke serious to the children.

Correct: He spoke seriously to the children.

Incorrect: They are real good workers.

Correct: They are really good workers.

## Exercise H

In the following warped nursery rhyme, insert adverbs on the lines. Answers may vary, but examples are on page 21.

Jack and Jill went \_\_\_\_\_ up the hill to fetch a  
\_\_\_\_\_ large pail of water. Jack \_\_\_\_\_ fell  
down, and hurt his \_\_\_\_\_ shiny crown, and Jill  
\_\_\_\_\_ came tumbling after.

### FINAL NOTE

Adjectives and adverbs should be positioned close to the words they are modifying as position changes the meaning of the sentence. Incorrect positioning might cause a change in intended meaning.

I saw the *frightened* child. *Frightened*, I saw the child. (In the first sentence, *frightened* is an adjective and tells “what kind” of child. In the second sentence, *Frightened* is also an adjective, but it describes “I.”)

*Only* qualified employees will be invited to attend the conference. Qualified employees will be invited to attend *only* the conference. (In the first sentence, *only* is an adverb and modifies “qualified.” In the second sentence, *only* is also an adverb and it modifies “attend.”)

## GED EXERCISE

On Part 1 of the Writing Skills Test, you will be expected to read letters, instructions, and other nonfiction pieces and correct any grammar and usage problems that exist. In the following memo, note any problems with nouns, pronouns, subject/verb agreement, irregular verbs, contractions, adjectives and adverbs, and choose the best way to make corrections. Answers are on page 22.

To: All Little Witchey and Chocolate Broomstick production team members  
 From: Director, Manufacturing Division  
 Goody Candy Company  
 Re: Halloween Quota Party  
 Date: November 5, 2003

(1) We here in the Manufacturing Division want to congratulate you on the way your teams pulled together and met the inventory quotas set forth by the company last summer. (2) Meeting the quotas with all they're problems was a remarkable feat.

(3) The company and its distributors wasn't sure that was possible. (4) The demand has been so great for Little Witcheys and Chocolate Broomsticks the past few years, that it seems running the candy making machines 24/7 wouldn't be enough. (5) But we lay down the challenge and you met it! (6) You did real well!

(7) Now Goody Candy Company wants to show its appreciation for all your hard work. (8) On November 15, the Little Witchey and Chocolate Broomstick teams will quit work early and meet in the lunchroom for a Halloween Quota Party. (9) Only team members will be allowed to attend, and dinner will be served. (10) (Dessert will NOT consist of Little Witcheys!)

(11) You've made us proud, so come out to the party and celebrate with us. (12) Its your victory, so be sure to turn off your machine, drop your apron, and prepare to have a good time with your friends and co-workers! (13) See you there!

In the following exercise, choose the one best way to correct the sentence if necessary. Answers are on page 22.

1. **(1) We here in the Manufacturing Division want to congratulate you on the way your team pulled together and met the inventory quotas set forth by the company last summer.**
  - 1) change want to wants
  - 2) changed pulled to pulls
  - 3) sentence is correct as it stands
  - 4) change your teams to they
  - 5) change you to them
2. **(2) Meeting the quotas with all they're problems was a remarkable feat.**
  - 1) change they're to their
  - 2) change was to were
  - 3) change problems to problem
  - 4) sentence is correct as it stands
  - 5) change quotas to quota
3. **(3) The company and its distributors wasn't sure that was possible.**
  - 1) sentence is correct as it stands
  - 2) change its to it's
  - 3) change wasn't to weren't
  - 4) change The company to It
  - 5) change its to we
4. **(4) The demand has been so great for Little Witcheys and Chocolate Broomsticks the past few years, that it seems running the machines 24/7 wouldn't be enough.**
  - 1) change has to have
  - 2) changes demand to demands
  - 3) sentence is correct as it stands
  - 4) change seems to seemed
  - 5) change wouldn't be enough to wasn't enough
5. **(5) But we lay down the challenge and you met it!**
  - 1) change lay to laid
  - 2) combine with sentence (6)
  - 3) change met to meet
  - 4) change we to you
  - 5) change challenge and challenges
6. **(6) You did real well!**
  - 1) change you to we
  - 2) change real well to real good
  - 3) change did to done
  - 4) sentence is correct as it stands
  - 5) change real well to really well

7. **(8) On November 15, the Little Witchey and Chocolate Broomstick teams will quit work and meet in the lunchroom for a Halloween Quota Party.**

- 1) put after sentence 9
- 2) change quit to quits
- 3) change meet to met
- 4) sentence is correct as it stands
- 5) change Party to Parties

8. **(12) Its your victory, so be sure to turn off your machine, drop your apron, and prepare to have a good time with your friends and co-workers!**

- 1) sentence is correct as it stands
- 2) change turn off your machine to turn off our machine
- 3) change friends to friend
- 4) place after sentence (13)
- 5) change Its to It's

## ANSWERS AND EXPLANATIONS

Page 1: Words You Need to Know

1. imbed
2. modify
3. conjugate
4. tense
5. pronoun

Page 3-4: Exercise A

1. Barbara
2. monkeys
3. N/C
4. mother
5. N/C   cities   N/C

Page 5: Exercise B

Fill-in:

1. who
2. He   our (or my)
3. him   us
4. None   his

Replace:

1. it   they
2. Nobody
3. Your
4. We   our
5. whom
6. I (or we)   ourselves   its

Page 7: Exercise C

they (new students)	much, it (argument)	many (graduation requirements)
them, others (graduation requirements)		neither one (two instructors)
several (students)	he (young man)	he (young man)
each other, both, them (instructors)		everyone (all the people there)

Page 9: Exercise D

On Farmer Brown's farm, there are numerous animals, N/C and each type of animal has a different food. The one horse's feed generally consists of grass, hay, and grain. Its diet is usually the same, but it sometimes gets carrots and apples as a special treat. The chickens eat grain. The many sheep eat green grass and hay. A lot of sheep's food grows naturally on the farm. The farm only has one pig, and its food consists of "slop," leftover food from the farmer's table as well as some grain.

Page 12: Exercise E

1. was
2. spoken
3. going to ride
4. lies
5. went
6. rung
7. take
8. done
9. written
10. has

Page 13: Exercise F

toys are	___+___	Barbara give	___-__gives
stapler sits	___+___	officers works	___-__work
flowers is	___-__are	workers give	___+___
children has	___-__have	men speak	___+___
bell rings	___+___	doctors advises	___-__advise

Page 14: Exercise G

The Ludite Toy Company has a long and successful history with both customers and employees. It is thriving based on its fair treatment of all concerned parties. The bright, child-friendly toys are intended to be safe and interesting to little minds...

<u>Adjective</u>	<u>Noun or Pronoun it Modifies</u>
long	history
successful	history
both	customers and employees
fair	treatment
all	parties
concerned	parties
bright	toys
child-friendly	toys
safe	toys
stimulating	toys
little	minds

Note: “thriving” in the second sentence, although it may be used as an adjective at times as in the “thriving city,” is here used as a present continuous verb form with the helping verb “is.”

Page 16: Exercise H

(Answers may vary. These are just examples.)

Jack and Jill went quickly up the hill to fetch a very large pail of water. Jack promptly fell down, and hurt his extremely shiny crown, and Jill soon came tumbling after.



Page 18-19: GED Exercise

1. 3) Sentence is correct as it stands.
2. 1) They're is a contraction for "they are," and what is needed here is the possessive their.
3. 3) This sentence needs the plural form weren't because the sentence has a compound subject.
4. 4) Since the action took place in the past tense, seemed is the correct word.
5. 1) Laid is needed here because it indicates a "challenge" was laid down. Lay is past tense for "to lie" or something done to oneself.
6. 5) Real is an adjective, but what is needed here is the adverb "really" to modify the adverb well as in "how well."
7. 4) Sentence is correct as it stands.
8. 5) Its is a possessive pronoun. What is needed here is It's, the contraction for "It is."