

GED Language Arts, Writing Focus Sheet: Lesson 1

- Focus:
- Theme: Learning Styles & Goal Setting
 - Activities: Journal Free Write & Learning Style Inventory
 - Introduction to Parts of Speech: Nouns
 - Spelling & Vocabulary

- Skills:
- Critical thinking & questioning
 - Develop an opinion
 - Write an opinion statement
 - Recognize & use nouns
 - Improve spelling & vocabulary in context

- Materials:
- Journal (notebook)
 - Contemporary's English Exercises: Mastering Parts of Speech, Nouns pp. 3 - 7
 - Contemporary's textbook: Parts of a Sentence, pp. 19-33, Nouns pp. 32-37
 - Noun Overview Worksheet
 - ELSIE Learning Styles Inventory
 - Spelling/Vocabulary List

Site Facilitator Tasks:

- Confirm enrollment list of students
- Encourage discussion and writing on topic
- Copy and distribute worksheets

SCANS Standards:

- Workplace Competencies:
Resources: C1
Information: C5, C6, C7
- Foundation Skills:
Basic Skills: F1, F2, F3, F5, F6
Thinking Skills: F7 – F12

GED Language Arts, Writing

Lesson 1: Spelling Rules

- **i before e rule:** i before e, except after c or when sounding like a (long a) as in neighbor or weigh

- **double consonant rule (cvc pattern):**
Generally, the consonant, vowel, consonant pattern results in a short vowel sound and requires that the final consonant in the group is doubled before the word continues or when an ing or ed ending is added.
Example: hop = hopped or hopping

- **Double vowel rule:**
When two vowels appear next to each other, usually only the first one is sounded. The first vowel makes a long vowel sound, while the second vowel is silent. Remember the verse, “When two vowels going walking the first does the talking.”
Examples: boat, lean, rain, seen
Exceptions: book, look, soon, oil

- **Silent e rule: (vcve pattern)**
The first vowel has a long sound in a word that follows the consonant, vowel, consonant, silent e rule (cvce). The silent e is dropped when the ing or ed endings are added.
Example: hope = hoped or hoping

CLN Televised Courses
GED Language Arts, Writing
Nina Beegle, Instructor

GED Language Arts, Writing Lesson 1: Noun Overview Worksheet

NOUNS: DEFINITION

A NOUN can be a person, a place, a thing, or an idea.

EXAMPLES: man, children, store, a dream

There are two kinds of NOUNS:

COMMON NOUNS: Any non-specific person, place, or thing.

Common nouns do not have capital letters.

EXAMPLES: cat, woman, house, love.

PROPER NOUNS: A specific person, place, or thing.

Proper nouns need a capital letter.

EXAMPLES: John, Tommy, Hillyard Clinic, January.

HELPFUL INFORMATION REGARDING COMMON & PROPER NOUNS:

1. All sentences begin with a capital letter. The following are also capitalized:
 - Dates (June 6, 2001)
 - Days of the week (Wednesday)
 - Months of the year (February)
 - All names of people, places and things (Jim, The White House, Titanic)
 - Titles of books (Little Women)
 - All nationalities of people (French, German, Black, Italian, African)
 - North, south, east & west are capitalized only if they name a particular place.
 - EXAMPLE: I live in The North. When north, south, east and west are used as a direction, they are NOT capitalized. EXAMPLE: To get to my house you must go north on Market Street and then go east on Freya Street.
 - Courses you take in school are not capitalized unless they have a number near them, or unless it is a specific language class. EXAMPLE: I am taking geometry. It is not as difficult as Algebra 101. I also take science and Italian.

2. All nouns are used as either subjects or objects in a sentence.
 - a) Nouns can be subjects:

John hit the ball. In this sentence, John is the subject because John is *WHO* the sentence is about.

- b) Nouns can be Direct Objects:
Tom rang the bell. In this sentence, bell is the direct object because bell is the *direct receiver of the action* of the verb, which is rang.
- c) Nouns can be Indirect Objects:
Tom hit me the ball. In this sentence, me is the indirect object because it *does not directly receive the action* of the verb. In other words, Tom did not hit me. He hit the ball to me.
- d) Nouns can be Objects of Prepositions:
Tom hit the ball over the fence. over the fence is a prepositional phrase. All prepositional phrases begin with a preposition and all end with an object. Prepositions are easily identified by remembering that they *often tell where the action happened*. EXAMPLE: in a tree, around a corner, out the door, down the road.

3. SINGULAR AND PLURAL NOUNS

- Nouns that name ONE person, ONE place, or ONE thing are said to have singular number. EXAMPLE: girl, sound, pear, lake, dog.
 - Nouns that name more than one person, place or thing are called plural in number. EXAMPLE: girls, sounds, pears, lakes, dogs.
- a) Most nouns form their plural by adding “S” EXAMPLE: girl = girls, top = tops, star = stars.
- b) Most plural nouns ending in “CH”, “SH” or “X” form their plural by adding “ES”. EXAMPLE: church = churches, brush = brushes, ax = axes.
- c) Nouns ending in “Y” that have a consonant before the “Y”, form their plural by changing the “Y” to an “I” and adding “ES”. EXAMPLE: city = cities, army = armies.
- d) Nouns ending in “Y” preceded by a vowel form their plurals by adding “S”. EXAMPLE: boy = boys, day = days.

- e) Some nouns ending in “F” or “FE” form their plurals by changing the “F” or “FE” to “VES”. EXAMPLE: loaf = loaves, thief = thieves.
 - f) Some nouns ending in “F” or “FE” form their plurals by adding “S”. EXAMPLE: roof = roofs, bluff = bluffs.
 - g) Most nouns ending in “O” that have a vowel right before the “O”, form the plural by adding “S”. EXAMPLE: radio = radios.
 - h) Some nouns ending in “O” that have a consonant just before the “O” form the plural by adding “ES”. EXAMPLE: potato = potatoes, tomato = tomatoes. The nouns in this category that have to do with musical instruments or musical terms, form their plurals by adding an “S”. EXAMPLE: piano = pianos, banjo = banjos, alto = altos.
 - i) A few nouns follow no rule in forming their plural. EXAMPLE: foot = feet, child = children.
4. A few nouns have the same form for both singular and plural. EXAMPLE: trout = trout, deer = deer, sheep = sheep.

GED Language Arts, Writing
Lesson 1: LEARNING STYLES
How do "you" learn best?

Put check marks next to the items that apply to you.

Listening

1. I like to listen to people talk about things.
2. I usually remember what I hear.
3. I would rather watch a movie than read a book.
4. I learned more in school by listening to the teacher's explanation rather than by reading the textbook.
5. I would rather listen to the news on the radio than read the newspaper.
6. I would rather someone tell me about upcoming meetings at work than have to read about them in memos.

Total number of check marks: _____

Viewing

1. I get pictures in my head when I read.
2. I remember faces better than I remember names.
3. When I have to concentrate on a spelling word, I see that word in my mind.
4. When I take a test, I can see in my mind what the notes I took in class look like and that helps me get the answer.
5. I remember what pages in a book look like.
6. I remember events in the past by seeing them in my mind.

Total number of check marks: _____

Doing

1. When I'm thinking through a problem, I pace around or move around a lot.
2. It's hard for me to still and study.
3. I would rather learn by doing something with my hands than read about that same thing in a book.
4. I like to make models of things.
5. When I see something new and interesting I usually want to touch it in order to find out more about it.
6. I would rather go out dancing or bowling than stay home and read a book.

Total number of check marks: _____

Writing

1. I write down things that I need to remember.
2. I make fewer mistakes when I write than when I speak.
3. I like to when someone who is explaining something to me uses a blackboard or a piece of paper to write down the main points, so that I can copy what he/she writes.
4. I keep my schedule by writing down the things that I need to do. I would be lost without my daily planner.
5. After I take notes, I rewrite my notes in order to better understand something.
6. When I read, I often take notes in order to better understand the ideas I've read.

Total number of check marks: _____

Reading

1. I would rather read a report myself than be told what is in it.
2. I like to read in my free time.
3. I usually remember information that I read better than information that I hear.
4. I would rather read the newspaper than watch the news on TV.
5. I can learn how to put something together by reading the instructions.
6. I like it when teachers write on the board, so that I can read what they write.

Total number of check marks: _____

Speaking

1. When I have a problem to figure out I often talk to myself.
2. People have wondered why I talk to myself.
3. I remember things better when I say them out loud. For example, if I have to learn a new phone number, I repeat it again and again to myself.
4. I communicate better by speaking than by writing.
5. I enjoy talking on the phone.
6. I learn best when I study with other people, and we discuss new ideas or concepts.

Total number of check marks: _____

Your Learning Style:

The areas where you have three or more check marks indicate your preferred learning style. For example, you may learn best when you are able to write down what you hear. Or, you may need to talk more about new information to really get it. Or, you might be one of those people who can put together a model plane without having to look at the instructions.

Learning my Way

Now that you have identified some of the ways that you learn best, here are some tips on how to improve your learning.

If you learn best by Listening...

- Read aloud the information you are studying.
- Use a videotape or an audiotape to record classes or trainings, and listen to the tapes to review the information.
- Ask people to explain things to you that you don't understand.
- Study with other people.
- Ask to have oral examinations instead of written tests.
- Call people on the phone instead of writing to them.
- Ask people about upcoming events instead of relying on memos.
- Choose a job where listening plays an important role.

If you learn best by Viewing...

- Watch other people do the things that you are going to need to know how to do. You will be able to visualize their actions later on.
- Calm yourself by imagining you are in a comfortable environment and that nothing can interfere with your peace.
- As you read something, imagine what it would look like if it were happening in real life, or on TV.
- As you study maps, pictures, charts or diagrams, look at them once and then close your eyes and "see" them again.
- Watch videos on a subject so that you will have an easier time "seeing" the information again.
- Visualize the thing that you are going to need to do in a day.
- Take note of the shape and color of the things that you will want to remember.
- Visualize telephone numbers and words in your mind.
- Use charts, graphs and pictures.

If you learn best by Doing...

- If given a choice, show others that you know how to do something by showing them how you do it rather than taking a test or describing to them how you will do it.
- Go on field trips to see how things are actually done.
- When you have to learn how to do something new, watch someone who is actually doing it and ask them to coach you while you do it.
- Choose a job that lets you work with your hands and move around.
- Be sure that your work area has room for you to move around.
- Try moving/walking around when problem solving or when you need to recall information.
- Use your fingers or small objects when working with numbers.
- Act out instructions someone gives you. If they say go right, move your right hand to go right.

If you learn best by Writing...

- When you read, have a pencil with you so you can underline and take notes as you read along.
- Take notes when listening to instructions. Recopy your notes later on.
- Write down the things that you need to do. Make lists. Keep a written schedule.
- Get a job that involves writing.
- Write people memos in order to convey information.
- When providing instructions, be sure to have use of a chalkboard so that you can write on it.

If you learn best by Reading...

- Read a book that describes what you need to learn before attending a demonstration or lecture.
- Take good notes and then read them later on.
- Make plans for the future by reading about your options. Read travel guides for example.
- Read instructions instead of having someone tell you or show you how to do something.
- Have people write down directions for you to read.
- Read newspapers, job newsletters and memos to get the information you need.
- Choose a job that requires reading.

If you learn best by Speaking...

- Ask questions when you don't understand something or when you need clarification.
- Talk to yourself when you are problem solving or learning something new.
- Study with other people so that you can talk to them about the new information.
- Dictate into a tape recorder the things that you need to remember and play back the tape to remind yourself.
- Repeat things right after you hear them in order to better remember them.
- Repeat phone numbers and names out loud.
- Choose a job that requires a lot of talking.

Asking for Accommodations

Many people aren't aware that learning preferences exist. Others are usually not aware of what your particular learning preference is. Let them know. Feel free to share with them what you know about your own learning style.

Doing: "I wonder if you could show me how this works?"

Listening: "Could you explain to me how this works?"

Reading: "Would you mind giving me written instructions of how this works?"

Viewing: "Would you mind giving me a diagram of how this works?"

Speaking: "Let's talk through this together."

Writing: "Let me write down what you are saying about how this works."

Other Considerations

It is also important to strengthen your weak learning modalities. Select a modality that is weak. Share ideas with classmates for improving that modality.

GED Language Arts, Writing
Lessons 1: LEARNING STYLE IDENTIFICATION EXERCISE 1

The following words are to be used with the worksheet on the following page.

Sample demonstration words: SINK, HOLD

- | | |
|-------------|---------------|
| 1. pool | 26. baby |
| 2. fear | 27. paint |
| 3. happy | 28. warm |
| 4. running | 29. strange |
| 5. tall | 30. enemy |
| 6. five | 31. down |
| 7. ground | 32. above |
| 8. ugly | 33. liar |
| 9. summer | 34. boy |
| 10. God | 35. freedom |
| 11. gate | 36. kill |
| 12. lawn | 37. beautiful |
| 13. read | 38. shame |
| 14. talk | 39. letter |
| 15. angry | 40. swim |
| 16. house | 41. gross |
| 17. foot | 42. street |
| 18. ocean | 43. think |
| 19. friend | 44. hungry |
| 20. guilty | 45. hope |
| 21. justice | 46. truth |
| 22. good | 47. love |
| 23. paper | 48. bad |
| 24. chicken | 49. yellow |
| 25. law | 50. story |

LEARNING STYLE IDENTIFICATION EXERCISE 1

As each word is read, mark your response to the word in one of the four categories:

1. Visualization: Mental picture of the object or activity
2. Written Word: Mental image of the word spelled out
3. Listening: Hearing the sound which carries the meaning
4. Activity: Physical/emotional feeling about the word

Sample demonstration words (listed on the word list page)

A. _____ B. _____

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 18. _____ | 35. _____ |
| 2. _____ | 19. _____ | 36. _____ |
| 3. _____ | 20. _____ | 37. _____ |
| 4. _____ | 21. _____ | 38. _____ |
| 5. _____ | 22. _____ | 39. _____ |
| 6. _____ | 23. _____ | 40. _____ |
| 7. _____ | 24. _____ | 41. _____ |
| 8. _____ | 25. _____ | 42. _____ |
| 9. _____ | 26. _____ | 43. _____ |
| 10. _____ | 27. _____ | 44. _____ |
| 11. _____ | 28. _____ | 45. _____ |
| 12. _____ | 29. _____ | 46. _____ |
| 13. _____ | 30. _____ | 47. _____ |
| 14. _____ | 31. _____ | 48. _____ |
| 15. _____ | 32. _____ | 49. _____ |
| 16. _____ | 33. _____ | 50. _____ |
| 17. _____ | 34. _____ | |

Adapted from "Learning Style Identification Exercise" by Henry Reinert.
From the I•CANS Learning to Learn Toolbox.

GED Language Arts, Writing
Lesson 1: Learning Styles and Goal Setting
Spelling List

1. learn
2. strategies
3. preference
4. assessment
5. identify
6. style
7. environment
8. receive
9. information
10. process
11. evaluation
12. accommodations

GED Language Arts, Writing Focus Sheet: Lesson 2

- Focus:
- Theme: Learning Styles & Goal Setting
 - Activities: results from ELSIE Learning Styles Inventory
 - Nouns: singular, plural, possessive
 - Writing: Topic Sentences
- Skills:
- Learn & practice essential elements of a topic sentence
 - Recognize & use correct forms of noun
 - Evaluate & articulate personal learning style
 -
- Materials:
- Journal
 - Contemporary's English Exercises: Mastering Parts of Speech, Nouns pp. 8-10
 - Contemporary's textbook: Plurals & Possessives, pp. 36 & 37, 43 - 50 and Review Quiz
 - Possessive Nouns Worksheet
- Site Facilitator Tasks:
- Copy & distribute worksheets
 - Send copy of first writing sample to instructor
- SCANS Standards:
- Workplace Competencies:
Resources: C1
Information: C5, C6, C7
 - Foundation Skills:
Basic Skills: F1, F2, F3, F5, F6
Thinking Skills: F7 – F12

GED Language Arts, Writing

Lesson 2: Possessive Nouns Worksheet

Possessive nouns are next to one another in a sentence. This tells the reader that one noun owns the other; therefore, the term POSSESSIVE NOUN is used. EXAMPLE: The boy's cap was lost. As you can tell, the boy owned the cap.

We always use an apostrophe to show possession. Please do not mistake possessive nouns for singular and plural nouns. There is a difference. Singular and plural nouns DO NOT use an apostrophe. When a noun owns another noun, it shows possession by using an apostrophe.

The following chart shows how possessive nouns are used:

ALL SINGULAR NOUNS	ADD 'S	EXAMPLES <ul style="list-style-type: none">• boy = boy's• girl = girl's• country = country's	<ul style="list-style-type: none">• a boy's watch• the girl's hat• a country's flag
PLURAL NOUNS ENDING IN "S"	ADD S'	EXAMPLES <ul style="list-style-type: none">• scouts = scouts'• travelers = travelers'• ladies = ladies'	<ul style="list-style-type: none">• the scouts' code• the travelers' luggage• a ladies' purse
PLURAL NOUNS NOT ENDING IN "S"	ADD 'S	EXAMPLES <ul style="list-style-type: none">• men = men's• people = people's• children = children's	<ul style="list-style-type: none">• the men's locker• the people's choice• the children's pool

Remember these facts to form possessive nouns:

1. If the noun does not end in "S", you add an apostrophe and an "S" ('s).
2. If the noun does end in "S", you only add an apostrophe.

EXERCISES:

PUNCTUATION

Select the sentence that does not have an error in the use of apostrophes.

1. a) Childrens' coats aren't on sale.
 b) Children's coats aren't on sale.
 c) Childrens coats aren't on sale.

2. a) I did two families lawns in one day's time.
 b) I did two families' lawns in one day's time.
 c) I did two family's lawns in one day's time.

3. a) They're asking for each boy's help.
 b) They're asking for each boys' help.
 c) There asking for each boy's help.

4. a) Who's going to your house?
 b) Whose going to your house?
 c) Who's going to you're house?

5. a) Its hard to turn it's motor over.
 b) It's hard to turn it's motor over.
 c) It's hard to turn its motor over.

6. a) Todays special sale is on mens ski jackets.
 b) Today's special sale is on men's ski jackets.
 c) Today's special sale is on mens' ski jackets.

7. a) Our team was'nt as good as their's.
 b) Our team wasn't as good as their's.
 c) Our team wasn't as good as theirs.

Punctuate the following lines by adding commas, quotation marks and end marks where necessary.

1. Oh I saw it on television exclaimed Jerry.
2. What is the story about asked Bill.
3. Dorothy explained that it was the story of a crippled shepherd boy
4. The little girl cried please help me
5. I can't tell you the instructor said what your final grade will be.

NOUNS: SINGULAR AND PLURAL POSSESSIVES

Read each sentence and decide if the underlined part should be changed. There are four possible choices beneath each sentence. Circle the one you think is correct.

1. Those trousers fit you nicely.
a) trousers' fit c) trousers fits
b) trouser's fit d) trousers fit

2. My trousers pocket has a hole.
a) trousers' c) trouser's
b) trousers d) trousers's

3. These blanket belong in the cupboard.
a) blanket's c) blanket
b) blankets d) blankets'

4. That blankets hem is ripped.
a) blanket's c) blanket
b) blankets d) blankets'

5. Our senators work in Washington, D.C.
a) senators c) senator's
b) senators' d) senator

6. The senator office is on the second floor.
a) senators c) senator
b) senators' d) senator's

7. The black shoe with silver straps are under the bed.
a) shoe c) shoe's
b) shoes' d) shoes

8. The shoes' buckle is broken.
a) shoe's c) shoes'
b) shoes d) shoeses

9. The two bus's collided at the corner.
a) bus c) buses
b) bus's d) busses

10. Mary sat next to the bus rear exit.
a) bus c) buses
b) bus's d) busses

11. The Jones live next to my aunt.
- | | |
|------------|------------|
| a) Jones' | c) Jones |
| b) Joneses | d) Jones's |
12. All the Joneses in the United States had a family reunion.
- | | |
|------------|------------|
| a) Joneses | c) Jones |
| b) Jones' | d) Jones's |

GED Language Arts, Writing Lesson 2: Possessive Nouns

ANSWER KEY

PUNCTUATION

1. a) Childrens' coats aren't on sale.
 b) Children's coats aren't on sale.
 c) Childrens coats aren't on sale.

2. a) I did two families lawns in one day's time.
 b) I did two families' lawns in one day's time.
 c) I did two family's lawns in one day's time.

3. a) They're asking for each boy's help.
 b) They're asking for each boys' help.
 c) There asking for each boy's help.

4. a) Who's going to your house?
 b) Whose going to your house?
 c) Who's going to you're house?

5. a) Its hard to turn it's motor over.
 b) It's hard to turn it's motor over.
 c) It's hard to turn its motor over.

6. a) Todays special sale is on mens ski jackets.
 b) Today's special sale is on men's ski jackets.
 c) Today's special sale is on mens' ski jackets.

7. a) Our team was'nt as good as their's.
 b) Our team wasn't as good as their's.
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Punctuate the following lines by adding commas, quotation marks and end marks where necessary.

1. "Oh, I saw it on television!" exclaimed Jerry.
2. "What is the story about?" asked Bill.
3. Dorothy explained that it was the story of a crippled shepherd boy.
4. The little girl cried, "Please help me!"
5. "I can't tell you," the instructor said, "what your final grade will be."

NOUNS: SINGULAR AND PLURAL POSSESSIVES

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1. Those trousers fit you nicely.

a) trousers' fit	c) trousers fits
b) trouser's fit	d) <u>trousers fit</u>

2. My trousers pocket has a hole.

a) <u>trousers'</u>	c) trouser's
b) trousers	d) trousers's

3. These blanket belong in the cupboard.

a) blanket's	c) blanket
b) <u>blankets</u>	d) blankets'

4. That blankets hem is ripped.

a) <u>blanket's</u>	c) blanket
b) blankets	d) blankets'

5. Our senators work in Washington, D.C.

a) <u>senators</u>	c) senator's
b) senators'	d) senator

6. The senator office is on the second floor.

a) senators	c) senator
<u>b)</u> senators'	d) <u>senator's</u>

7. The black shoe with silver straps are under the bed.

a) shoe	c) shoe's
<u>b)</u> shoes'	d) <u>shoes</u>

8. The shoes' buckle is broken.

a) <u>shoe's</u>	c) shoes'
b) shoes	d) shoeses

9. The two bus's collided at the corner.

a) bus	c) <u>buses</u>	
b) bus's	d) <u>busses</u>	either c or d are acceptable

10. Mary sat next to the bus rear exit.

a) bus	c) buses
b) <u>bus's</u>	d) busses

11. The Jones live next to my aunt.

- | | |
|-------------------|-----------------|
| a) <u>Jones</u> ' | c) <u>Jones</u> |
| b) Joneses | d) Jones's |

12. All the Joneses in the United States had a family reunion.

- | | |
|-------------------|------------|
| a) <u>Joneses</u> | c) Jones |
| b) Jones' | d) Jones's |

CLN Televised Courses
GED Language Arts, Writing
Nina Beegle, Instructor

GED Language Arts, Writing Focus Sheet: Lesson 3

- Focus:
- Theme: Goal Setting
 - Journal writing assignment: Goals
 - Review practice: Complete Sentences
 - Nouns: subject & object
- Skills:
- Applying this week's lesson
 - Writing practice: correct use of topic sentence and complete sentences
- Materials:
- Goal setting worksheet
 - Contemporary's English Exercises: Mastering Parts of Speech, Noun Review, p. 11
 - Journal
- Site Facilitator Tasks:
- Check progress & encourage students
 - Contact instructor for more help
- SCANS Standards:
- Workplace Competencies:
Resources: C1
Information: C5, C7
 - Foundation Skills:
Basic Skills: F1, F2, F6
Thinking Skills: F7 – F12
 - Personal Qualities: F13, F14 & F16

GED Language Arts, Writing
Lesson 3: Writing Assignment
Visualize Your Goals

Instructions:

- Relax and listen to the questions
- Picture your response & think about your answer
- Jot down ideas that you can use later in the writing assignment.

Questions:

1. Think about how things are going for you today or right now for that matter.
2. How would you describe your life right now?
3. Imagine some ways in which your life might change.
4. What can you do today to make those changes happen?
5. Now look to the future and picture yourself one year from today or 5 or even ten years from now.
6. Think about where you are living, picture what you are doing & who else is there. What will you look like then?
7. What is your day like? What time do you get up? Where do you go? What do you do? What do you wear?
8. While visualizing the future, what changes have occurred and how are you feeling?

Use the mind pictures you have created and the ideas you jotted down to help you do this writing assignment.

GED Language Arts, Writing Focus Sheet: Lesson 4

- Focus:**
- Theme: Career Choices
 - Activities: “What I Like in a Job” Worksheet
 - Journal Writing: “What I Look for on a Job”
 - Introduction to Parts of Speech: Verbs
 - Spelling & Vocabulary
- Skills:**
- Use spelling & vocabulary words in context
 - Write a topic sentence - state an opinion and give supporting reasons
 - Write complete sentences
 - Evaluate strengths and preferences
- Materials:**
- Journal
 - Contemporary’s English Exercises: Mastering Parts of Speech, p. 12 (exercise 10)
 - Contemporary’s textbook: Verbs, pp. 51 - 56
 - Worksheet: “What I Like in a Job”
 - Spelling/Vocabulary List
- Site Facilitator Tasks:**
- Return enrollment list of students
 - Copy and distribute worksheets
 - Encourage students to write spelling sentences and complete worksheets
- SCANS Standards:**
- Workplace Competencies:
Resources: C1
Information: C5 – C7
Systems: C15
 - Foundation Skills:
Basic Skills: F1, F2, F5, F6
Thinking Skills: F7 – F12
Personal Qualities: F13, F14, F16

GED Language Arts, Writing
Lessons: 4, 5 & 6
Career Choices
Spelling and Vocabulary List

1. career
2. occupation
3. choose
4. opinion
5. business
6. necessary
7. effective
8. guidelines
9. responsibilities
10. experience
11. qualified
12. reference

GED Language Arts, Writing

Lesson 4: Career Choices

What I Like in a Job

Rate the job characteristics below on a scale from 1 - 4:

- 1 = Very important
- 2 = Important
- 3 = Not very important
- 4 = Not important at all

_____ Work indoors	_____ Work outdoors	_____ Travel on the job
_____ Be my own boss	_____ Meet the public	_____ Help others
_____ Work w/supervision	_____ Compete w/others	_____ Work w/ words
_____ Predictable routine	_____ Lots of variety	_____ Health benefits
_____ Large salary	_____ No take home work	_____ Uses my talents
_____ Advancement	_____ Supervise others	_____ Little responsibility
_____ Use my hands	_____ Work w/people & form relationships	
_____ Work w/numbers	_____ Work with things or machines rather than people	
_____ Create new ideas	_____ Exciting or unpredictable jobs	
_____ Work alone	_____ Contribute to society	
_____ Casual work dress	_____ Meet interesting people	
_____ Dress up to work	_____ Keep busy, some stress	
_____ Low key, no stress		

Answer these questions based on survey responses:

1. Which skills are easy for you and which did you mark as very important?
2. If you marked any as not important, why was that? Consider which areas you might want to strengthen and how you might accomplish that goal.
3. What is preventing you from improving in these areas?
4. If you were a supervisor at a factory, what three skills would you look for in an employee?
5. If you were a supervisor at an office what 3 skills would you look for in an employee?
6. What three characteristics describe the best job situation for you?

GED Language Arts, Writing Focus Sheet: Lesson 5

- Focus:
- Theme: Career Choices
 - Activities: “Best Candidate for the Job”
Worksheet
 - Parts of speech: Verb forms and uses
 - Writing: Essay outline
- Skills:
- Recognition and correct use of verb forms
 - Read and analyze a problem, propose a solution
 - Correct grammar and vocabulary use in context
- Materials:
- Contemporary’s English Exercises: Mastering Parts of Speech, pp. 13 - 16
 - Contemporary's textbook: Irregular Verbs, pp. 57-61
 - Worksheet: “Best Candidate for the Job”
- Site Facilitator Tasks:
- Copy & distribute worksheets
- SCANS Standards:
- Workplace Competencies:
Resources: C1, C4
Information: C5, C6, C7
Interpersonal: C9, C12, C13
 - Foundation Skills:
Basic Skills: F1, F2, F5, F6
Thinking Skills: F7 – F12

GED Language Arts Writing
Lesson 5: Career Choices
The Best Candidate for the Job

I. VOCABULARY

Match the words from the vocabulary list with the definition that best describes it.

1. ideal	a. able to do a job well, producing good results
2. executive	b. disorganized, not neat
3. effective	c. best or perfect
4. correspondence	d. schedule of meeting dates and times
5. wpm	e. used to write down spoken words of another person
6. appointments	f. top manager of a business
7. public relations firm	g. mail, letters etc.
8. calculator	h. number of words per minute
9. cluttered	i. a company which uses TV, radio, newspaper etc. to gain good publicity for a customer
10. dictating machine	j. office machine used to work with numbers

II. JOB DESCRIPTION:

Qualifications for an executive secretary at a public relations firm.

- good keyboarding & shorthand skills
- meets people well - pleasant demeanor
- ability to speak other languages, preferred but optional

CANDIDATES:

	KATHY LONG	BILL KELLY	VIDA MENDEZ	GAIL ROWE
TYPING:	60 wpm	80 wpm	90 wpm	50 wpm
SHORTHAND:	120 wpm	120 wpm	80 wpm	80 wpm
OTHER SKILLS:	calculator & 10 key, knows Microsoft Office & Excel, dictation machine	basic computer skills, calculator & dictation machine	word processor, calculator & dictating machine	word processor, calculator & computer
LANGUAGES:	English	English & French	English & Spanish	English, Spanish & French
APPEARANCE:	neat & tidy	well dressed & well groomed	well groomed natural - no makeup	flashy, lots of makeup
MANNER: INTERPERSONAL SKILLS	business like on phone, independent, keeps clean desk, no clutter in workplace	pleasant phone skills, neat desk, makes many personal calls	high pitched voice but helpful on phone, moody at times, cluttered desk	warm, good phone skills, talks a lot to co-workers, messy
COMMENTS:	doesn't get along w/some co-workers	doesn't socialize w/ other workers but is polite	has some difficulty with female co-workers	pursued by some men in the office
AGE:	24	29	42	35
MARITAL STATUS:	single	married, 3 children	divorced, 1 child	single

QUESTIONS:

Write your responses to each of the following questions concerning the candidates for this position.

1. Which candidate do you think is best qualified for the job? Give supporting reasons for your recommendation.

2. Which of the items on the candidates' information chart should not be considered in a professional interview? Why?

3. Write a short letter of reference for one of the job candidates. The following is a sample letter to use as a model.

September 30, 2001

To Whom It May Concern:

Ms. Judith Lange has worked in our office for the past two years. During that time she was an excellent secretary.

Judith's duties included answering the telephone, filing, creating letters and other documents using Microsoft Word 6 on the computer. She accomplished all these tasks with efficiency. She worked well with the public and was an independent worker. Her only weakness in this job was that she did not always get along well with co-workers. If you need more information about this applicant's job performance, please feel free to contact me.

Sincerely,

Robert Johnson
Vice President
Hill Associates

GED Language Arts, Writing Focus Sheet: Lesson 6

- Focus:
- Theme: Career Choices
 - Writing assignments:
 - ◇ Describe Your Ideal Job
 - ◇ Explain Why You are a Good Candidate for a Job
 - Essay Format: organize and form a plan
 - Verb Review
- Skills:
- Essay writing: 5 paragraph format
 - Proofreading
- Materials:
- Contemporary English Exercises: Mastering Parts of Speech: Review pp. 17 & 18
 - Contemporary's textbook: Review pp. 75-78, Preparing for GED Essay, pp. 207-218
 - Journal
 - GED Essay Outline Worksheet
- Site Facilitator Tasks:
- Send students' writing samples
 - Expressing and supporting an opinion
- SCANS Standards:
- Workplace Competencies:
 - Resources: C1, C4
 - Information: C5, C6, C7
 - Interpersonal: C9, C12, C13
 - Foundation Skills:
 - Basic Skills: F1, F2, F5, F6
 - Thinking Skills: F7 – F12
 - Personal Qualities: F13 – F16

GED language Arts, Writing

Lesson 6: Essay Outline

TOPIC PARAGRAPH: Begin with a topic sentence; state the main idea, your opinion & at least two or three supporting details to be developed in the essay.

FIRST SUPPORTING PARAGRAPH: Write a paragraph to develop the supporting reasons for your opinion. Each supporting detail should have a separate paragraph. A complete paragraph requires two or more sentences.

SECOND SUPPORTING PARAGRAPH:

THIRD SUPPORTING PARAGRAPH:

CONCLUDING PARAGRAPH: Final paragraph restates the main idea and brings your ideas to a conclusion.

GED Language Arts, Writing Focus Sheet: Lesson 7

- Focus:
- Theme: Teamwork & Problem Solving, Solving a Mystery
 - Spelling & Vocabulary
 - Introduction to Worksheet “Who Stole the Family Fortune?”
 - Journal assignment: included in worksheet

- Skills:
- Teamwork
 - Organize information
 - Evaluate and prioritize
 - Support conclusions with reasons
 - Writing practice

- Materials:
- Journal
 - Spelling/Vocabulary List
 - Worksheet: “Who Stole the Family Fortune?”

Site Facilitator Tasks:

- Return enrollment list of students by FAX or e-mail
- Copy and distribute worksheets
- Encourage students to write definitions and sentences for the words on the spelling list
- Read the students’ spelling definitions and sentences

SCANS Standards:

- Workplace Competencies:
Information: C5, C7
Interpersonal: C9, C14
- Foundation Skills:
Basic Skills: F1, F3, F5, F6
Thinking Skills: F7 – F12
Personal Qualities: F15 & F16

GED Language Arts, Writing
Lesson 7: Spelling and Vocabulary List
Problem Solving/Mystery
“Who Stole the Family Fortune?”

Write a definition for each word and write a complete sentence using each word. A spelling quiz will be given in class.

1. organize
2. analyze
3. sequentially
4. solution
5. suspect
6. mansion
7. property
8. mystery
9. clues
10. stolen
11. equally
12. determine

GED Language Arts, Writing

Lesson 7: Mystery Worksheet

“Who Stole the Family Fortune?”

The scene of the crime is the parlor of a large turn-of-the-century mansion in San Francisco. There are five people in the mansion at the time of the crime. One of these people is about to steal the family fortune from the wall safe. Everyone knows how to open the safe. Who stole the money?

These are the known facts:

1. The husband is whispering into his wife’s ear. She is sitting on his right.
2. The person in heavy hunting boots is drinking a soda.
3. Mrs. Filbert’s niece is sitting across from her.
4. The tea drinker takes the sugar from the man who is having coffee.
5. The young heiress is petting the cat.
6. The son enters with a glass of lemonade and gives it to the person sitting on the right of his father.
7. The lights go out.
8. The tea drinker faints into the arms of the coffee drinker.
9. Mrs. Filbert swoons.
10. No one hears any footsteps.
11. When the lights come back on, the safe is empty!

Who Stole the Fortune?

Answer these questions and propose your solution to this crime. Be prepared to support your conclusion with reasons or evidence.

1. Who are the five people in the story?
2. What does Mrs. Filbert’s niece do for a living?

3. What is each person drinking?
4. What is the family's last name?
5. Where is each person sitting?
6. Who turned out the lights?
7. What do you know about the life style of this family? Give reasons with your list.
8. What are some unexpected things about this mystery?

Writing Assignments:

1. Working as a team, each student reads aloud a part of the story on the worksheet. Discuss all the elements of this mystery and propose a solution. Support the team solution with facts and evidence. A variety of problem solving solutions may be used, including acting out the story or drawing a diagram of chart. Show your work.
2. Write a paragraph of three or more sentences describing the actions that occur at the same time.
3. Write the solution which your group reached and defend your accusation with evidence from the story. Include reasons that the other family members are not suspects.
4. Report this incident in the past tense.

GED Language Arts, Writing Focus Sheet: Lesson 8

- Focus:
- Theme: Problem Solving
 - Grammar: Subject/Verb agreement
 - Worksheet: “Stranded in the Jungle” and discussion of mystery solution
- Skills:
- Use a variety of strategies to solve a problem
 - Use grammar and reasoning skills to choose subject and verb forms that agree in form and tense
 - Problem solving and evaluation of elements of a problem
 - Propose and support a solution
- Materials:
- Journal
 - Worksheet: “Stranded in the Jungle”
 - Worksheet: Subject/Verb Agreement
 - Spelling word list
 - Contemporary's textbook: Subject/Verb Agreement, pp. 62-67
- Site Facilitator Tasks:
- Copy & distribute worksheets
 - Encourage students solve the puzzles and compare solutions
- SCANS Standards:
- Workplace Competencies:
Information: C5, C7
Interpersonal: C9, C14
 - Foundation Skills:
Basic Skills: F1, F3, F5, F6
Thinking Skills: F7 – F12
Personal Qualities: F15 & F16

GED Language Arts, Writing
Lesson 8: Spelling and Vocabulary List
Creative Thinking and Problem Solving
“Stranded in the Jungle”

1. descriptive
2. essay
3. journal
4. prioritize
5. negotiate
6. successful
7. effectiveness
8. conclusion
9. creative
10. development
11. calculate
12. equipment

GED Language Arts, Writing
Lesson 8: "Stranded in the Jungle"
Creative Thinking and Problem Solving Worksheet

VOCABULARY:

- | | |
|------------------|---|
| ___ 1. stranded | a) container for water |
| ___ 2. vehicle | b) instrument for finding direction |
| ___ 3. traffic | c) left in a place without transportation |
| ___ 4. intense | d) lush tropical forest |
| ___ 5. canteen | e) vehicles traveling on road |
| ___ 6. equipment | f) to continue living |
| ___ 7. monsoon | g) high in degree, as in heat |
| ___ 8. survival | h) means of transportation |
| ___ 9. compass | i) tools or machines needed for a purpose |
| ___ 10. jungle | j) season of heavy rains |

READ AND EVALUATE THE FOLLOWING SITUATION. ANSWER THE QUESTIONS AND PROPOSE YOUR SOLUTION.

While driving alone on a deserted road into the jungle late in the afternoon, your vehicle breaks down and you can't fix it. You discover that the road you were traveling on is closed to traffic. Your best solution is to walk back to a small village that you remember passing about 1 1/2 hours ago. You were driving about 30 miles per hour over rough roads most of the time. Your vehicle has the following items in it, but you are able to carry only the 5 most important:

- | | | |
|--------------------|----------------------|--------------------|
| • can opener | • pocket knife | • first aid kit |
| • hat | • compass | • flashlight |
| • sunscreen | • insect repellent | • toilet paper |
| • canteen of water | • sleeping bag | • matches |
| • map | • a few canned goods | • plastic raincoat |

Questions:

1. Calculate the distance back to the last village and the approximate amount of time needed to walk that distance.

2. Which 5 items would you take? Arrange in order of importance and explain your reason for choosing each.
 - 1st
 - 2nd
 - 3rd
 - 4th
 - 5th

3. What alternatives are there for resolving the problem?

4. Can you think of any items missing from the list you might need? Name them.

Language Arts, Writing
Lesson 8: Creative Thinking & Problem Solving
“Stranded in the Jungle” Key

VOCABULARY:

<u>c</u>	1. stranded	a) container for water
<u>h</u>	2. vehicle	b) instrument for finding direction
<u>e</u>	3. traffic	c) left in a place without transportation
<u>g</u>	4. intense	d) lush tropical forest
<u>a</u>	5. canteen	e) vehicles traveling on road
<u>i</u>	6. equipment	f) to continue living
<u>j</u>	7. monsoon	g) high in degree, as in heat
<u>f</u>	8. survival	h) means of transportation
<u>b</u>	9. compass	i) tools or machines needed for a purpose
<u>d</u>	10. jungle	j) season of heavy rains

Answer to Questions:

1. a) Calculate the distance back to the last village and the approximate amount of time needed to walk that distance.
 $30 \text{ miles} \times 1 \frac{1}{2} \text{ hours} = 30 \times \underline{3} = 45 \text{ miles}$
- b) Time needed to travel that distance at 3 mph = 15 hours.
at 2.5 mph = 22 $\frac{1}{2}$ hours

2 - 4: *Answers will vary*

GED Language Arts, Writing

Lesson 8: Subject/Verb Agreement Worksheet

Remember: A singular verb is used with a singular subject and a plural verb form is used with a plural subject. Use a singular verb if two singular nouns in a compound subject are joined by or or nor. Use a plural verb if two or more singular nouns in a compound subject are joined by and. When you is the subject, use a plural verb. A collective noun like team or class uses a singular verb, as does a singular indefinite pronoun used as a subject.

Instructions: Proofread and correct any errors of subject/verb agreement in these sentences.

1. The human resources director post the list of job openings once a week.
2. The members of the team is meeting at the stadium.
3. The workers seen the boss leave early yesterday!
4. References as well as a resume is important for a job application.
5. Here is the most recent applicants for the job.

Instructions: Choose the correct form of the underlined verb and circle it.

6. Only one of the employees (was, were) chosen to attend the meeting.
7. Mr. Jones and his assistant (attends, attend) the conference every year.
8. When (does, do) the new employees start?
9. Ms. Smith, the new director of marketing, (has, have) placed an ad in the newspaper.
10. About half of the applications (contain, contains) insufficient information.

Language Arts Writing

Lesson 8: Subject/Verb Agreement Key

Remember: A singular verb is used with a singular subject and a plural verb form is used with a plural subject. Use a singular verb if two singular nouns in a compound subject are joined by or or nor. Use a plural verb if two or more singular nouns in a compound subject are joined by and. When you is the subject, use a plural verb. A collective noun like team or class uses a singular verb, as does a singular indefinite pronoun used as a subject.

Instructions: Proofread and correct any errors of subject/verb agreement in these sentences.

1. The human resources director ^{posts} post the list of job openings once a week.
2. The members of the team ^{are} is meeting at the stadium.
3. The workers ^{saw} seen the boss leave early yesterday!
4. References as well as a resume ^{are} is important for a job application.
5. Here is the most recent applicants for the job.

Instructions: Choose the correct form of the underlined verb and circle it.

1. Only one of the employees (was, were) chosen to attend the meeting.
2. Mr. Jones and his assistant (attends, attend) the conference every year.
3. When (does, do) the new employees start?
4. Ms. Smith, the new director of marketing, (has, have) placed an ad in the newspaper.
5. About half of the applications (contain, contains) insufficient information.

GED Language Arts, Writing Focus Sheet: Lesson 9

- Focus:
- Theme: Problem Solving
 - Spelling activity
 - Parts of Speech: Pronouns
 - Journal writing assignment: your solution to the mystery and problem, using mind maps, creative story
 - Bonus assignment: Country Puzzle
courtesy "I*CANS ToolBox,"
ABLE Network

- Skills:
- Use spelling/vocabulary words correctly
 - Pronoun usage (subject/object)
 - Use reasoning and problem solving to solve the mystery, puzzle and "stranded" problem
 - Proofread writing assignments

- Materials:
- Journal
 - Worksheet: Country Puzzle
 - Worksheet: Indefinite Pronouns
 - Creative essay worksheet
 - Contemporary's textbook: Pronouns pp. 38-42, Indefinite Pronouns, pp. 71-74, Gathering your Ideas, Mind-maps, pp. 219-230

Site Facilitator Tasks:

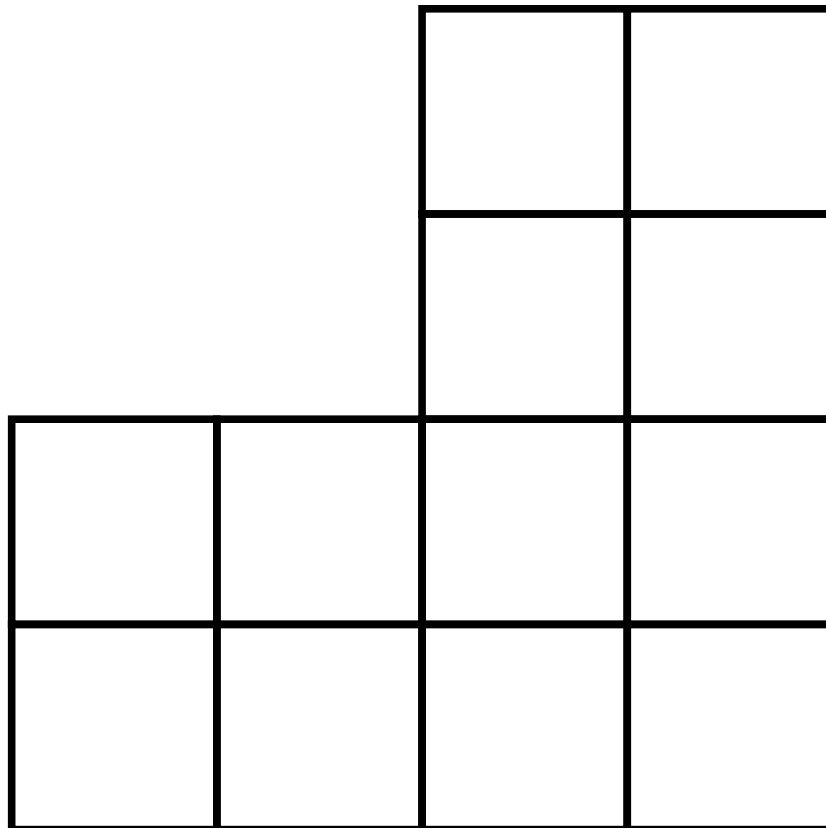
- Encourage students to send a copy of essay & spelling sentences to instructor

SCANS Standards:

- Workplace Competencies:
Resources: C1
Information: C5, C7
Interpersonal: C9, C14
- Foundation Skills:
Basic Skills: F1 - F6
Thinking Skills: F7 – F12
Personal Qualities: F15 & F16

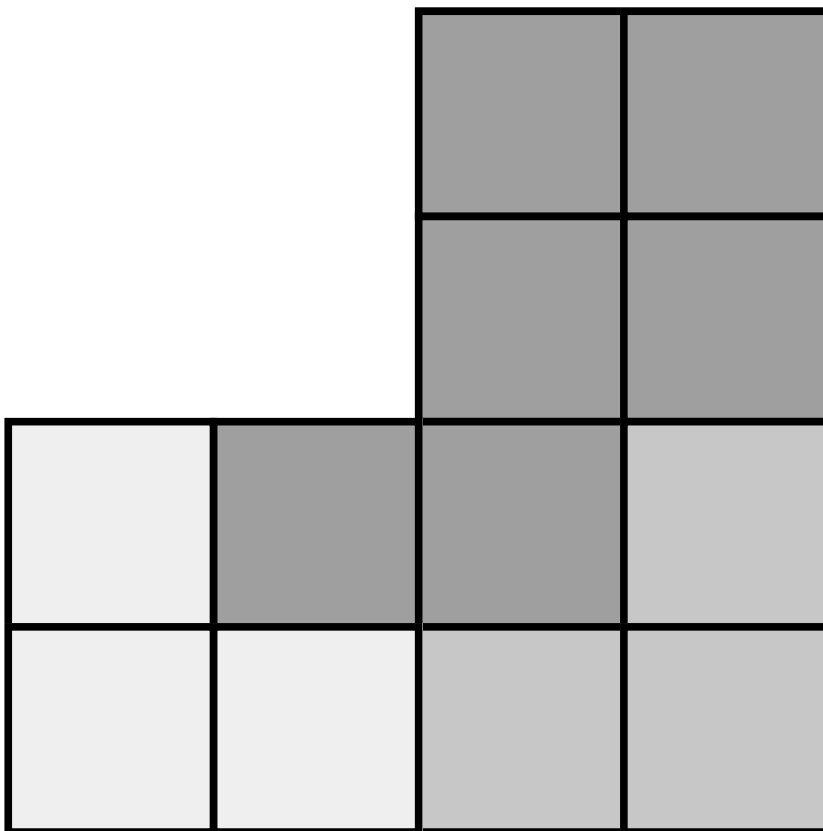
GED Language Arts, Writing Lesson 9: Country Puzzle

A great sultan died and left his four children a country to rule. Unfortunately, the children do not get along. They decide to divide up the country into four pieces of equal size and shape. They want the one country to become four separate countries. Help them do this and they will pay you well.



GED Language Arts, Writing Lesson 9: Country Puzzle Key

A great sultan died and left his four children a country to rule. Unfortunately, the children do not get along. They decide to divide up the country into four pieces of equal size and shape. They want the one country to become four separate countries. Help them do this and they will pay you well.



GED Language Arts, Writing

Lesson 9: Indefinite Pronouns

REMEMBER: An indefinite pronoun refers to a general person, place or thing. The verb that follows such a pronoun used as a subject must agree in number with that indefinite pronoun. Possessive pronouns must also agree with the indefinite pronoun they follow. The following indefinite pronouns are always singular and refer to only one person, place or thing. They are also followed by singular possessive pronouns.

anyone	everybody	nothing
anybody	everyone	one
another	everything	somebody
each	neither	someone
either	no one	something

EXAMPLES:

Everything is in its place.

Neither of the men was in his car.

Each of the members presents his guest.

The indefinite pronouns both, few and several are always plural and must be used with plural verbs and may be followed by plural possessive pronouns.

EXAMPLES:

Both of the men are in their cars.

All, none and some are indefinite pronouns that may be used with either singular or plural verbs.

EXERCISES: Circle the correct choice in each of the following sentences.

1. Everyone must do (his, their) job the best that (they, he) can.
2. My work is not as good as (her's, hers).
3. A few of your answers (is, are) not quite right.
4. Neither of these magazines (cost, costs) very much.
5. (Doesn't, Don't) this seem like a narrow road?
6. Many (are, is) present, but no one (has, have) an extra glove.
7. This may be (yours, your's) but I want to use (it, them).
8. These (is, are) strange to have in (your, yours) house.
9. No one on the highways (are, is) excused from safety rules.
10. Everyone should read (their, his) lesson before (they come, he comes) to class.
11. Several (has, have) requested permission to leave.
12. No one (knows, know) about the change of schedule.
13. Some of the grass (needs, need) cutting.
14. Each of the kittens (have, has) a black spot on (its, their) nose.
15. Did you say that neither of the men (is, are) at work?

GED Language Arts, Writing
Lesson 9: Indefinite Pronouns
Answer Key

EXERCISES: Circle the correct choice in each of the following sentences.

1. Everyone must do (his, their) job the best that (they, he) can.
2. My work is not as good as (her's, hers).
3. A few of your answers (is, are) not quite right.
4. Neither of these magazines (cost, costs) very much.
5. (Doesn't, Don't) this seem like a narrow road?
6. Many (are, is) present, but no one (has, have) an extra glove.
7. This may be (yours, your's) but I want to use (it, them).
8. These (is, are) strange to have in (your, yours) house.
9. No one on the highways (are, is) excused from safety rules.
10. Everyone should read (their, his) lesson before (they come, he comes) to class.
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12. No one (knows, know) about the change of schedule.
13. Some of the grass (needs, need) cutting.
14. Each of the kittens (have, has) a black spot on (its, their) nose.
15. Did you say that neither of the men (is, are) at work?

GED Language Arts, Writing
Lesson 9: Creative Writing
“When the Circus Came to Town”
Developing the Main Idea with Descriptive Details

A writer can create a picture in the reader’s mind by using descriptive details. These details develop the main idea by creating a feeling of how something looks, smells, sounds, tastes and feels. Words that appeal to these five senses help the reader to “see” your story more vividly. For example, a description of a dinner at an Italian restaurant might include the aroma of garlic and tomatoes, the taste of spicy sausage and the sensation of piping hot cheese.

Journal Assignment:

Draw six lines down a page to make five columns. At the top of each column, write one of the five senses: sight, hearing, taste, smell and touch. Recall a visit to the circus (choose another event if you have no experience with this activity). Brainstorm about the sights, sounds, tastes, smells and feelings. Write down as many descriptive details for each of the senses as you can.

Essay Writing Assignment: WHEN THE CIRCUS CAME TO TOWN

Complete the following paragraph by adding descriptive details.

Each spring when I was a child, a traveling circus would come to town. I loved attending it. My favorite act or performer was the _____.

If I close my eyes, I can still picture it. It was _____

_____. The air was filled with the strong smell of _____

that always made me think of _____. Food vendors sold tempting things to eat. I always bought _____ to eat. It tasted _____

_____. As I waited for the circus to start, I could hear
the sounds of _____

_____. Whenever I think of these things it takes me
back to my childhood.

GED Language Arts, Writing Focus Sheet: Lesson 10

- Focus:
- Theme: Budget Crunch/Downsizing
 - Worksheet: Budget Crunch/Downsizing
 - Spelling/Vocabulary word list & assignment
 - Journal freewrite: Your Most Difficult Decision
 - Parts of Speech: Adjective & Adverbs
- Skills:
- Evaluate the elements of a problem
 - Plan & write short essay
 - Recognize correct pronoun usage (subject & object)
 - Spelling & vocabulary use in context
- Materials:
- Journal
 - Worksheet “Budget Crunch/Downsizing”
 - Spelling list
 - Contemporary’s English Exercises: Parts of Speech; Adjective and Adverbs, pp. 23-28 (supplemental text)
 - Contemporary's textbook: Adjectives & Adverbs pp. 145-152, Organizing Your Ideas, pp. 231-252

SITE FACILITATOR TASKS:

- Copy & distribute worksheets

SCANS Standards:

- Workplace Competencies:
Resources: C1, C4
Information: C5, C7
- Foundation Skills:
Basic Skills: F1, F2, F5 & F6
Thinking Skills: F7 – F12

GED Language Arts, Writing
Lesson 10: Spelling and Vocabulary
Budget Crunch/Downsizing

1. decision
2. analytical
3. recommendation
4. persuade
5. memorable
6. influence
7. technique
8. description
9. frequently
10. budget
11. dependent
12. supervisor

GED Language Arts Writing Lesson 10: Budget Crunch/Downsizing

I. VOCABULARY: The following words pertain to this week's topic. Match the vocabulary word with the definition that best describes it.

- | | |
|-------------------|---|
| 1. supervisor | a) a decrease in money for a specific program |
| 2. dependents | b) to act in a way which evaluates or assesses |
| 3. downsizing | c) boss or overseer |
| 4. separated | d) advantages or good points |
| 5. budget | e) people (like children) supported with money earned by another person |
| 6. persuade | f) a suggestion for best course of action |
| 7. analytical | g) decrease of work force caused by poor economy or budget cuts |
| 8. recommendation | h) not living with one's wife or husband |
| 9. strengths | i) a plan for expenditure of funds |
| 10. budget crunch | j) to convince |

II. PROBLEM SOLVING: DOWNSIZING - WHO DO YOU "LET GO"?

- A. Downsizing is an issue in our society today. It is one response to the problem of higher costs experienced by many businesses. Downsizing is the reduction of the workforce without a reduction of production or output of work. This results in the consolidation of job titles and tasks. It means some workers may take on more or different responsibilities while other workers may lose their jobs. In this week's lesson you will be asked to evaluate one such situation and make a recommendation.

Read the following personnel chart and be prepared to make a recommendation. Take the role of a supervisor at a local airplane parts plant. You must let one of the employees in your division go because of a recent cut in the budget. You are presented with a list of employees and their characteristics from which you must make a decision. You must

present your final recommendation in written form to the boss along with your supporting reasons.

	CINDY	JOHN	HEATHER	EDWARD
AGE:	34	27	21	47
MARITAL STATUS:	separated	single	engaged	Married
DEPENDENTS:	2 small children (1 is handicapped)	his mother	none	wife & 18 year old son
EDUCATION:	vocational high school graduate	3 years high school	high school graduate	attending college in the evenings
HEALTH:	rehabilitated alcoholic	learning disability	excellent	no problems
YEARS WITH COMPANY:	8	5	2	12
OTHER QUALITIES	slow worker gets along well with others, late sometimes	good worker, well accepted, helpful, works overtime	average worker, frequently late, well liked and outgoing	excellent worker, never late, not well liked
FUTURE PLANS:	would like to keep present position	wants a better job in the company	her uncle is on the board of directors	may change jobs when he finishes college

A. ANSWER THESE QUESTIONS:

1. Evaluate the employee chart from the supervisor's point of view and list which characteristics are the most important for the job.

2. In your opinion, what are the strengths of each worker?
 - Cindy:
 - John:
 - Heather:
 - Edward:
3. What are the weaknesses of each employee?
 - Cindy:
 - John:
 - Heather:
 - Edward:
4. Which are personal characteristics rather than job performance items?
5. If you were the supervisor, which employee would you recommend to “let go” or RIF (Reduction in Force)? Give your reasons.
6. If you could promote one employee, which employee would you recommend and why?
7. What outcomes would you predict for each of the employees if he or she lost his or her job?

II. WRITING ASSIGNMENT:

1. Write a letter to your boss recommending which employee should be let go and why. Use a business letter format, write in complete sentences, state your opinion and give persuasive reasons.
2. Write an essay about one of the most difficult decisions you had to make in your life.
3. Describe a memorable person who had a positive influence on your life. Remember to write a topic sentence with supporting details to be developed and write a separate paragraph to develop each of those details. In conclusion, write a paragraph to restate the main idea and give you final point.

GED Language Arts, Writing
Lesson 10: Budget Crunch/Downsizing
Answer Key

I. VOCABULARY: The following words pertain to this week's topic. Match the vocabulary word with the definition that best describes it.

- | | |
|-------------------|---|
| 1. supervisor | a) a decrease in money for a specific program |
| 2. dependents | b) to act in a way which evaluates or assesses |
| 3. downsizing | c) boss or overseer |
| 4. separated | d) advantages or good points |
| 5. budget | e) people (like children) supported with money earned by another person |
| 6. persuade | f) a suggestion for best course of action |
| 7. analytical | g) decrease of work force caused by poor economy or budget cuts |
| 8. recommendation | h) not living with one's wife or husband |
| 9. strengths | i) a plan for expenditure of funds |
| 10. budget crunch | j) to convince |

II. PROBLEM SOLVING: DOWNSIZING - WHO DO YOU "LET GO"?

1. Evaluate the employee chart from the supervisor's point of view and list which characteristics are the most important for the job.

Answers will vary.

2. In your opinion, what are the strengths of each worker?

Examples: (Answers will vary)

- Cindy: *strong motivation, works well with others*
- John: *hard worker, desire to move on*
- Heather: *works well with others*
- Edward: *education & longevity, excellent worker, on time*

3. What are the weaknesses of each employee?

Examples: (Answers will vary)

- Cindy: *late, personal challenges*
- John: *learning disability may be a challenge*
- Heather: *frequently late, lack of experience*
- Edward: *does not get along well with co-workers*

4. Which are personal characteristics rather than job performance items?

Examples: (Answers will vary)

- *uncle is on board of directors*
- *wants a better job*
- *quiet and moody*
- *well accepted*
- *marital status, age, dependents*
- *health*

5. If you were the supervisor, which employee would you recommend to “let go” or RIF (Reduction in Force)? Give your reasons.

Answers will vary.

6. If you could promote one employee, which employee would you recommend and why?

Answers will vary.

7. What outcomes would you predict for each of the employees if he or she lost his or her job?

Answers will vary.

III. WRITING ASSIGNMENT:

1. Please send copies of your answers to this portion to the instructor.

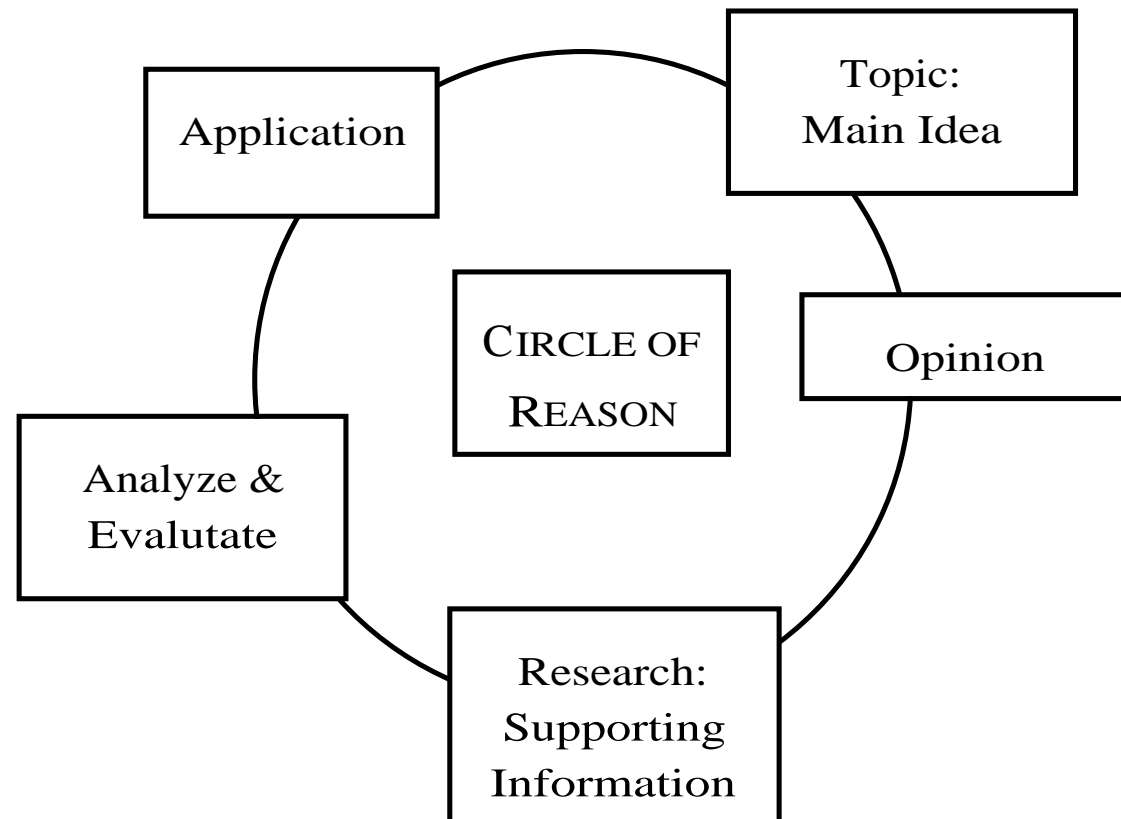
GED Language Arts, Writing Focus Sheet: Lesson 11

- Focus:**
- Business Ethics Worksheet
 - Writing assignment: letter to support your recommendation
 - Freewrite: Descriptive writing
 - Writing methods: mind mapping, circle of reason
 - Parts of Speech: Prepositions
- Skills:**
- Evaluate the elements of a problem
 - Reasoning & problem solving
 - Choose verb form which agrees with indefinite pronoun in number
 - Brainstorm, cluster ideas, label, prioritize
 - Uses of pronouns, correct usage in sentences
- Materials:**
- Hand-out: Circle of Reason
 - Worksheet: Prepositions
 - Worksheet & spelling list: “Business Between Friends”
 - Contemporary's textbook: Prepositions, pp. 68-70
- Site Facilitator Tasks:**
- Copy & distribute worksheets
- SCANS Standards:**
- Workplace Competencies:
Resources: C1, C4
Information: C5, C7
Interpersonal: C9 – C14
 - Foundation Skills:
Basic Skills: F1, F2, F5 & F6
Thinking Skills: F7 – F12
Personal Qualities: F17

GED Language Arts, Writing
Lesson 11: Spelling and Vocabulary
Business Ethics

1. ethics
2. legal
3. professional
4. confidence
5. grateful
6. investigation
7. predicament
8. conscience
9. performance
10. employment
11. conflict
12. manager

GED Language Arts, Writing Lesson 11: Circle of Reason



Writing Method

1. state problem
2. point of view
3. supporting reasons, evidence
4. implications of problem/solutions

GED Language Arts, Writing Lesson 11: Business Between Friends

VOCABULARY: Match each definition to the vocabulary word it best describes.

- | | | | |
|--------|------------------------|----|---------------------------------------|
| ___ 1 | grateful | a) | careful study, examination |
| ___ 2 | recommended | b) | calculates approximately |
| ___ 3 | confided | c) | acts for the good of someone else |
| ___ 4 | financial difficulties | d) | money earned above costs |
| ___ 5 | profits | e) | difficult situation |
| ___ 6 | estimates | f) | spoke well of someone for a job |
| ___ 7 | investigation | g) | duties, responsibilities |
| ___ 8 | suspects | h) | shared private information |
| ___ 9 | predicament | i) | an inner sense of right & wrong |
| ___ 10 | conscience | J) | thought to be “the right thing” to do |
| ___ 11 | ambitious | k) | problems with money |
| ___ 12 | loyal | l) | thankful |
| ___ 13 | obligations | m) | desire to improve career |
| ___ 14 | justified | n) | believes to be guilty |

Compare/Contrast Personal And Professional Issues

INSTRUCTIONS: Read about this situation and answer the questions that follow.
Write your answers in complete sentences.

Beth has a difficult decision to make and she needs some good advice. Beth started a new job last year in the accounting department of a small company. Margaret, who is vice president, recommended Beth for a job in the company. They have been friends for over ten years and Beth is grateful for this job opportunity.

Not long ago, Beth was working on the annual audit when she discovered some discrepancies in the business expense accounts. After some research, she began to suspect that her friend Margaret was involved. Beth knew that Margaret's family had been experiencing some financial difficulties lately since her husband had been laid off at work and their youngest child became seriously ill. The little girl had required some extensive and costly treatments not entirely covered by insurance.

Beth is very loyal to her friend and has difficulty believing that Margaret is capable of this type of crime, but the evidence is quite strong. Beth has phone and bank records that point directly to Margaret, so she had reached the conclusion that Margaret has stolen as much as \$25,000 from the company. At this point Beth must decide what is her obligation. She must consider many points before deciding what to do. She also is aware that her opportunity to advance in the company may be affected by the outcome of this situation.

QUESTIONS: Consider the following questions and write your responses in complete sentences.

1. What are some of the things that Beth must consider in this situation? Make a separate list of personal and professional considerations.
2. In your opinion, what should Beth do if no one else knows about this situation?

3. What do you think Beth should do if the president of the company suspects that she is responsible for the missing money?

4. Make a list or chart of the pros and cons (advantages & disadvantages) of each course of action that Beth might take.

5. What do you think Margaret's reaction might be to Beth's action?

6. What consequences will Margaret experience as a result of this action?

WRITING
ASSIGNMENT:

Write an essay to describe and support the decision that you feel the accountant in this situation should make. State your opinion and give the reasons or evidence to convince your reader of your position. Include a consideration of the consequences for each course of action. Consider the point of view you are taking in this matter. Use a basic 5paragraph format for you composition.

GED Language Arts, Writing
Lesson 11: Business Between Friends
ANSWER KEY

VOCABULARY: Match each definition to the vocabulary word it best describes.

- | | | | | |
|----------|----|------------------------|----|---------------------------------------|
| <u>l</u> | 1 | grateful | a) | careful study, examination |
| <u>f</u> | 2 | recommended | b) | calculates approximately |
| <u>h</u> | 3 | confided | c) | acts for the good of someone else |
| <u>k</u> | 4 | financial difficulties | d) | money earned above costs |
| <u>d</u> | 5 | profits | e) | difficult situation |
| <u>b</u> | 6 | estimates | f) | spoke well of someone for a job |
| <u>a</u> | 7 | investigation | g) | duties, responsibilities |
| <u>n</u> | 8 | suspects | h) | shared private information |
| <u>e</u> | 9 | predicament | i) | an inner sense of right & wrong |
| <u>i</u> | 10 | conscience | J) | thought to be “the right thing” to do |
| <u>m</u> | 11 | ambitious | k) | problems with money |
| <u>c</u> | 12 | loyal | l) | thankful |
| <u>g</u> | 13 | obligations | m) | desire to improve career |
| <u>j</u> | 14 | justified | n) | believes to be guilty |

Answers for other questions will vary.

GED Language Arts Writing Lesson 11: Prepositions Worksheet

A REPOSITION IS A WORD USED TO SHOW THE RELATION OF A NOUN OR A PRONOUN TO SOME OTHER WORD IN THE SENTENCE. A GROUP OF WORDS WHICH BEGINS WITH A PREPOSITION AND ENDS WITH A NOUN OR A PRONOUN IS CALLED A PREPOSITIONAL PHRASE. WHAT FOLLOWS IS A LIST OF SOME OF THE MOST COMMONLY USED PREPOSITIONS:

COMMON PREPOSITIONS

ABOUT	BEFORE	DURING	OF	TO
ABOVE	BEHIND	EXCEPT	OFF	TOWARD
ACROSS	BELOW	FOR	ON	UNDER
AFTER	BENEATH	FROM	OUTSIDE	UNTIL
AGAINST	BESIDE	IN	OVER	UP
ALONG	BETWEEN	INSIDE	PAST	UPON
AMONG	BEYOND	INTO	SINCE	WITH
AROUND	BY	LIKE	THROUGH	WITHIN
AT	DOWN	NEAR	THROUGHOUT	WITHOUT

EXAMPLES: NOTICE THE PREPOSITIONAL PHRASES IN THE FOLLOWING SENTENCES.

THE DOG HID UNDERNEATH THE PORCH.

MAX WENT INTO THE HOUSE AND SAT BESIDE THE TABLE.

THE HOUSE ON THE CORNER BELONGS TO THE MAYOR OF THE CITY.

EXERCISE I

WRITE A SUITABLE PREPOSITION FROM THE LIST ABOVE TO COMPLETE THE FOLLOWING SENTENCES.

1. We rode our bicycles _____ the bridge and _____ the trail.
2. _____ an hour, we had traveled ten miles.
3. _____ this rate, we would reach town _____ supper time.
4. There was a good wind _____ us.
5. Sharon rode _____ some broken glass.
6. _____ fifteen minutes, her front tire went flat.
7. Sharon repaired the tire _____ a short time.
8. _____ this time we rested.

EXERCISE II

UNDERLINE THE PREPOSITIONAL PHRASES IN THESE SENTENCES.

1. In the shade of the old apple tree, we hung a swing.
2. The colors of the rainbows reflected on the water.
3. His house on the lake is built of bricks.
4. All of us except Grant were sent to the camp near the mountains.
5. Between the two of them, they may get the work done on time.
6. In the afternoon after the performance, the old man told his story.
7. The men and women of the jury were given instructions by the judge.
8. Please explain the operation of this machine to the men.
9. The most exciting part of the movie came near the end.
10. We shall come to you house before Saturday.

EXERCISE III

THE NOUN OR PRONOUN AT THE END OF THE PREPOSITIONAL PHRASE IS CALLED THE OBJECT OF THE PREPOSITION. CIRCLE THE PREPOSITIONAL PHRASES, UNDERLINE THE PREPOSITIONS ONCE AND UNDERLINE THE OBJECTS OF THE PREPOSITIONS TWICE.

Example: Will you be going to the mall today?

1. Frank, put your clothes in the closet!
2. Grace looked longingly at the gold necklace in the jewelry case.
3. Holidays are busy times for everyone.
4. Hal and Marcia had dinner at Wendy's before the game.
5. All of the plants in the greenhouse were frozen during the blizzard.
6. Megan forgot the sugar in the cookie batter.
7. The cat knocked the pitcher off the counter and onto the floor.
8. The band from Richland High marched very carefully behind the horses.
9. The baby cried throughout the concert.
10. Tim ran across the street with James.
11. The animals in the zoo are given special diets by the veterinarians.
12. The small plane flew very low over the houses.

GED Language Arts Writing Lesson 11: Prepositions Key

EXERCISE I

1. We rode our bicycles ACROSS/OVER the bridge and DOWN/ON/ALONG the trail.
2. AFTER an hour, we had traveled ten miles.
3. AT this rate, we would reach town BY/BEFORE/AFTER supper time.
4. There was a good wind BEHIND us.
5. Sharon rode OVER/AROUND THROUGH some broken glass.
6. AFTER fifteen minutes, her front tire went flat.
7. Sharon repaired the tire IN a short time.
8. AT this time we rested.

EXERCISE II

1. In the shade of the old apple tree, we hung a swing.
2. The colors of the rainbows reflected on the water.
3. His house on the lake is built of bricks.
4. All of us except Grant were sent to the camp near the mountains.
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8. Please explain the operation of this machine to the men.
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EXERCISE III

1. Frank, put your clothes in the closet!
2. Grace looked longingly at the gold necklace in the jewelry case.
3. Holidays are busy times for everyone.
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5. All of the plants in the greenhouse were frozen during the blizzard.
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7. The cat knocked the pitcher off the counter and onto the floor.
8. The band from Richland High marched very carefully behind the horses.
9. The baby cried throughout the concert.
10. Tim ran across the street with James.
11. The animals in the zoo are given special diets by the veterinarians.
12. The small plane flew very low over the houses.

GED Language Arts, Writing Focus Sheet: Lesson 12

- Focus:
- Theme: Budget Crunch/Downsizing & 'Business Between Friends'
 - Writing Assignment: Describe a memorable person who had a positive influence on your life. Use 5-paragraph outline format.
 - Writing Process: Interview with a reporter

- Skills:
- Writing: develop & write a descriptive essay of 3 to 5 paragraphs
 - Develop steps to the writing process and apply

- Materials:
- Writing Journal
 - Worksheet: Essay Outline for 5-paragraph format
 - Contemporary's textbook: Writing your GED Essay, pp. 253-270

Site Facilitator Tasks:

- Copy & distribute worksheets
- Send student writing to instructor

SCANS Standards:

- Workplace Competencies:
Resources: C1, C4
Information: C5 - C7
Interpersonal: C9, C10, C12 & C13
Systems: C15
- Foundation Skills:
Basic Skills: F1, F2, F5 & F6
Thinking Skills: F7 – F12
Personal Qualities: F13 – F15

GED Language Arts, Writing

Lesson 12: Essay Outline 5-paragraph Format

TOPIC PARAGRAPH: Begin with a topic sentence; state the main idea, your opinion & at least two or three supporting details to be developed in the essay.

FIRST SUPPORTING PARAGRAPH: Write a paragraph to develop the supporting reasons for your opinion. Each supporting detail should have a separate paragraph. A complete paragraph requires two or more sentences.

SECOND SUPPORTING PARAGRAPH:

THIRD SUPPORTING PARAGRAPH:

CONCLUDING PARAGRAPH: Final paragraph restates the main idea and brings your ideas to a conclusion.

GED Language Arts, Writing Focus Sheet: Lesson 13

- Focus:
- Theme: Finance, Buying on Credit
 - Spelling & Vocabulary
 - Journal Freewrite: *If I was given a million dollars & I couldn't spend it on myself or my family, what would I do with it & why?*
 - Introductory Activity: The Cost of Credit
 - New unit: Sentence Structure; phrases & clauses
- Skills:
- Use spelling words in context
 - Expand vocabulary
 - Evaluate elements of a problem, articulate advantages & disadvantages
 - Develop correctly organized & grammatically correct sentences
 - Write a brief creative opinion essay using correct paragraph structure
- Materials:
- Journal
 - Spelling & Vocabulary List
 - Worksheet: Buying on Credit
 - Contemporary's English Exercises: Sentence Structure, pp. 3-7 (supplemental text)
 - Contemporary's textbook: Phrases, pp. 153-166
- Site Facilitator Tasks:
- Copy and distribute worksheets
- SCANS Standards:
- Workplace Competencies:
Resources: C1
Information: C5 - C7
 - Foundation Skills:
Basic Skills: F1 - F6
Thinking Skills: F7 - F12

GED Language Arts, Writing
Lesson 13: Spelling and Vocabulary
Buying on Credit Spelling List

1. purchases
2. credit
3. disadvantages
4. payment
5. interest
6. expensive
7. balance
8. management
9. application
10. rating
11. debt
12. finance

GED Language Arts, Writing Lessons 13: Buying on Credit Worksheet

Vocabulary: Match each definition to the word it best describes.

_____ 1	credit	a	put money in a bank account
_____ 2	debt	b	the amount remaining in an account
_____ 3	interest rate	c	ranks the credit risk of a borrower
_____ 4	down payment	d	the amount a person owes
_____ 5	balance	e	costly
_____ 6	finance	f	money made available to a borrower
_____ 7	loan	g	the percentage charged for borrowing
_____ 8	expensive	h	money paid before a credit purchase, a portion of the total amount owed
_____ 9	deposit	i	management of money resources
_____ 10	credit rating	j	temporary use of a sum of money

THE ADVANTAGES AND DISADVANTAGES OF CREDIT:

Read the following statements. Write your personal responses, then compare your answers with another student. Put “A” beside any statement, which is an advantage of buying with credit. Put a “D” next to any statement of a disadvantage of using credit.

_____ A poor credit rating may mean that it will be difficult to get additional credit.

_____ Credit cards can supply you with cash whenever needed.

_____ Having good credit can help you buy a house.

_____ Possessing a credit card may lead to impulse buying.

_____ Credit is a convenience.

_____ Using credit means that you can have what you want now, rather than later.

_____ The more you purchase on credit, the more interest you pay to the credit card company.

_____ If you have a credit card, your future income is tied up already.

_____ Credit cards allow you to travel without fear of lost or stolen cash.

_____ Credit helps you buy expensive items & pay for them over a long period of time.

_____ YOUR IDEA

_____ YOUR IDEA

THE COST OF BUYING ON CREDIT:

When you buy on credit, you can pay less than the full amount each month.

If you pay less than the full amount, you must pay a finance charge. The charge is found by multiplying the unpaid balance by the monthly interest rate, which is 1/12 of the annual interest rate (the annual interest rate divided by 12).

Do the calculations for the monthly balances for this sample account. Assume you are paying \$20.00 per month, that the interest rate is 18% annually, and that no new charges are added to the account. Follow these steps and record your figures on the chart.

1. Calculate the monthly interest rate (annual rate of 18% divided by 12).
2. Subtract your \$20 payment from the balance of \$1000.
3. Multiply the new balance by the monthly interest rate to get the interest charge for this month.
4. To find the new balance, add the interest charge to the balance remaining on the account (the answer from #2).
5. Repeat steps 2-4 for each new monthly balance and record the results on the following chart.
6. Figure out how much total interest is paid over a period of one year?

Remember: the formula is the BEGINNING BALANCE minus the MONTHLY PAYMENT, which yields the "INTERIM BALANCE." Add the INTEREST CHARGES to the INTERIM BALANCE to find the NEW BALANCE for the month.

	Beginning Balance	Monthly Payment	Interim Balance	Monthly 1.5% Interest Charges	New Balance
January	\$ 1000.00	- \$20	\$ 980.00	\$ 14.7	994.70
February	994.70	- \$20			
March		- \$20			
April		- \$20			
May		- \$20			
June		- \$20			
July		- \$20			
August		- \$20			
Sept.		- \$20			
Oct.		- \$20			
Nov.		- \$20			
Dec.		- \$20			

Amount paid: _____

Amount of debt paid off: _____

Amount of interest paid: _____

WRITING ASSIGNMENT:

In your journal, write at least one paragraph answers to each of the following questions

1. Write a paragraph to explain what credit means and give examples. Suggest some aspects of buying on credit that should be considered before going into debt for a purchase. Include possible consequences of this choice.
2. Give an example of a situation when you might chose to take out a loan or buy something on a credit account and explain why.
3. In your opinion, what are some advantages of making a major purchase on credit. Support your opinion with reasons or examples.

GED Language Arts, Writing Lessons 13: Buying on Credit Key

Vocabulary: Match each definition to the word it best describes.

<u>f</u>	1	credit	a	put money in a bank account
<u>d</u>	2	debt	b	the amount remaining in an account
<u>g</u>	3	interest rate	c	ranks the credit risk of a borrower
<u>h</u>	4	down payment	d	the amount a person owes
<u>b</u>	5	balance	e	costly
<u>i</u>	6	finance	f	money made available to a borrower
<u>i</u>	7	loan	g	the percentage charged for borrowing
<u>e</u>	8	expensive	h	money paid before a credit purchase, a portion of the total amount owed
<u>a</u>	9	deposit	i	management of money resources
<u>c</u>	10	credit rating	j	temporary use of a sum of money

THE ADVANTAGES AND DISADVANTAGES OF CREDIT:

Read the following statements. Write your personal responses, then compare your answers with another student. Put "A" beside any statement which is an advantage of buying with credit. Put a "D" next to any statement of a disadvantage of using credit.

- D A poor credit rating may mean that it will be difficult to get additional credit.
- A Credit cards can supply you with cash whenever needed.
- A Having good credit can help you buy a house.
- D Possessing a credit card may lead to impulse buying.
- A Credit is a convenience.
- A Using credit means that you can have what you want now, rather than later.

D The more you purchase on credit, the more interest you pay to the credit card company.

 D If you have a credit card, your future income is tied up already.

 A Credit cards allow you to travel without fear of lost or stolen cash.

 A Credit helps you buy expensive items & pay for them over a long
 D period of time.

 YOUR IDEA

 YOUR IDEA

THE COST OF BUYING ON CREDIT:

When you buy on credit, you can pay less than the full amount each month. If you pay less than the full amount, you must pay a finance charge. The charge is found by multiplying the unpaid balance by the monthly interest rate, which is 1/12 of the annual interest rate (the annual interest rate divided by 12).

Do the calculations for the monthly balances for this sample account. Assume you are paying \$20.00 per month, that the interest rate is 18% annually, and that no new charges are added to the account. Follow these steps and record your figures on the chart.

1. Calculate the monthly interest rate (annual rate of 18% divided by 12).
2. Subtract your \$20 payment from the balance of \$1000.
3. Multiply the new balance by the monthly interest rate to get the interest charge for this month.
4. To find the new balance, add the interest charge to the balance remaining on the account (the answer from #2).
5. Repeat steps 2-4 for each new monthly balance and record the results on the following chart.
6. Figure out how much total interest is paid over a period of one year?

Remember: the formula is the BEGINNING BALANCE minus the MONTHLY PAYMENT, which yields the "INTERIM BALANCE." Add the INTEREST CHARGES to the INTERIM BALANCE to find the NEW BALANCE for the month.

	Beginning Balance	Monthly Payment	Interim Balance	Monthly 1.5% Interest Charges	New Balance
January	\$ 1000.00	- \$20	\$ 980.00	\$ 14.70	\$994.70
February	\$994.70	- \$20	\$974.70	\$14.62	\$989.32
March	\$989.32	- \$20	\$969.32	\$14.54	\$983.86
April	\$983.86	- \$20	\$963.86	\$14.46	\$978.32
May	\$978.32	- \$20	\$958.32	\$14.37	\$972.69
June	\$972.69	- \$20	\$952.69	\$14.29	\$966.98
July	\$966.98	- \$20	\$946.98	\$14.20	\$961.18
August	\$961.18	- \$20	\$941.18	\$14.12	\$955.30
Sept.	\$955.30	- \$20	\$935.30	\$14.03	\$949.33
Oct.	\$949.33	- \$20	\$929.33	\$13.94	\$943.27
Nov.	\$943.27	- \$20	\$923.27	\$13.89	\$937.12
Dec.	\$937.12	- \$20	\$917.12	\$13.76	\$930.88

Amount paid: _____ \$240.00

Amount of debt paid off: _____ \$ 69.10

Amount of interest paid: _____ 170.90

WRITING ASSIGNMENT:

Questions 1-3: answers will vary.

GED Language Arts, Writing

Focus Sheet: Lesson 14

- Focus:
- Theme: Buying on Credit
 - Class guest: Credit Bureau Director
 - Writing: Letter of application and Essay Topics
 - Sentence Structure: Compound & Complex
- Skills:
- Apply information to solve a problem
 - Develop vocabulary in a topic area
 - Use correct sentence structure principles to express an idea
 - Use phrases & clauses correctly in sentences
 - Express an opinion with supporting details
 - Developing supporting information/list of advantages & disadvantages
- Materials:
- Worksheet: Essay Topics
 - Worksheet: Buying on Credit (from Lesson 13)
 - Contemporary's English Exercises: Sentence Structure, p. 10 (supplemental text)
 - Contemporary's textbook: Compound Sentences, pp. 83-85, Complex Sentences, pp. 89-98
- Site Facilitator Tasks:
- Copy & distribute worksheets
 - Encourage students to complete worksheets
 - Encourage students to take
- SCANS Standards:
- Workplace Competencies:
Resources: C1
Information: C5 - C7
 - Foundation Skills:
Basic Skills: F1 - F6
Thinking Skills: F7 – F12

GED Language Arts, Writing

Lesson 14: Journal and Essay Writing Topic Ideas

1. **Goal Setting:** Describe how you see yourself in 5 years. Details might include; where you are, who is with you and what you are doing. Write your short and long term goals.
2. Describe your perfect day.
3. If you could change any law, what would it be and why? Choose a law that you don't like and explain why.
4. Write a descriptive essay, using the 5 senses, to tell about your happiest childhood memory.
5. Pick an age older than yourself and tell why you would like to be that age. Describe the advantages of being that age.
6. Describe a cherished family tradition, like a holiday celebration.
7. Make a list of the interests and qualities, which you believe characterize an "ideal" friend. Write a character sketch describing this friend.
8. Write about a memorable person who had a positive influence on your life.
9. If you could take a one-month trip anywhere in the world and money was no object, where would you go and what would you do?
10. Write an opinion essay to support your point of view. Should legal drugs with the potential for addiction, such as alcohol and nicotine, be made illegal?
11. Describe the advantages and disadvantages of marriage.
12. If you could put a bumper sticker on your car to reflect your personality, what would it be? Explain.

13. In a newspaper or magazine, find an example of a modern “Good Samaritan”, or a person who makes a sacrifice for others. Describe his or her action in a short paper and discuss this person’s motives, as you see them.
14. Television plays a huge role in many people’s lives. Do you feel that it is largely a positive or negative influence? Support your opinion with reasons and make suggestions.
15. If you found a bottle on the beach and a genie from inside the bottle offered you three wishes, what three wishes would you make and why?
16. If you could carry on a conversation with anyone, past or present, who would it be and what would you say to each other? Write a script.
17. After two days at sea, a lifeboat containing you and twenty others has reached an uninhabited island. There seems to be fresh water and abundant food. You have found three large caves, which are ideal for shelter. The group has voted to put you in charge. What rules or laws will you make for your community? How will you make them and why?
18. Should movies or music videos be censored? Should there be a group that cuts out scenes that may offend viewers? Write a composition of about 200 words explaining the advantages and disadvantages of censoring movies or videos. Support your conclusion with specific examples.

GED Language Arts, Writing

Focus Sheet: Lesson 15

- Focus:
- Theme: Affordable Housing
 - ◊ Guest speaker: Interview & visit to Habitat for Humanity site
 - Spelling/Vocabulary words (proofreading)
 - Develop a list of criteria for good housing
 - Research housing costs and create a chart using newspaper ads.
 - Compare & contrast 3 ads
 - Writing Assignment: Write an editorial to express and support your opinion on the topic

- Skills:
- Establish a list of characteristics as a guideline (criteria)
 - State a main idea with details to illustrate the issue
 - Use resources, newspaper classified ads, to find supporting information
 - Apply compare and contrast method to problem
 - Calculate housing costs
 - Evaluate ads and apply criteria
 - Prepare a table of costs

- Materials:
- Journal
 - Newspaper ads
 - Worksheets & spelling list: Affordable Housing & Developing Criteria
 - Contemporary's textbook: Review & Practice, pp. 167-176

Site Facilitator Tasks:

- Check progress & encourage students
- Send student writing to instructor

SCANS Standards:

- Workplace Competencies:
 - Resources: C1
 - Information: C5 - C7
 - Interpersonal: C9 – C14
- Foundation Skills:
 - Basic Skills: F1 - F6
 - Thinking Skills: F7 – F12

GED Language Arts, Writing
Lesson 15: Spelling and Vocabulary List
Affordable Housing

1. affordable
2. expenses
3. lease
4. utilities
5. deposit
6. opportunity
7. shelter
8. allowance
9. advertisement
10. criteria
11. comparison
12. summarize

GED Language Arts, Writing Lesson 15: Affordable Housing

I **VOCABULARY:** Match each definition to the word it best describes.

- | | | | |
|--------|------------------|---|---|
| ____1 | real estate | a | dwelling place |
| ____2 | lease | b | set of characteristics or guidelines |
| ____3 | security deposit | c | property - building or land |
| ____4 | mortgage | d | to have the financial means to purchase |
| ____5 | rental agency | e | financial agreement to rent for certain time period |
| ____6 | utilities | f | money paid to insure rental agreement |
| ____7 | fixed expenses | g | services: gas, electric, water, garbage, sewer |
| ____8 | criteria | h | real estate payment agreement with a bank/lender |
| ____9 | shelter | i | business which handles housing arrangements |
| ____10 | affordable | j | unchanging cost of living items |

II **ESTABLISHING CRITERIA FOR ACCEPTABLE HOUSING:**

Create a list of characteristics or qualities that you feel contributes to acceptable housing. Prioritize your list in order of importance or necessity. Indicate which are needs and which are wants.

1.
2.
3.
4.
5.
6.
7.
8.

III. COMPARE & CONTRAST

Using information from 3 newspaper classified ads, fill in the following chart. Using the top 4 or 5 criteria from your list in item II, compare and contrast the 3 dwellings for rent. Remember: Compare means to look for similarities and Contrast means to find differences.

	QUESTIONS:	HOUSE	APT A	APT B
1	Where is it located?			
2	Would you want to live in that area?			
3	What is the rent?			
4	Is a damage deposit required?			
5	Is it near shopping?			
6	Are utilities included in the rent?			
7	Is there a lease?			
8	Is there a washer/dryer or dishwasher?			
9	What "extras" are provided: pool, rec. room, fireplace?			
10	How many bedrooms?			
11	Is it on a bus line?			
12	What's the best thing about this place?			

Compare

Contrast

--	--

IV COST OF HOUSING TABLE

Start a housing budget assessment by listing the main expenses for monthly housing & compare to your income or money available for housing costs. Based on this analysis, which of the three housing possibilities listed in items II and III are affordable? Write your conclusion with supporting reasons.

TABLE OF FIXED EXPENSES

	RENT	UTILITIES	WATER	GAS	ELECTRIC
HOUSE					
APT. 1					
APT. 2					

CONCLUSION:

V WRITING ASSIGNMENT:

What are some problems or issues raised by the information in this topic worksheet? Write an editorial to express an opinion or propose a solution. Give strong supporting reasons or evidence.

VI PROOFREADING PRACTICE:

Correct errors in spelling, subject/verb agreement and punctuation.

While the cost of living have increased the income of many familys has not kept pace. Therfor a familys' budget can be stretched thin by housing expenses. Local resources available to help. The local Housing Authority can answer questions and are making referrals. You can find they're number in the phone book.

GED Language Arts, Writing

Lesson 15: Affordable Housing Key

I VOCABULARY: Match each definition to the word it best describes.

<u>c</u>	1	real estate	a) dwelling place
<u>e</u>	2	lease	b) set of characteristics or guidelines
<u>f</u>	3	security deposit	c) property - building or land
<u>h</u>	4	mortgage	d) to have the financial means to purchase
<u>i</u>	5	rental agency	e) financial agreement to rent for certain time periods
<u>g</u>	6	utilities	f) money paid to insure rental agreement
<u>j</u>	7	fixed expenses	g) services: gas, electric, water, garbage, sewer
<u>b</u>	8	criteria	h) real estate payment agreement with a bank/lender
<u>a</u>	9	shelter	i) business which handles housing arrangements
<u>d</u>	10	affordable	j) unchanging cost of living items

II ESTABLISHING CRITERIA FOR ACCEPTABLE HOUSING:
Answers will vary.

III. COMPARE & CONTRAST
Answers will vary.

IV COST OF HOUSING TABLE
Answers will vary.

V WRITING ASSIGNMENT:
Answers will vary.

VI PROOFREADING PRACTICE:
Compare this corrected paragraph with yours and make corrections.

While the cost of living has increased, the income of many families has not kept pace. Therefore, a family's budget can be stretched thin by housing expenses. Local resources are available to help. The local Housing Authority can answer questions and make referrals. You can find their number in the phone book.

GED Language Arts, Writing **Lesson 15: Developing Criteria**

If you were a critic, what criteria would you use to judge the quality of a movie? What are the relevant factors?

For example, You might consider the following points before judging the quality of a movie:

- Quality of acting
- Production
- Emotional tone
- Musical score
- Originality
- Story/script
- Visual effects

Write out the criteria that you would use to judge the following:

1. restaurant

2. car

3. television commercial

4. political candidate

5. work place environment

6. housing (rental property)

7. friend

GED Language Arts, Writing Focus Sheet: Lesson 16

- Focus:
- Theme: Workplace Scenarios
 - Spelling/Vocabulary
 - Journal Assignment: summarize two scenarios
 - Introduce Scenario # 1: FIRST DAY ON THE JOB
 - Review worksheet questions

- Skills:
- Build vocabulary usage with correct spelling
 - Paraphrase, summarize in writing
 - Evaluate, analyze and suggest outcomes
 - Reading comprehension

- Materials:
- Worksheet: Spelling/Vocabulary
 - Worksheet: Workplace Scenarios

Site Facilitator Tasks:

- Copy and distribute worksheets
- Encourage students to discuss solutions to scenarios (read together)

SCANS Standards:

- Workplace Competencies:
Resources: C1
Information: C5 - C7
Interpersonal: C9 – C14
Systems: C15, C16, & C17
- Foundation Skills:
Basic Skills: F1 - F6
Thinking Skills: F7 – F12

GED Language Arts, Writing
Lessons 16, 17 and 18
“Workplace Scenarios”
Spelling and Vocabulary Worksheets

Spelling List:

- | | |
|------------------------|----------------|
| 1. scenario | 6. accountant |
| 2. workplace | 7. restaurant |
| 3. discussion | 8. seniority |
| 4. employees | 9. performance |
| 5. computer programmer | 10. supervisor |

Vocabulary: Match to Definitions

- | | |
|-----------------------|--|
| _____ 1. appointment | a) begin to become familiar with something |
| _____ 2. department | b) worker |
| _____ 3. orientation | c) works with financial matters |
| _____ 4. seniority | d) dialogue |
| _____ 5. employee | e) scheduled/pre-arranged meeting |
| _____ 6. performance | f) job location |
| _____ 7. accountant | g) outline of events |
| _____ 8. workplace | h) a particular section |
| _____ 9. scenario | i) quality of one’s work |
| _____ 10. discussions | j) older or higher in rank |

Writing Assignment:

Read the six scenarios and do the following:

1. Choose two of the Workplace Scenarios and summarize the situation in your own words. As you rewrite or paraphrase the problem, include your suggestions for a solution or possible outcome.
2. In your Journal, write your answers to the questions, which follow each of the scenarios.

SCENE ONE: FIRST DAY ON THE JOB

Sheila felt ready to get to work after her one day job orientation for new employees. When she got to work, however, she was shocked. She was not prepared for the fast pace, sophistication and skill level found in her new department. By noon that day, Sheila felt like she was not cut out for the job. She felt underskilled and under prepared to meet her department's challenges.

On her way to the company cafeteria one of her co-workers, Tammy Lea, caught up with her and they had lunch together. Sheila was glad that Tammy was so friendly to her and she was able to relax a little bit. During lunch Tammy talked about their manager, Mr. Smith. Sheila learned that Mr. Smith was in trouble with his superiors. Next, Tammy told her about James, the computer programmer. She told Sheila that James spread rumors and was not to be trusted. She talked about Mrs. Tyler, the accountant. She said that Mrs. Tyler was an alcoholic and frequently took sips from a whisky bottle in her desk.

Tammy asked Sheila to join her for coffee after work. She said, "Trust me, Sheila. Once you come to understand how screwed up everyone is around here, and get the feel of the place, you'll do fine."

Questions: Why would Tammy be so friendly towards Sheila? What might happen if Sheila gets close to Tammy? Have you ever been in a similar situation?

SCENE TWO: WHAT'S YOUR STYLE?

During his first week on the job, John was eager to learn everything and to know everyone in his department. He gave his opinion freely in discussions. He worked overtime and did excellent work. Everyone seemed to like him. One man who had been with the company for a long time said, "You can't help but like John,

but you can tell that he'd leave this department in a second if it meant getting closer to the top."

Erica started work on the same day as John. Unlike John, however, Erica kept more to herself. She concentrated on her job and stayed in her area. She made an effort to learn from others and listened to others in order to understand situations before jumping in with suggestions. One of her co-workers said, "Erica is a really nice gal. I think she's going to make a strong employee. I like her."

Questions: What do you think the future will be like for John? For Erica?

SCENE THREE: ARE YOU READY?

Just before Daria went home from her job as a cook on Friday night, the restaurant manager informed her that he would be taking the next two weeks off, and that he was appointing Daria to take his place starting Monday.

Although Daria has more seniority than the other employees and is an excellent cook, she doesn't feel confident in being able to handle the manager's job. Daria doesn't feel comfortable dealing with the customers, using the cash register, or handling conflicts that may arise between employees. She feels that she will fail at being able to fill the manager's shoes.

Questions: What should Daria do?

SCENE FOUR: MOVING UP, SO FAST?

Rosa feels really good about her new job. Her supervisor seems happy with her performance. She's learned everything she needed to learn and is all around proving herself to be a good employee.

Most people at the factory are close to one another and seem like a family. Rosa hasn't spent any time getting to know any of them since she has been spending her time learning her new job. Now, she can perform her job as well as or better than any of the other workers.

Lately, Rosa's been thinking about the possibility of becoming a supervisor at the factory. She figures that since the job comes so easily to her that she needs a new challenge. She plans on making an appointment with her supervisor next week to discuss what steps she would need to take in order to move up to a supervisory position.

Questions: Do you think it would be a good idea for Rosa to move ahead on her desire to become a supervisor? Have you ever been in a similar position

SCENE FIVE: ABSENTEEISM

After having spent a great weekend camping, Kyle woke up Monday morning with a fever and a bad stomachache. He loved his new job, but realized that he would have to call in sick. The others would have to pitch in to do his work. As it turned out, staying home Monday wasn't enough. He also called in sick on Tuesday and Wednesday. Even after three days at home he still didn't feel well, but figured he had better get back to work in order not to jeopardize his job. He went to work on Thursday and struggled through until the weekend.

The next Monday, Kyle feels in top shape and everyone, including his supervisor, is friendly to him and glad to see him feeling better. Kyle starts telling them all about the fun he had on his camping trip. He could talk of little else all day. He was so busy talking about his fun weekend that he forgot to thank his co-workers for covering for him. Soon he began to notice tension between himself and his co-workers. His supervisor also seemed more demanding.

Questions: What mistake did Kyle make? Is there anything wrong with being absent when you first start a job?

SCENE SIX: DECISIONS

After one year on the job, Lima was called into her supervisor's office. Lima was nervous and thought back over the last few weeks to see if she had made any mistakes at work. She couldn't think of anything she had done wrong.

Lima was relieved when Mrs. Peterson asked her if she would like to take a higher paying position in one of two departments. As it turned out, both departments had openings and had heard about Lima's excellent skills and work performance. Lima could have her choice between the two departments.

Department A is supervised by Mr. Kent, a long-term employee. This department has the reputation for promoting its employees faster than any other department. On the other hand, Mr. Kent is known to be highly authoritarian and have a short fuse if things don't go the way he wants. In fact, his employee turnover rate is higher than that of any other department.

Department B is supervised by Ms. Lee, a young manager recently out of college. Under Ms. Lee's supervision people seem to be very productive and have a good time in the process. Many workers envy the people who work in Ms. Lee's department. On the other hand, no one has been promoted from Ms. Lee's department in the two years since she's been manager.

Questions: What should Lima do? Why?

GED Language Arts, Writing
Lessons 16, 17 and 18
“Workplace Scenarios” Key

Vocabulary: Match to Definitions

<u>e</u>	1.	appointment	a)	begin to become familiar with something
<u>h</u>	2.	department	b)	worker
<u>a</u>	3.	orientation	c)	works with financial matters
<u>j</u>	4.	seniority	d)	dialogue
<u>b</u>	5.	employee	e)	scheduled/pre-arranged meeting
<u>i</u>	6.	performance	f)	job location
<u>c</u>	7.	accountant	g)	outline of events
<u>f</u>	8.	workplace	h)	a particular section
<u>g</u>	9.	scenario	i)	quality of one’s work
<u>d</u>	10.	discussions	j)	older or higher in rank

HOW TO HANDLE EACH SITUATION: POSSIBLE SOLUTIONS TO THE SIX SCENARIOS

SCENE ONE: FIRST DAY ON THE JOB

Maybe Tammy’s co-workers have rejected her for some reason, and that’s why she talks badly about all of them. She is trying to get Sheila to be on her side. Sheila needs to make her own judgments about her co-workers. If she becomes too close too Tammy too fast, her co-workers may figure she is just like Tammy and not want to get to know her. Sheila needs to get to know everyone on an equal basis. A close relationship with Tammy may do Sheila more harm than good.

SCENE TWO: WHAT’S YOUR STYLE

Both John and Erica are doing well. In some environments, John would make more progress due to his outgoing attitude. In others, Erica would come out ahead. Erica’s attitude is less threatening than John’s. In the long run Erica may

do better than John, because she is taking the time to develop stronger relationships with her co-workers.

SCENE THREE: ARE YOU READY?

Daria should call up her supervisor before he leaves on vacation and share her feelings with him. Perhaps the manager will be able to give some of his responsibilities to other employees, reassure Daria that she will do O.K., or give Daria specific advice on how to handle various scenarios which may arise during his absence.

SCENE FOUR: MOVING UP, SO FAST?

Rosa's performance probably got her off to a good start with the company. She has underestimated, however, all that it takes to be an excellent employee. In general, moving into a supervisory role requires that the employee has had excellent job performance over a long period of time. Rosa is also unaware of all that it takes to become a supervisor. She should start spending more time getting to know her co-workers and supervisor.

SCENE FIVE: ABSENTEEISM

It might seem unfair, but being absent when you first start a job is generally more damaging than being absent later on. When Kyle, or anybody for that matter, starts a new job, he or she is still a big question mark in people's minds. New employees have not "paid their dues" yet. Kyle shouldn't have talked at length about his wonderful camping trip, and he made a big mistake when he didn't thank his co-workers for taking over his workload. Kyle's reputation has been damaged. It will take some time for him to be seen as a responsible person by others.

SCENE SIX: DECISIONS

Lima should get as much information as possible about the two departments from Mrs. Peterson. Mrs. Peterson has seen Lima work, and could possibly predict which department would be better suited to her. She could advise her to go to one department over another. If Lima decides that having an opportunity for quick advancement is important to her, she should go with Mr. Kyle. On the other hand, she might become more motivated by Ms. Lee's style and be happier in that department in the long run.

GED Language Arts, Writing Focus Sheet: Lesson 17

- Focus:
- Theme: Workplace Scenarios
 - Introduce Scenario # 3: ARE YOU READY?
 - Evaluate & write solutions
 - Writing a conclusion
 - Creative writing assignment: descriptive essay
 - Grammar: Sentence Structure Review
- Skills:
- Write a conclusion
 - Develop supporting details and paragraphs
 - Correct use of compound and complex sentences
- Materials:
- Workplace Scenarios Worksheet (from Lesson 16)
 - Contemporary's English Exercises: Sentence Structure, pp. 19-22
 - Contemporary's textbook: Sentence Construction on the GED Test, Combining Sentences & Review Quiz, pp. 99-105, Paragraphs (organization), pp. 115-134
- Site Facilitator Tasks:
- Ask students to assess the solutions suggested on page 4 of the Worksheet
 - ◊ NOTE: Worksheet material courtesy of I*CANS Toolbox
- SCANS Standards:
- Workplace Competencies:
Resources: C1
Information: C5 - C7
Interpersonal: C9 – C14
Systems: C15, C16, & C17
 - Foundation Skills:
Basic Skills: F1 - F6
Thinking Skills: F7 – F12

GED Language Arts, Writing Focus Sheet: Lesson 18

- Focus:
- Theme: Workplace Scenarios
 - Writing assignment: “Similar workplace experiences”
 - Run-on sentence & review quiz
 - Introduce Scenario # 5: ABSENTEEISM
- Skills:
- Reorganize & correct sentence fragments
 - Integrated use of grammar in writing
 - Compare & contrast
- Materials:
- Workplace Scenarios Worksheet (from Lesson 16)
 - Contemporary’s English Exercises: Sentence Structure, pp. 23-28
 - Contemporary’s textbook: Run-ons, pp. 86-88; Review , pp. 106-114, pp. & pp. 135-143
 - Journal
- Site Facilitator Tasks:
- Send student writing assignments to instructor
 - Ask students to take mastery review in Sentence Structure workbook
- SCANS Standards:
- Workplace Competencies:
Resources: C1
Information: C5 - C7
Interpersonal: C9 – C14
Systems: C15, C16, & C17
 - Foundation Skills:
Basic Skills: F1 - F6
Thinking Skills: F7 – F12

GED Language Arts, Writing Focus Sheet: Lesson 19

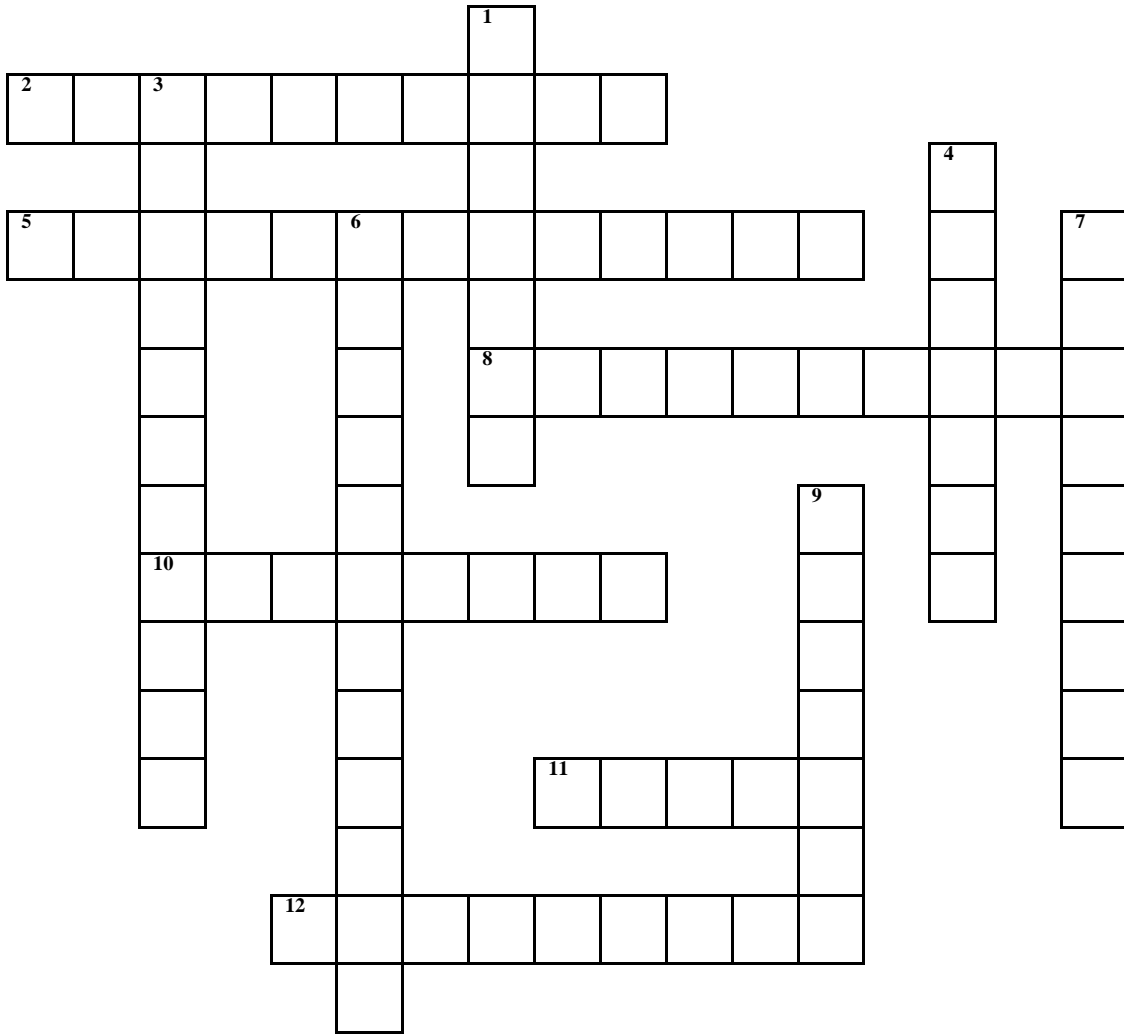
- Focus:
- Theme: Employment
 - Spelling/Vocabulary: Crossword
 - Worksheet: “Employment”
 - Writing: Interpretation of a Speech or Commentary
 - Style & Diction/Double Negatives and Transitions
 - Punctuation: use of commas
- Skills:
- Improving writing style - clear, concise
 - Interpreting written excerpts
 - Answering questions (comprehension)
- Materials:
- Spelling/Vocabulary List
 - Worksheet: “Employment”
 - Contemporary’s English Exercises: Improving Writing Style & Paragraphing: pp. 8-9 & pp. 12-14 and Parts of Speech: Prepositions, pp. 12-16
 - Contemporary's textbook: Commas & Comma Review , p. 183
- Site Facilitator Tasks:
- Copy and distribute worksheets
- SCANS Standards:
- Workplace Competencies:
Resources: C1
Information: C5 - C7
Systems: C15 & C16
 - Foundation Skills:
Basic Skills: F1, F2, F5 & F6
Thinking Skills: F7 – F12

GED Language Arts, Writing
Lesson 19: Spelling/Vocabulary
Employment

1. interpret
2. federal
3. government
4. reimbursement
5. commentary
6. passage
7. unemployment
8. maintenance
9. affluent
10. integrity
11. society
12. quote

GED Language Arts, Writing Lesson 19: Employment Worksheet

I. VOCABULARY: CROSSWORD PUZZLE



CLUES ARE ON THE NEXT PAGE

ACROSS

- 2 Explanations or interpretations
- 5 Refund of something, usually money
- 8 An organization that controls and administers a country or other political unit
- 10 Prosperous, abundantly supplied
- 11 To repeat the words of another
- 12 Living by high moral code steadfastly; honest

DOWN

- 1 Movement from one stage to another; transition
- 3 Means of support or livelihood
- 4 Relating to the central government
- 6 The state of not having a job or work
- 7 To explain the meaning or significance of something
- 9 A group of people that share common institutions and culture

II. INTERPRETATION:

Read this quote from Dr. Martin Luther King and then answer the questions that follow.

“In our society it is murder, psychologically, to deprive a human of a job or an income. You are in substance saying to that human that she/he has no right to exist. You are in a real way deprecating him/her of life, liberty, and the pursuit of happiness, denying in his (or her) case the very creed of ... society. Now, millions of people are being strangled that way. The problem is international in scope. And it is getting worse, and the gap between the poor and the *affluent* society increases.”

Dr. Martin Luther King

III. QUESTIONS:

- 1. If you could just put this into your own words, what would Dr. King be saying?

2. Do you agree or disagree?

3. How can more jobs be created today?

4. How is the job market changing today?

5. Do you agree that there is a widening gap between rich and poor?

6. Whose responsibility is it to find work? The individual's, society's or the government's?

IV. WRITING A COMMENTARY:

Write a three-paragraph commentary based on the quote by Dr. Martin Luther King.

GED Language Arts, Writing Lesson 19: Employment Worksheet Key

I. VOCABULARY: CROSSWORD PUZZLE SOLUTION

										1												
										P												
2	C	O	3	M	M	E	N	T	A	R	Y											
			A							S					4	F						
5	R	E	I	M	B	6	U	R	S	E	M	E	N	T	E	D	7	I				
			N				N					A					D	N				
			T				E					8	G	O	V	E	R	N	M	E	N	T
			E				M					E					R	E				
			N				P									9	S	R				
10	A	F	F	L	U	E	N	T					O	L	P							
			N				O					C	R									
			C				Y					I	E									
			E				M					11	Q	U	O	T	E	T				
			E				T					T										
			12	I	N	T	E	G	R	I	T	Y										
			T																			

QUESTIONS & COMMENTARY: Answers will vary.

GED Language Arts, Writing

Focus Sheet: Lesson 20

- Focus:
- Theme: Employment & The Job Search
 - Writing: The Cover & Follow-up Letter
 - Worksheet: The Job Search
 - Worksheet: The Job Application
 - Vocabulary – spelling list
 - Punctuation: colons and semi-colons
- Skills:
- Writing a business style thank you letter
 - Correct use of grammar, structure & spelling in practical application
 - Mastery of mixed use of writing skills
 - Proofreading and editing skills
 - Use of semi-colons and colons in a sentence
- Materials:
- Worksheet: “The Job Search” and Job Application
 - Spelling/Vocabulary list: Job Search
 - Contemporary’s English Exercises: Building Punctuation Skills, pp. 12-16
 - Contemporary's textbook: Review of the Writing Process, pp. 297-311
 - Journal
- Site Facilitator Tasks:
- Encourage students to complete workbook assignments
- SCANS Standards:
- Workplace Competencies:
Resources: C1
Information: C5 - C7
Systems: C15 & C16
 - Foundation Skills:
Basic Skills: F1, F2, F5 & F6
Thinking Skills: F7 – F12

CLN Televised Courses
GED Language Arts, Writing
Nina Beegle, Instructor

GED Language Arts, Writing
Lesson 20: The Job Search
Spelling/Vocabulary List

1. interview
2. application
3. questionnaire
4. personal information
5. academic
6. references
7. preceding
8. occupational
9. qualification
10. employment experience

GED Language Arts, Writing
Lessons 20 and 21
Job Search & Job Application Worksheets

I. Spelling/Vocabulary: Match the definition to the vocabulary word it describes.

- | | | | | |
|-------|----|-----------------------|---|--|
| _____ | 1 | interview | a | summary of work history |
| _____ | 2 | application | b | recommendations for a job |
| _____ | 3 | questionnaire | c | criteria or characteristics needed for a job |
| _____ | 4 | personal information | d | education |
| _____ | 5 | academic | e | informational form for employment |
| _____ | 6 | references | f | refers to a job or vocation |
| _____ | 7 | preceding | g | formal meeting to assess a job applicant |
| _____ | 8 | occupational | h | asks applicant to respond to questions |
| _____ | 9 | qualification | i | to come before |
| _____ | 10 | employment experience | j | details about an individual |

Identify the misspelled word in each group of words:

- | | | | |
|---|---------------|------------------|-----------------|
| 1 | a) resume | b) recomendation | c) criteria |
| 2 | a) acquainted | b) applicant | c) vocational |
| 3 | a) career | b) interview | c) receiptent |
| 4 | a) permisable | b) legally | c) candidate |
| 5 | a) personnel | b) misspelled | c) professional |

II. Job Search Preparation: The Resume and Application

Resume: The resume is a summary of a person's work history and qualifications.

It follows a simple format, which should include personal information, the position desired, work history, related experience and education. The goal of a resume is to truthfully present a candidate in the best possible way so that an employer will want to interview that person.

Guidelines for Writing a Resume:

1. Your final version should be without mistakes. Proofread carefully. The first impression is an important one!
2. If you plan to use your resume to apply for a variety of jobs, keep it flexible enough to adapt for different uses. You would need to change or delete the category of Position Desired and address that in a cover letter.
3. Use active words to describe your previous jobs, related experience and education. A few such words are; *organized, supervised, assisted or participated.*
4. It is not necessary to include all previous jobs on your resume, but you may not want to list the dates when you provide a partial list.
5. Don't include unrelated information or make your resume too long. Stick to the facts that prove your ability to do the job. A well presented one page resume can be an attention grabber.
6. List work history beginning with the most recent job. Name the position held and a brief description of job responsibilities. Include dates of diplomas and degrees in the education category.

Resume Format: Write a resume for yourself, using the following outline. Choose a job from the newspaper want ads for the Position Desired.

Personal Data:

Position Desired:

Work History:

Related Experience:

Education:

Application: A job application is very important because it represents your qualifications to the employer. Gather all the necessary information ahead of time, including names, addresses and the permission of the people you will list as references. Fill out the application neatly, printing in blue or black ink. Remember that asking a question is better than making a mistake.

Assignment: Fill out the attached sample employment application.

III. The Interview:

A well presented resume and application, along with the necessary qualifications for a job, will help you advance to the interview step of the hiring process. It may be helpful to know a few tips as you prepare for this process.

Interviewing Tips:

1. Try to come to the interview well rested and be on time.
2. Be sure that you are well prepared for the questions you may be asked.
3. Give care to your grooming and dress appropriately.
4. Your body language, as well as the way in which you answer questions, will influence the interviewer. Chewing gum, for example, may make you appear nervous or distracted.

Steps to Interviewing:

1. Entrance: Introduce yourself or respond to your name as it is called. Shake hands and take a seat as offered.
2. Getting acquainted: An interview often begins with a brief period of small talk to break the ice and put the applicant at ease.
3. Why are you here or why do you want the job? Give more than just the bare essentials. Tell what you've learned about the company and why you are interested in them.
4. Qualifications: Tell what has prepared you for this position. Give past experience and your skills.
5. Questions: You will probably have an opportunity to ask questions of the employer before the conclusion of the interview. Be brief, but do ask about important information not as yet covered. For example, you could ask about benefits, the work schedule, salary range or opportunities for advancement & training.
6. Wrap up: The employer will signal when the interview is over. Thank the interviewer(s), stand up and shake hands. Let them know that you look forward to hearing from them soon. Remember to send the interviewer a "thank you" note.

Interview Questions: Write a response to some of these common interview questions.

1. What interests you most about this position?
2. Why did you choose this company?
3. Why do you feel you're qualified for this position?
4. What are your goals for the next five years?
5. Have you ever worked as a _____ before? Describe that experience.
6. What do you consider to be your 3 greatest strengths?
7. What is your greatest weakness?
8. Tell us a little about yourself.
9. How would your fellow workers describe you?

10. Name 3 accomplishments of which you are proud.

11. What do you enjoy doing in your free time?

12. Have you had any experience working on teams?

IV. Writing Practice: The Interview Thank You Letter

The follow up letter to an interview can be very important, because it keeps your name in the mind of the interviewer and is another chance to persuade the company to hire you.

Guidelines:

1. Follow the format for a business letter.
2. Begin by thanking the person for the interview.
3. State specific reasons why you want to work for the company and why you would make a good employee.
4. Use complete sentences, neat printing or accurate typing, correct spelling & grammar.
5. End by thanking the interviewer again.

Assignment: Following these guidelines, write a thank you, follow-up letter to the company you listed on the practice application form. Use your Journal or attach an additional page to this worksheet.

V. Essay Writing Assignment:

Write a 5-paragraph essay to explain why you would be a good candidate for a job. Give personal and professional qualifications. Support your opinion with examples.

GED Language Arts, Writing
Lessons 20 and 21
The Job Search/Job Application Worksheet - Key

I. Spelling/Vocabulary: Match the definition to the vocabulary word it describes.

<u>g</u>	1	interview	a	summary of work history
<u>e</u>	2	application	b	recommendations for a job
<u>h</u>	3	questionnaire	c	criteria or characteristics needed for a job
<u>j</u>	4	personal information	d	education
<u>d</u>	5	academic	e	informational form for employment
<u>b</u>	6	references	f	refers to a job or vocation
<u>i</u>	7	preceding	g	formal meeting to assess a job applicant
<u>f</u>	8	occupational	h	asks applicant to respond to questions
<u>c</u>	9	qualification	i	to come before
<u>a</u>	10	employment experience	j	details about an individual

Identify the misspelled word in each group of words:

- | | | | |
|---|----------------------|-------------------------|----------------------|
| 1 | a) resume | b) <u>recomendation</u> | c) criteria |
| 2 | a) <u>aquainted</u> | b) applicant | c) vocational |
| 3 | a) career | b) interview | c) <u>receipient</u> |
| 4 | a) <u>permisable</u> | b) legally | c) candidate |
| 5 | a) personnel | b) <u>mispelled</u> | c) professional |

Answers will vary for all other sections of this worksheet.

CLN Televised Courses
GED Language Arts, Writing
Nina Beegle, Instructor

APPLICATION FOR EMPLOYMENT

Position applied for _____ Date _____

Name _____
Last First Middle Initial Social Security Number

Current address _____

City _____ State _____ ZIP _____

Home phone _____ Work/Message phone _____

Have you ever worked for this company? Yes No

If yes, give dates: _____

Is there anything that would prevent you from performing in a reasonable and safe manner the activities involved in the position for which you have applied? Yes No

If yes, please explain: _____

Have you been convicted of a felony within the last seven years? Yes No

If yes, please explain: _____

MILITARY SERVICE RECORD

Have you ever served in the U.S. Armed Forces? Yes No

Dates of service _____ List duties in the service, including special training, that are relevant to the position for which you have applied.

EDUCATION

Have you graduated from high school or received a GED certificate? Yes No

Name of college, university or technical school: _____

Street address _____ City _____ State _____ ZIP _____

Attended from _____ to _____
(month) (year) (month) (year)

Total credits completed _____ Semester credits _____ Quarter credits _____

Diploma or degree earned _____ Major _____

(If additional advanced degrees have been earned, please attach a separate piece of paper.)

If offered employment, you must submit proof of citizenship or authorization to legally work in the United States.

(OVER)

EMPLOYMENT RECORD List in order with current or last employer first. Account for your employment history in the last 5 years and for any gaps in your employment.

Employer _____ Type of business _____

Street _____ City _____ State _____ ZIP _____

Supervisor _____ Phone _____ May we contact? _____

Title and duties _____

Worked from _____ to _____
(month) (year) (month) (year)

Hours per week _____ Salary _____ Reason for leaving _____

Employer _____ Type of business _____

Street _____ City _____ State _____ ZIP _____

Supervisor _____ Phone _____ May we contact? _____

Title and duties _____

Worked from _____ to _____
(month) (year) (month) (year)

Hours per week _____ Salary _____ Reason for leaving _____

Employer _____ Type of business _____

Street _____ City _____ State _____ ZIP _____

Supervisor _____ Phone _____ May we contact? _____

Title and duties _____

Worked from _____ to _____
(month) (year) (month) (year)

Hours per week _____ Salary _____ Reason for leaving _____

I hereby certify that the information set forth above and in any attachments is true and accurate to the best of my knowledge.

Applicant's signature _____ Date signed _____

GED Language Arts, Writing Focus Sheet: Lesson 21

- Focus:
- Theme: The Job Search – The Interview
 - ◊ Guest speaker: Skills for the Workplace instructor
 - Vocabulary and tips for interviewing
 - Tape: Putting your best foot forward or what not to do on an interview
- Skills:
- Anticipating and answering typical interview questions
 - Application of job seeking skills
- Materials:
- Journal
 - Worksheet: The Job Search (from Lesson 20)
 - Contemporary's English Exercises: Building Punctuation Skills, pp. 17-18
 - Contemporary's English Exercises: Improving Writing Style & Paragraphing, pp. 15-16
 - Contemporary's textbook: Capitalization Review, pp. 177
- Site Facilitator Tasks:
- Send student writing
- SCANS Standards:
- Workplace Competencies:
Resources: C1
Information: C5 - C7
Systems: C15 & C16
 - Foundation Skills:
Basic Skills: F1, F2, F5 & F6
Thinking Skills: F7 – F12

GED Language Arts, Writing Focus Sheet: Lesson 22

- Focus:
- Final Review of GED Writing Skills Course
 - Practice GED Test Questions
 - Testing taking strategies and tips
 - GED Essay topic for practice test
- Skills:
- Integrated application of subject area skills
 - Improve test taking skills
 - Developing and writing opinion essay
- Materials:
- Complete Contemporary's English Exercises workbooks
 - Contemporary's textbook: Post-Test, pp. 313-335
Practice GED Writing Skills test

Site Facilitator Tasks:

- Encourage students to try practice tests, time and evaluate results

SCANS Standards:

- Workplace Competencies:
Resources: C1
Information: C5 - C7
- Foundation Skills:
Basic Skills: F1 - F6
Thinking Skills: F7 – F12
Personal Qualities: F13 - F16

GED Language Arts, Writing Focus Sheet: Lesson 23

Focus: More GED Writing Skills Practice Test Examples and Test Information

Skills:

- Integrated application of subject area skills
- Improve test taking skills
- Developing and writing opinion essay

Materials:

- Complete Contemporary's English Exercises workbooks
- Contemporary's textbook: Practice test, pp. 337-364
- Practice GED Writing Skills test

Site Facilitator Tasks:

- Encourage students to try practice tests, time and evaluate results

SCANS Standards:

- **Workplace Competencies:**
Resources: C1
Information: C5 - C7
- **Foundation Skills:**
Basic Skills: F1 - F6
Thinking Skills: F7 – F12
Personal Qualities: F13 - F16

GED Language Arts, Writing Focus Sheet: Lessons 24

- Focus:
- Wrap-up GED Writing Skills Review
 - Final review of mixed GED language Arts, practice test problems
 - Information about the 2002 version of the GED
 - Interview with GED Testing Center Director
- Skills:
- Mixed application of skills
 - Multiple choice answers
 - Proofreading and editing
 - Evaluation of readiness for actual test
- Materials:
- GED Practice Tests
 - Notebook for practice
- Site Facilitator Tasks:
- Assist students who are ready to register for GED
 - Enroll students who will participate in other GED classes
- SCANS Standards:
- Workplace Competencies:
Resources: C1
Information: C5 - C7
 - Foundation Skills:
Basic Skills: F1 - F6
Thinking Skills: F7 – F12
Personal Qualities: F13 - F16