

Preparing for the CLAST with

THE BEDFORD HANDBOOK

Sixth Edition

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Bedford/St. Martin's | Boston

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ISBN 0-312-09605-4

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Introduction to the CLAST

The College Level Academic Skills Test (CLAST), was developed in 1982 to ensure that students in Florida's public colleges and universities receive an education of uniform quality. All college sophomores in Florida must pass the test before graduating with an associate in arts degree or entering an upper-division program at a state university. It is a four-hour exam, but you should allow an extra hour for check-in, test distribution, and the break. The test is given three times a year at colleges across the state. You can pick up an exam schedule at your school.

The CLAST includes four tests: an essay; an objective test of grammar, usage, and sentence structure; a reading test; and a mathematics test. This booklet will help you prepare for the essay test and the objective English test. The following chart lists at the left the specific skills that will be tested and on the right the relevant sections of *The Bedford Handbook*, Sixth Edition, that you can use to review and practice the skills.

ESSAY AND GRAMMAR SKILLS

SKILL	SECTION IN THE BEDFORD HANDBOOK
1. Selecting a subject that lends itself to development	1a
2. Determining the purpose and the audience for writing	1a
3. Limiting the subject to a topic that can be developed within the requirements of time, purpose, and audience	1a
4. Formulating a thesis or statement of main idea that focuses the essay	1c, 2a
5. Developing the thesis or main idea statement	
a) Providing adequate support that reflects the ability to distinguish between general and specific evidence	18b, 47e
b) Arranging the ideas and supporting details in a logical pattern appropriate to the purpose and focus	1d, 4c-d
c) Writing unified prose in which all supporting material is relevant to the thesis or main idea statement	3a, 4a-c
d) Writing coherent prose and providing effective transitional devices that clearly reflect the organizational pattern and the relationships of the parts of the essay	4e
6. Demonstrating effective word choice	
*a) Using words that convey the denotative and connotative meanings required by context	18a
b) Avoiding inappropriate use of slang, jargon, clichés, and pretentious language	17a-e, 18e
*c) Avoiding wordiness	16a-e

7. Using conventional sentence structure	
*a) Placing modifiers correctly	12a-e
*b) Coordinating and subordinating sentence elements according to their relative importance	14a-d
*c) Using parallel expressions for parallel ideas	9a-c
*d) Avoiding fragments, comma splices, and fused sentences	19a-c, 20a-d
8. Using effective sentence structure	
a) Using a variety of sentence patterns	18a-b, 15a-d
b) Avoiding overuse of passive constructions	8a
9. Observing the conventions of standard American English grammar and usage	
*a) Using standard verb forms	27a-e
*b) Maintaining agreement between subject and verb, pronoun and antecedent	21a-h, 22a-d
*c) Using proper case forms	24a-g, 25a-b
d) Maintaining a consistent point of view	3a, 13a
*e) Using adjectives and adverbs correctly	26a-d
*f) Avoiding inappropriate shifts in tense	3a, 13b-c
*g) Making logical comparisons	10c, 11a-c
*10. Observing standard practice for spelling, punctuation, and capitalization	
Spelling	43a-d
Punctuation	
Comma	32a-j; 33a-h
Semicolon	34a-d
Colon	35a-d
Quotation marks	37a-g
Apostrophe	36a-e
Capitalization	45a-g
11. Revising, editing, and proofreading for clarity, consistency, and conformity to the conventions of standard written American English	All sections

All of these skills will be considered in the holistic evaluation of the essay. In addition, the skills marked * will be tested on the multiple-choice English Language Skills subtest.

USING THIS BOOKLET

The preceding list of so many complex skills may seem overwhelming to you at first. However, a planned review of grammar and timed practice will help reduce your anxiety. Because the CLAST covers such a broad spectrum of writing skills, cramming will not be helpful. In fact, it may harm you by further raising your anxiety level and filling your head with isolated bits of information. Instead of cramming, try responding with a positive attitude and a positive approach: a planned review period where you can target any weak areas for special study.

This booklet is divided into three sections. Part One gives step-by-step suggestions for writing the essay. Part Two describes the skills tested on the objective test (the English

questions are set up. An organized plan for studying, knowledge of what the test will cover, and familiarity with how it will appear should help decrease your anxiety and increase your confidence as well as your skills.

This booklet is divided into three sections. Part I gives step-by-step suggestions for writing the essay and an explanation of the scoring system. Part II describes the multiple-choice test, explains the directions, and provides example test items with answers. Part III consists of sample essay topics and a multiple-choice test with answers which you can use to pinpoint troublesome areas that you will need to study further. All three parts indicate the sections of *The Bedford Handbook* that will be helpful in your review.

PART ONE

The Essay Subtest

The essay is the first subtest you will take. You will be given an answer folder with blank sheets of lined paper and a test booklet with directions and a choice of two topics that calls for a short explanatory or persuasive essay. Because the topics are general, you must narrow the one you choose to a more specific topic that you can deal with successfully in the hour that you will have to write.

Successful essays written for the CLAST span a wide variety of styles and formats. Some students write very formal informative essays drawing on knowledge from their majors, while others write humorous pieces about their families or friends. Some write in the first person; others in the third. One writer may present a clear three-part thesis at the end of an introductory paragraph; another may move inductively to a strong conclusion. In short, no single format is required for the test. However, every successful essay demonstrates control of the essay form and of standard written English. The following information suggests one way of preparing for a timed essay test that will be judged on purpose, organization, development, and mechanics.

THE TEN-FORTY-TEN RULE

You can use your time most efficiently if you budget your time. Divide the hour for writing the essay in the following way.

FIRST 10 MINUTES

Narrow the subject and generate ideas.
– Brainstorm, list, cluster, ask questions
Write a thesis.
Write a rough outline of the major units for development.

NEXT 40 MINUTES

Write the essay.
– Write an introductory paragraph.
– Write two or more body paragraphs with specifics, examples, and transitions.
– Write a concluding paragraph.

LAST 10 MINUTES

Check and proofread.
– Polish sentences.
– Check transitions.
– Check grammar.
– Check spelling.
– Check punctuation.
– Check for omitted words or letters.
– Cross out errors.

It is wise to break down the sixty-minute period into ten minutes for generating ideas, forty minutes for actual writing, and ten minutes for checking or revising your work. Remembering the ten-forty-ten rule will help keep you calm and organized when the test begins.

NARROWING THE SUBJECT AND GENERATING IDEAS (1a-d) (10 minutes)

One secret of writing success is to develop an idea with details and examples, so select your topic and narrow it to *something you know about*, something from your own knowledge and experience. For example, if the topic requires you to explain why some natural feature or ecological community should be protected, don't write about something as broad as saving all the forests in Florida. Instead, write about saving something in nature that you have experienced, possibly an old live oak tree down the street, hung with Spanish moss and bird nests, where your family picnics. Then you

can describe specifically the tree's grace and dignity as well as discuss its place in the natural world, thus creating a vivid picture in the readers' minds.

Read through the following list of possible essay topics and practice narrowing them to a subject you could develop with specific details and examples.

A natural feature or ecological community that should be protected from pollution, development, or other type of destruction

A trend or social change that has affected family relationships or responsibilities

Consumer purchases that reflect modern lifestyles

An individual who has demonstrated great courage, intelligence, or leadership

Adjustments that students must make to survive in college

A discovery or invention that has changed the home or workplace

As you begin to narrow the topic, briefly brainstorm to generate as many ideas as possible. See 1b in *The Bedford Handbook* for suggestions about the techniques of listing, clustering, and asking questions. Use whichever technique suits your topic and your writing style. Your test booklet has blank pages that you can use for these preliminary activities; the pages will be discarded later and will not be considered in your score.

By using the ten-minute planning time instead of plunging right into writing the essay, you will force yourself to focus more clearly and reach for the *best* reasons, facts, examples, or other details to support and develop your main point. This brainstorming process will also help “prime the pump” if you first draw a blank.

As you brainstorm, focus on the wording of the topic, asking yourself specific questions about it. The following example shows how you might do this.

TOPIC: A trend or social change that has affected family relationships or responsibilities

QUESTIONS: *Who* are these families?

Where do they live?

What is one change they face today?

When did this change begin?

Why has this change come about?

How do families cope with this change?

WRITING THE THESIS AND A ROUGH OUTLINE (1c–d, 2a)

As you narrow the topic and generate ideas, you need to focus on the main point you want to explain or prove. Write out a sentence that expresses this central point. That sentence is your thesis. If you have trouble formulating the sentence, try letting the wording of the topic in the test booklet help you. Underline the key terms and then review your list of ideas or your questions again. Suppose, for example, you chose the following topic.

TOPIC: Consumer purchases that reflect modern lifestyles

After thinking carefully about the topic and your questions, you might come up with something like this:

THESIS: Selecting *purchases* from the hardware aisle to the deli and frozen food aisles of our Winn-Dixie reflects the in-a-hurry *lifestyle* of the modern consumer.

As this example shows, you can create your thesis sentence using the actual words from the topic (the words that are italicized) and then go back later and revise the sentence with more interesting words and a more precise focus.

Once you have a working thesis sentence and have generated a few specific ideas about it, jot down a rough outline. The outline has two purposes: to help you visualize how your essay will look when it is completed and to guide you as you write the paragraphs in the body of the essay. The example thesis predicts a five-paragraph essay consisting of an introduction; three body paragraphs using examples of the hardware, deli, and frozen food aisles; and a conclusion. (The test evaluators will be looking for four to six paragraphs: introductory and concluding paragraphs and two to four well-developed body paragraphs.) A formal outline with roman numerals is *not* required. Just make sure to include the main topic of each paragraph and the best examples you have thought of so far. Others may come to you as you write.

WRITING THE DRAFT (2a–c): 40 minutes

Now that you have a good idea of your main point and a plan of organization, you should shift to the blank pages in your answer booklet and begin. Use ink and do not try to write more than one draft. Leave margins on both sides of your essay so that you will have room for making changes and additions.

The Introductory Paragraph (2a)

When you begin the introductory paragraph, think of a “hook” that will call your reader’s attention to your essay. Although you should be writing for a general audience, remember that your readers are English teachers, evaluators who may read 300 to 800 CLAST essays on the same topic during the weekend that they read yours, so sparking their attention is vital. To grab their attention, you might begin with a striking statistic, fact, or example, or you might use a vivid image, anecdote, quotation, or question. After the opening sentence, write two or three sentences explaining or reacting to the opener that will lead the reader naturally to your thesis sentence, which contains the point you will explain, illustrate, or prove in the body paragraphs.

The Body Paragraphs (4a–f)

After you have written the introductory paragraph, look back at your rough outline and *briefly* consider whether the order of your ideas still makes sense. In the supermarket example, it might seem most natural to go from hardware to deli to frozen foods, as the usual flow of traffic does in your store. In another essay you might arrange your ideas from least to most important so that you can build your case to a climax.

However you arrange the order of your paragraphs, remember that you must *develop your ideas with specifics*: examples, reasons, facts, statistics, references to

authorities, and descriptive details that appeal to the five senses. Do not be afraid to speak from personal experience; examples from your own life may help you express yourself most powerfully. Also don't avoid proper names: "Sara Lee cherry cheesecake" speaks more loudly than "frozen dessert" does.

Once you have written the specifics in paragraphs, check the beginning of each paragraph to see whether you have a *topic sentence* that announces the main idea of the paragraph. For example, suppose you have written a paragraph that examines the possible purchases found in the frozen food aisle. You might try a sentence like this one:

TOPIC SENTENCE: After leaving the deli counter, the busy customer turns up the last aisle and sees the foggy glass doors of the frozen food section, which is loaded with convenience entrées.

Not only does this sentence announce the new topic to be developed, it establishes a connection with the topic of the previous paragraph with the *transitional phrase* "After leaving the deli counter." Such transitions provide smooth connections between ideas. Before you write your practice essay in Part Three, review the list of transitional expressions in Section 47F of *The Bedford Handbook*.

The Concluding Paragraph (2c)

Your conclusion can be brief, but it must convey a sense of an ending by summarizing your main points or circling back to the beginning. You can accomplish this by merely rephrasing the thesis, but if you have time, adapt one of the techniques for an opening sentence (see page 7) or write a conclusion based on your own introduction. For example, if you asked a question as an opener, you might give a simple, assertive answer to that question. You could end with a succinct quotation, a witty quotation, or a brief anecdote. Or you might offer a prediction for the future or suggest an application or a course of action.

Finally, quickly think of a title that captures the essence of your essay and provokes interest in it. The title "A Supermarket Society" might work for the essay about consumer purchases and modern lifestyles. An appropriate title adds to the positive overall impression that the evaluators will get as they begin to read your essay.

EDITING AND PROOFREADING (All handbook sections): 10 minutes

If you have budgeted your time according to the ten-forty-ten rule, you have ten minutes left to carefully read, revise, and correct what you have written. Check your transitional words and phrases; add interesting, descriptive adjectives; combine choppy sentences with subordinate clauses and phrases. In short, look for any way you might clarify your meaning, signal the connections between your ideas, and make your writing come alive for your readers.

When you are satisfied with those large elements of your essay, look for errors in sentence structure, subject-verb agreement, pronoun use, and word choice. These are the most common errors made on CLAST essays. Finally, check for errors in spelling, capitalization, and punctuation. Cross out any errors you spot and write the corrections above them. Do not hesitate to cross out or add to your draft.

The Bedford Handbook will help you learn to identify and correct different kinds of writing problems. In addition, working through Part Two in this booklet will give you practice in sharpening the skills you can use to edit and proofread your essay.

SCORING THE ESSAY

Your CLAST essay will be scored by two evaluators, probably college English instructors, who will read it quickly but carefully to gain an impression of the essay as a whole. Rather than looking for specific errors, they will assess the overall writing quality. Each reader will independently assign the essay a score from 1 to 6, and the two scores will be added together. Presently, the passing score for the CLAST essay is 6; that means that each reader has given it at least a score of 3. The present criteria that the Florida Department of Education uses for each score are as follows.

SCORE OF 6: The essay presents or implies a thesis that is developed with noticeable coherence. The writer's ideas are usually substantive, sophisticated, and carefully elaborated. The writer's choice of language and structure is precise and purposeful, often to the point of being polished. Control of sentence structure, usage, and mechanics, despite an occasional flaw, contributes to the writer's ability to communicate the essay's purpose.

SCORE OF 5: The essay presents or implies a thesis and provides convincing, specific support. The writer's ideas are usually fresh, mature, and extensively developed. The writer demonstrates a command of language and uses a variety of structures. Control of sentence structure, usage, and mechanics, despite an occasional flaw, contributes to the writer's ability to communicate the essay's purpose.

SCORE OF 4: The essay presents a thesis and often suggests a plan of development, which is usually carried out. The writer provides enough supporting detail to accomplish the essay's purpose. The writer makes competent use of language and sometimes varies the sentence structure. Occasional errors in sentence structure, usage, and mechanics do not interfere with the writer's ability to communicate the essay's purpose.

SCORE OF 3: The essay presents a thesis and often suggests a plan of development, which is usually carried out. The writer provides support that tends toward generalized statements or a listing. In general, the support is neither sufficient nor clear enough to be convincing. Sentence structure tends to be pedestrian and often repetitious. Errors in sentence structure, usage, and mechanics sometimes interfere with the writer's ability to communicate the essay's purpose.

SCORE OF 2: The essay usually presents a thesis. The writer provides support that tends to be sketchy or illogical. Sentence structure may be simplistic and disjointed. Errors in sentence structure, usage, and mechanics frequently interfere with the writer's ability to communicate the essay's purpose.

SCORE OF 1: The essay generally presents a thesis that is vaguely worded or weakly asserted. Support, if any, tends to be rambling and/or superficial. The writer uses language that often becomes tangled, incoherent, and thus confusing. Errors in sentence structure, usage, and mechanics are frequent.

Practice Scoring

Now that you have some information about how the CLAST essay is evaluated and have seen the criteria that the Florida Department of Education uses to score the essays, you can practice applying the descriptions to some examples.

The following eight writing samples are the opening paragraphs taken from CLAST-type essays written by students. The students were assigned the topic “A product that should be taken off the market.” Although these are not complete essays, try your hand at evaluating the samples, placing your predicted score in the blank provided. The discussion that follows the samples explains each evaluation assigned by a college instructor.

Why Throw Rocks at Glass Houses?

- A. _____ What if we all lived in a glass house that protected us from deadly elements? You would not find anyone throwing rocks or sharp objects at that essential shield. In a sense, all organisms live protected from the sun’s harmful rays in such a glass house, a thin layer of the atmosphere called the ozone layer, but contrary to logical assumptions, “rocks” are constantly being thrown at that shield. These rocks are called chlorofluorocarbons (CFC’s) and halons, which are found in aerosol hair sprays, VHS cleaners, fog horns and old halon fire extinguishers. Dangerous products like these should be taken off the market.

Products of Today

- B. _____ In our world of today with it’s fast paste and convenient life style, we have become obsessed with the here and now. It is with this attitude of a “disposable society” that we do not think of the danger and problems we cause today which we might not be able to solve tomorrow. People should become aware of these problems and dangers of today and strive for the solutions for tomorrow. It is this reason why people should avoid products that pollute or distroy our enviroment. There are several major types of products that need to be removed from the market.

A Look behind the Smoke Screen

- C. _____ There is a product that should be taken off the market, but unfortunately, do to such high demand, probably never will be. This product is cigarettes. The addictive power of the nicotine contained in cigarettes is enough to keep these cancer causing agents in business. Smokers seem to ignore the facts that smoking cigarettes is a health hazard, an inconvenience, and an unnecessary expense.

The Banning of Radar Detectors

- D. _____ It was around 10:30 pm on a Wednesday night, I was riding with a friend on the way home from a movie we had just seen. There were not many people on the road so we began to speed. My friend had his radar

detector on so we felt safe. After a couple of minutes his radar detector went off and before we would slow down we were “snagged.” My friend was furious. “Two hundred bucks, wasted!” he mumbled for days. The detector was not only expensive, but it gave us a false sense of security. I feel that radar detectors should be taken off the market. Three reasons for this are the obtainability, the unreliability and mainly the promotion of speeding.

Killing Me

- E.** _____ There is an increasing number of deaths in the U.S. and they are due to the selling of hand guns in almost every department store. Everyday someone comes in contact with a lethal weapon usually its a small child. The availability of so many guns and pistols is unnecessary. You don't hunt with hand guns and machine guns. Guns should be taken off the shelves and put into special armories. 1. They are dangerous, 2. it leads people to believe they are the police force, killing many innocent people. 3. And, the owners are not properly educated to use guns. I will further explain these three in more detail.

Diet Pills Are Unhealthy

- F.** _____ Many people believe that diet pills are a simple and easy way to lose weight. This is not true. Diet pills are not helpful and should be removed from the market. Some problems with diet pills are: gaining more weight, health problems, or emotional problems.

Should It Stay or Fade Away?

- G.** _____ In today's world, producers are trying to create products which are safe and more advanced for consumers and for the world in which they live. When making products, health risks and hazards to both adults and children are also being kept in mind. Today, much research is being done to see both the positive and negative effects of new products, yet many years ago, when this research was not required, the producers of bleach thought they had invented such a wonderful product that they did not take a look at the many hazardous factors. Chlorine bleach should be taken off today's market because it is dangerous to human health, it is already dying in a large cleaning product market, and it can do permanent damage/fading to clothing and fabrics.

Deadly Toys

- H.** _____ Heightened public awareness, conscientious consumer groups, and stricter government regulations and supervision have led to fairly strict testing and examination of products and toys intended for use by children. No longer must the consumer worry about a child's head getting stuck in the bars of a baby bed or about the eyes of a favorite doll easily popping out and accidentally becoming lodged in a child's throat. However, sometimes a product's danger cannot be determined until that product is on the market. Realistic looking toy weapons are an example. Realistic toy weapons need to be removed from the market because of the dangers they can cause both children and adults if they are mistaken for real weapons.

Now check your evaluations with ours.

A. *Why Throw Rocks at Glass Houses?*

SCORE: 6

This essay seems to be going in the direction of a solid 6 because the writer has a firm grasp of the topic, seems well informed, and uses good, specific examples. An interesting opener engages the attention of the reader and leads to a substantive thesis. The sentences have variety, and transitions tie the ideas together coherently. The writer demonstrates good control of language and structure.

B. *Products of Today*

SCORE: 2

This one might be called a 2 essay so far. Although this opening paragraph is fairly long, it says little because of the vague wording and repetition. No specific types of products are mentioned, so the reader does not know where the essay is headed. It cannot possibly cover all types in such a short time and short space. Simple sentence structures and errors of usage and spelling further weaken the impression a reader gets. In the body of the essay, the writer would have to provide solid examples in a logical order to have any hope of a higher score.

C. *A Look behind the Smoke Screen*

SCORE: 4

Although the title evokes immediate interest, this essay could wind up scoring either as a low 4 or a high 3, depending on the quality of the specifics and sentence structure in the body paragraphs. It contains a distracting usage error (*do* for *due*) and too many *be* verb forms (*is*) rather than action verbs. A delaying device, *There is*, slows down the impact of a possibly powerful opening sentence. However, the writer does state a focused and emphatic thesis that predicts the organization of the essay. Since most people would consider “health hazards” to be more serious than “unnecessary expense,” the writer should consider leading up to health hazards as the most persuasive reason for taking cigarettes off the market, rather than burying it in the middle of the essay.

D. *The Banning of Radar Detectors*

SCORE: 3

This essay might be a low 3. The example used in the opener evokes interest and demonstrates the problem to be discussed, and the slang is appropriate as it captures the flavor of the individual in the example and is not used except for that description. The paragraph makes a good effort at a thesis, though it seems to wobble somewhat, and the last two sentences could be compressed into one, more effective thesis statement. The idea of “obtainability” does not seem a balanced parallel to the other two reasons and may not develop into a full body paragraph. In fact, this paragraph suggests that the writer may be unable to come up with enough specifics to develop the body well. In addition, weak sentence structures, comma splices, and other comma errors weaken the overall impression. This essay could slip to a 2 if more awkward sentences and few specifics appear in the body paragraphs.

E. *Killing Me*

SCORE: 1

While this opening paragraph demonstrates thought and concern, and while a reader can see how three body paragraphs might evolve from it, it has distracting errors in sentence structure, pronoun agreement, and pronoun reference. The thesis is not coherently stated, and the last sentence is unnecessary. Possibly the body would use

strong, specific examples, but with continued errors and incoherence, a reader is unlikely to pull the essay to a 2 or 3 score.

F. *Diet Pills Are Unhealthy* SCORE: 3

This essay sounds like a very low 3, as it begins with an opener that is both weak and abrupt. This, along with the simplistic, choppy sentence structure, gives the impression that the writer does not have control over the writing process. The thesis is apparent but does not narrow and focus the topic. *Health problems* and *emotional problems* are broad and vague. Unless the writer provides some strong, specific examples in the body, the essay may sink to a 2.

G. *Should It Stay or Fade Away?* SCORE: 4

This is a good 4 essay. The development leads from general to specific effectively, and reasonable sentence variety demonstrates that this writer has control of the subject and of the essay form. The coherently stated thesis predicts a clear outline of the body paragraphs to follow, although human health hazards should be considered more important than damage to fabrics, so the thesis and essay would be more effective if the health hazards came last. The dangling modifier in the second sentence is distracting, but other errors are minimal.

H. *Deadly Toys* SCORE: 5

This essay, which scores a 5, narrows the topic well, presents a strong thesis, and provides examples that serve as good background information. The essay suggests a plan of development and states a clear position. The writer might have created even more reader interest by providing examples of injury or death involving these “deadly toys.” Although the paragraph is a bit wordy, there are no serious errors that distract from the overall purpose.

Obviously, a clear score cannot be determined from only the first paragraph. When your own essay is scored, your readers will carefully read the entire essay before arriving at a score since some essays earn a higher score because of an effective conclusion or an insightful body paragraph.

Clearly focused, carefully structured, well-developed essays that demonstrate a graceful use of language will always be the touchstone for judging the best — the goal to strive for.

As you write the practice essay in Part III or write an essay based on some of the topics suggested earlier in Part I, use the scoring criteria to help you examine your own strengths and weaknesses. Using the criteria will help you be more objective and analytical about your writing, thus helping you write and revise your own essay on the CLAST test.

SUMMARY

As your skills sharpen, you will become more aware of when an essay does or does not have a clear thesis, purpose, and organizational plan expressed in the introduction. You will become more sensitive to the body paragraphs, seeing whether they are well developed with specific, relevant details expressed in a variety of sentence patterns. You will be able to detect whether your essay uses logical transitions, effective word choice, and correct, standard American English.

PART TWO

The English Language Skills Subtest



After you finish the essay, you will have a two-to-three-minute break. Then you will be given a new test booklet and begin an eighty-minute, machine-scored test of (usually) forty writing and forty reading items. Be sure to listen to the general directions and follow the instructions for marking in your answer folder as you would for other standardized tests. You will not be penalized for guessing, but if you must guess, try to do so by process of elimination. Of the forty multiple-choice items in the English language skills test, only thirty-five will be scored. The number of items that must be answered correctly for a passing score will vary from one administration to the next depending on the test's difficulty. To reach a passing scale score of 295 on the English Language Skills Test, you usually must answer from twenty-seven to thirty items correctly.

The sixteen skills to be tested on this part of the CLAST are divided into six sections, each with its own directions. Be sure to read the separate directions for each section carefully, as some of them ask you to select and mark the *correct* word, phrase, or sentence while others ask you to identify the *incorrect* choice. The number of possible answers will also vary from section to section. Ten of the skills will be tested in 150-to-300-word passages. Understanding the test format can help you avoid careless errors as well as provide clues to which skill is being tested.

The following exercises will give you practice in recognizing the separate skills. After reading through the brief discussions, answering the questions, and checking the answers and explanations that follow each set, turn to Part Three and test yourself with further questions that target these skills.

DEMONSTRATING EFFECTIVE WORD CHOICE

a) *Using Words That Convey the Denotative and Connotative Meanings Required by Context* (18a)

Remember that the *denotation* of a word is its dictionary definition, and its *connotation* conveys additional overtones, feelings, attitudes, and suggestions. For example, while *house* means a structure to live in or a dwelling, *home* has a similar meaning but suggests warmth and security as well. Thus, *home* has positive connotations.

Your choice of answers to questions testing your understanding of connotation and denotation will depend on your reading of the context of the sentence provided. If the sentence is testing connotation, you must determine whether the context requires a positive, neutral, or negative connotation. If the sentence is testing denotation, you must determine which word's specific meaning is correct for the context.

DIRECTIONS: Choose the most effective word or phrase within the context suggested by the sentence(s).

1. The foreign service was _____ about choosing the trainees who were allowed to enter the secret codes program.
A. weird B. fussy C. selective

2. When hurricane Andrew devastated a portion of Florida in the year 1992, friends as well as strangers offered food and other assistance almost immediately. However, some people believe many were left hungry and homeless for weeks because the federal government was slow to respond to the catastrophe.

- A. a portion of
- B. the year
- C. However
- D. for weeks
- E. federal

ANSWERS: The correct answer for 1 is E. *And erected* is redundant because it means the same as *was built*. A, B, and C all add information to the passage. The word *who* is repeated to provide balance and to establish strong parallel structure.

The correct answer for 2 is B. Since 1992 is given, the phrase *the year* is unnecessary. A, D, and E add information to the passage. C provides a transition showing contrast.

NOTE: This is the only skill tested with these directions. Therefore, you will know to think about avoiding wordiness when you read “unnecessary within the context” in the directions.

USING CONVENTIONAL SENTENCE STRUCTURE

a) *Placing Modifiers Correctly (12 a-c)*

Modifiers are words, phrases, or complete clauses that limit, explain, or describe other elements in a sentence. Because they glue themselves to their nearest companion, modifiers can be a sticky problem, confusing the meaning of a sentence. Look at the following samples to find the sentences in which the modifier is placed correctly.

DIRECTIONS: Choose the sentence that expresses the thought most clearly and effectively and that has no errors in sentence structure.

- 1A. In a glass-bottom boat, tourists can see reef fish swimming around the coral without getting wet.
- B. In a glass-bottom boat, reef fish are seen swimming around the coral without getting wet.
- C. Without getting wet, tourists in a glass-bottom boat can see reef fish swimming around the coral.

- 2A. Jack spotted a fifty-pound barracuda driving the boat toward the dock.
- B. Driving the boat toward the dock, a fifty-pound barracuda was spotted.
- C. Driving the boat toward the dock, Jack spotted a fifty-pound barracuda.

ANSWERS: C is the correct answer for both 1 and 2; in both sentences the modifying phrases *Without getting wet* and *Driving the boat toward the dock* are placed next to the terms they most sensibly modify (*tourists* and *Jack*). As you can see, you must determine who or what didn't get wet or was driving the boat. In both B answers, the use of the passive voice (see later discussion in Part Two) forces the nouns that should be modified out of the sentence.

NOTE: These directions signal items testing either placing modifiers correctly or using parallel expressions.

b) Coordinating and Subordinating Sentence Elements according to Their Relative Importance (8a–d))

Coordinating and subordinating your ideas in sentences can clarify the relationships between them. You can show stronger connections between them, for example, according to time or cause and effect. Subordination and coordination can also help you avoid wordiness and create more varied and complex sentences. In the following samples, look for this smoothing and tightening effect.

DIRECTIONS: For the underlined sentence(s), choose the option that expresses the meaning with the most fluency and the clearest logic within the context. If the underlined sentence(s) should not be changed, choose option A, which shows no change.

1. Average teens watch three hours of TV daily; they are not aware of the emotional appeals in the advertisements they watch. Many of these ads exploit the viewer's desire to be attractive to the opposite sex.
 - A. Average teens watch three hours of TV daily; they are not aware of the emotional appeals in the advertisements they watch.
 - B. Average teens watch three hours of TV daily, and they are not aware of the emotional appeals in the advertisements they watch.
 - C. Average teens watch three hours of TV daily, but they are not aware of the emotional appeals in the advertisements they watch.
 - D. Average teens watch three hours of TV daily, and, therefore, they are not aware of the emotional appeals in the advertisements they watch.

2. Young mothers may find it difficult to continue their education. For example, Sarah has a two-year-old, and she wants to attend college, and she worries about leaving her child with a babysitter.
- A. For example, Sarah has a two-year-old, and she wants to attend college, and she worries about leaving her child with a babysitter.
 - B. For example, because Sarah has a two-year-old, she wants to attend college; but she worries about leaving her child with a babysitter.
 - C. For example, because Sarah has a two-year-old, she worries about leaving her child with a babysitter; and she wants to attend college.
 - D. For example, Sarah, who has a two-year-old, wants to attend college, but she worries about leaving her child with a babysitter.
3. My friend Henry once helped catch a burglar. Although he knew his neighbors were on vacation, Henry called the police when he heard the sound of glass breaking in their backyard.
- A. Although he knew his neighbors were on vacation, Henry called the police when he heard the sound of glass breaking in their backyard.
 - B. Because he knew his neighbors were on vacation, Henry called the police when he heard the sound of glass breaking in their backyard.
 - C. Henry knew his neighbors were on vacation, and he heard the sound of glass breaking in the backyard, and he called the police.
 - D. Henry knew his neighbors were on vacation because he heard the sound of glass breaking in their backyard, so he called the police.

ANSWERS: The correct answer for 1 is C because it balances (or coordinates) the two ideas and links them with *but*. This term signals a contrast rather than merely stringing the clauses together as the conjunction *and* does in B. Answer A produces a choppy effect and provides no indication of the relationship between the parts. The *therefore* in D suggests a causal relationship that does not exist.

The correct answer for 2 is D since it effectively subordinates one clause and uses the conjunction *but* to show the contrast between the two main clauses. The other options do not use appropriate or effective subordination.

The correct answer for 3 is B since it uses subordination appropriately and effectively to demonstrate the relationship of the clauses to each other. C strings the clauses together with coordinating conjunctions that do not convey the appropriate relationship between the parts. A and D use inappropriate subordination.

NOTE: This is the only skill tested with these directions. Therefore, you will know to think about coordination and subordination when you read “the most fluency and the clearest logic.”

c) Using Parallel Expressions for Parallel Ideas (4e, 9a–c)

Parallel words, phrases, and clauses match their partners grammatically, creating a rhythmic and harmonious effect that often appears in powerful and memorable expression. You may have noticed this effect in speeches, poetry, and song lyrics, but parallel structure can improve the clarity and resonance of any kind of writing. Look for this effect in the following samples.

DIRECTIONS: Choose the sentence that expresses the thought most clearly and effectively and that has no errors in structure.

- 1A. The dropout rate for African American teens has decreased steadily, but for Hispanics it has increased sharply.
 - B. The dropout rate for African American teens has decreased steadily, but many more Hispanics are dropping out.
 - C. The dropout rate has increased for Hispanic teens, but the African American rate has fallen.
-
- 2A. Besides promising financial aid for college, the foundation, which sponsors entire classes in low-achieving elementary schools, also gets involved with the students' lives and families.
 - B. The foundation sponsors entire classes in low-achieving elementary schools, promising financial aid for college and getting involved with the students' lives and families.
 - C. The foundation sponsors entire classes in low-achieving elementary schools, promising financial aid for college; they also get involved with the lives of the students and the students' families.

NOTE: These directions signal items that test either placing modifiers correctly or using parallel expressions.

ANSWERS: The correct answer for 1 is A since it matches the phrases *for African American teens* and *for Hispanics* and parallels *decreased steadily* with *increased sharply*.

The correct answer for 2 is B because it parallels *promising* and *getting involved with*. It also uses the balanced wording *lives and families*, while C breaks up this balance unnecessarily.

FINDING ERRORS IN PASSAGES

Ten of the skills will be tested using two or three passages, each no longer than 300 words. The passages will contain embedded errors from among the following areas:

- a. sentence structure (limited to comma splices, fused sentences, and fragments)
- b. standard verb forms
- c. subject-verb agreement
- d. pronoun-antecedent agreement
- e. pronoun case forms
- f. adjectives and adverbs

- g. inappropriate shifts in tense
- h. spelling
- i. punctuation (limited to commas, semicolons, colons, apostrophes, and quotation marks)
- j. capitalization

The CLAST emphasizes certain skills by testing them with more items. A total of twenty-two multiple-choice items may be related to the passages (for example, eleven items for each of two passages). Of the twenty-two, sixteen (two per skill) will be related to the following categories:

- 1. comma splices and fused sentences
- 2. fragments
- 3. standard verb forms
- 4. subject-verb agreement
- 5. pronoun-antecedent agreement
- 6. inappropriate shifts in tense
- 7. spelling
- 8. commas

The remaining six items will be related to the following categories. A range of three to six of the categories may appear on each CLAST, so do not worry if you do not find all six kinds of errors in the passages.

- 9. pronoun case forms
- 10. adjectives and adverbs
- 11. semicolons or colons
- 12. apostrophes
- 13. quotation marks
- 14. capitalization

Potential errors will be identified in one of two ways. In format A, one part of the sentence(s) will be underlined. The item will provide three possible answers as well as an option indicating “No change is necessary.” In format B, three parts of the sentence(s) will be underlined. In both cases, the items may address more than one kind of error. You will, for example, have to look at spelling, comma use, and verb forms at the same time. This part of the test, then, is related to proofreading your own papers. In fact, when you are working on this part of the test, you may need to reread portions of the entire passage to check the context for items such as pronoun references or shifts in verb tense.

To give you a sense of what this part of the test is like, two passages with test items are presented here. A discussion of the skills and correct answers follows the passages.

DIRECTIONS: The passage below contains several errors. Read the passage. Then answer each test item by choosing the option that corrects an error in the underlined portion(s). Refer to the passage as necessary. No more than one underlined error will appear in each item. If no error exists, choose “No change is necessary.”

8. Breeding these cows selectively increase the chance that the offspring will inherit those same genetic traits and become top producers too.
- A B
C
- A. selective
B. increases
C. traits, and
D. No change is necessary.
9. For the same reasons, farmers identify the cows that are not producing good and choose not to use them for breeding.
- A B
C
- A. farmers'
B. well
C. chose
D. No change is necessary.
10. Scientists argue that genetic engineering, which is not much different from selective breeding, can produce similar positive results, society, they say, should support their research because society can only benefit, as it has in the past.
- A. results. Society
B. results society,
C. results, society
D. No change is necessary
11. These scientists also know that society is accustom to having the best, so they believe their research will receive further funding.
- A. are accustom to
B. is acustomed to
C. is accustomed to
D. No change is necessary.

DIRECTIONS: The passage below contains several errors. Read the passage. Then answer each test item by choosing the option that corrects an error in the underlined portion(s). Refer to the passage as necessary. No more than one underlined error will appear in each item. If no error exists, choose “No change is necessary.”

14. The Gorilla Koko was often bored with language lessons.
 A B C
- A. gorilla
 B. Koko,
 C. lessens.
 D. No change is necessary.
15. One afternoon, she stubbornly and repeatedly signaled “red” when asked the color of a white towel. Even though she had correctly identified the color white many times before.
- A. towel, even though
 B. towel; even though
 C. towel. Eventhough
 D. No change is necessary.
16. In Atlanta, a two-and-a-half-year-old pygmy chimpanzee’s mother was taken away for breeding; the young chimp amazed researchers by revealing that he had been learning by watching.
 A B C
- A. In Atlanta:
 B. breeding, the
 C. revealing: he
 D. No change is necessary.
17. The chimp learned symbols that were being taught to their mother.
 A B C
- A. learnt
 B. was
 C. his
 D. No change is necessary.
18. He hit the symbols for both apple and ball on a computerized keyboard, and pointed to the objects.
 A B C
- A. cymbols
 B. keyboard
 C. points
 D. No change is necessary.

19. These and hundreds of similar incidents recorded over the past twenty-five years illustrates that the great apes (chimpanzees, pygmy chimpanzees, gorillas, and orangutans) resemble humans in language abilities more than had been believed previously.
- A**
B
C
- A. illustrate
B. resembles
C. previous
D. No change is necessary.
20. Just how far that resemblance extends, though, is a matter of some controversy.
- A**
B
C
- A. resemblance
B. through
C. controversy
D. No change is necessary.
21. Researchers agree that apes have acquired large vocabularies however, these scientists differ sharply in interpreting the uses to which these vocabularies have been put.
- A. vocabularies, however;
B. vocabularies, however,
C. vocabularies; however,
D. No change is necessary.
22. Overall, the evidence suggests — despite the objections of some skeptics — that apes have used symbols spontaneously and creatively and have even learned to conceptualize with them.
- A. have suggested
B. are suggesting
C. had suggested
D. No change is necessary.

Corrected Passage A

Some scientists who favor continued research to advance the technology of genetic engineering argue that they are only refining the process of selective breeding that has benefited society for many years. For centuries, they claim, scientists have recognized variations in plant and animal species from generation to generation. In the early nineteenth century, scientists explained those variations as part of an evolutionary process that they called natural selection. Later, scientists found ways to duplicate this process of natural selection. Not wanting to leave the process to chance, they developed the technique of selective breeding.

This technique has practical applications. For example, dairy farmers use selective breeding to increase production from their herds. The farmers choose the best milk-producing cows for breeding; these cows' genetic traits make the animals top producers. Breeding these cows selectively increases the chance that the offspring will inherit those same genetic traits and become top producers too. For the same reasons, farmers identify the cows that are not producing well and choose not to use them for breeding.

Scientists argue that genetic engineering, which is not much different from selective breeding, can produce similar positive results. Society, they say, should support their research because society can only benefit, as it has in the past. These scientists also know that society is accustomed to having the best, so they believe their research will receive further funding.

Corrected Passage B

Choosing from among the eighty signs in American Sign Language that she had learned, a chimpanzee named Lucy selected three and signaled to her trainer, "Roger tickle Lucy." When Roger failed to respond to her request and signaled instead, "No, Lucy tickle Roger," the chimpanzee jumped onto his lap and began to tickle him. The gorilla Koko was often bored with language lessons. One afternoon, she stubbornly and repeatedly signaled "red" when asked the color of a white towel, even though she had correctly identified the color white many times before. At last the gorilla produced a small piece of red lint that had been stuck to the towel. In Atlanta, a two-and-a-half-year-old pygmy chimpanzee's mother was taken away for breeding; the young chimp amazed researchers by revealing that he had been learning by watching. The chimp had learned symbols that were being taught to his mother. He hit the symbols for both apple and ball on a computerized keyboard and pointed to the objects.

These and hundreds of similar incidents recorded over the past twenty-five years illustrate that the great apes (chimpanzees, pygmy chimpanzees, gorillas, and orangutans) resemble humans in language abilities more than had been believed previously. Just how far that resemblance extends, though, is a matter of some controversy. Researchers agree that apes have acquired large vocabularies; however, these scientists differ sharply in interpreting the uses to which these vocabularies have been put. Overall, the evidence suggests — despite the objections of some skeptics — that apes have used symbols spontaneously and creatively and have even learned to conceptualize with them.

ANSWER KEY

ITEM NUMBER	SKILL TESTED
1. B	pronoun case forms
2. A	punctuation — commas
3. A	spelling
4. D	shifts in tense
5. B	fragments
6. C	pronoun-antecedent agreement
7. C	punctuation — apostrophes
8. B	subject-verb agreement
9. B	adjectives and adverbs
10. A	comma splices
11. C	standard verb forms
12. C	punctuation — quotation marks
13. C	standard verb forms
14. A	capitalization
15. A	fragments
16. D	semicolons and colons
17. C	pronoun-antecedent agreement
18. B	punctuation — commas
19. A	subject-verb agreement
20. A	spelling
21. C	fused sentences
22. D	shifts in tense

The discussion on the next few pages, grouped by grammatical category, explains each of the answers and describes the skills being tested. Note that the format of the test requires proofreading skills in addition to grammar skills, so you must draw on your knowledge of all the skills when you select an answer.

d) *Avoiding Fragments (19a–c), Comma Splices, and Fused Sentences (20a–d)*

Statistics show that questions containing these errors are among the most frequently missed on the English skills test. These errors are easy to overlook, partly because when we read, we subconsciously correct fragments and separate comma splices so that they make sense.

ITEMS FROM PASSAGES:

5. Not wanting to leave the process to chance. They developed the technique of selective breeding.
- A. chance; they
 - B. chance, they
 - C. chance, so they
 - D. No change is necessary.
10. Scientists argue that genetic engineering, which is not much different from selective breeding, can produce similar positive results, society, they say, should support their research because society can only benefit, as it has in the past.
- A. results. Society,
 - B. results society,
 - C. results, society
 - D. No change is necessary.
15. One afternoon, she stubbornly and repeatedly signaled “red” when asked the color of a white towel. Even though she had correctly identified the color white many times before.
- A. towel, even though
 - B. towel; even though
 - C. towel. Eventhough
 - D. No change is necessary.

21. Researchers agree that apes have acquired large vocabularies however, they differ sharply in interpreting the uses to which these vocabularies have been put.

- A. vocabularies, however;
- B. vocabularies, however,
- C. vocabularies; however,
- D. No change is necessary.

ANSWERS: The answer for 5 is B because it connects a participial phrase, a fragment, to the main clause. A is incorrect because a semicolon should be used only between independent clauses. C is incorrect because the coordinating conjunction *so* cannot be used to connect a phrase with a main clause.

The answer for 10 is A. The passage contains a comma splice, two main clauses joined by a comma. B creates a fused sentence. C repeats the comma splice and adds another error by omitting the comma after *society*.

The answer for 15 is A because it connects a main clause and a subordinate clause, a fragment, with a comma. B is incorrect because a semicolon cannot separate a main clause and a subordinate clause. C repeats the fragment in the original passage and adds another error by spelling *Even though* as one word.

The answer for 21 is C. When using a semicolon with a conjunctive adverb (*however*) between two main clauses, place the semicolon after the first clause and a comma after the conjunctive adverb.

EMPLOYING EFFECTIVE SENTENCE STRUCTURE

- a) *Using a Variety of Sentence Patterns (8a–b, 15a–d)*
- b) *Avoiding Overuse of Passive Constructions (28c)*

These skills are tested on the essay subtest only. Review the sections in *The Bedford Handbook*, and when you write your essay try to use a variety of sentence patterns and avoid overusing passive constructions.

OBSERVING THE CONVENTIONS OF STANDARD AMERICAN ENGLISH GRAMMAR AND USAGE

- a) *Using Standard Verb Forms (27a–e)*

The samples in this section should alert you to nonstandard and other troublesome verb forms. CLAST tests problems such as errors in the use of regular verbs, errors in the use of irregular verbs, and use of nonstandard verb forms. Sometimes an error is a matter of a transposed or missing letter or syllable, so examine the spelling of each choice as you determine which is correct.

19. These and hundreds of similar incidents recorded over the past twenty-five years illustrates that the great apes (chimpanzees, pygmy chimpanzees, gorillas, and orangutans) resemble humans in language abilities more than had been believed previously.

- A. illustrate
- B. resembles
- C. previous
- D. No change is necessary.

ANSWERS: The correct answer for 8 is B. The subject of the sentence is the gerund *breeding*, not *cows*, so the sentence requires a verb that agrees with a singular subject. Answer A suggests substituting an adjective where an adverb is needed. C uses an incorrect comma.

The correct answer for 19 is A. The verb *illustrate* agrees with the plural subject *these and hundreds*. In B, *resemble* already agrees with *apes*, so no error exists. In C, *previously* is correctly used as an adverb modifying the verb.

Items that test pronouns and their antecedents will draw from the following: the absence of a clearly expressed antecedent; consistency in point of view; singular or plural nouns or pronouns; compound subjects joined by *and* or *both . . . and*; compound subjects joined by *or, either . . . or, or neither . . . nor*; and reflexive pronouns.

ITEMS FROM PASSAGES:

6. For example, dairy farmers use selective breeding to increase production from its herds.

- A. diary
- B. farmers'
- C. their
- D. No change is necessary

17. The chimp learned symbols that were being taught to their mother.

- A. learnt
- B. was
- C. his
- D. No change is necessary.

The correct answer for 17 is C. The antecedent for the pronoun is the singular noun *chimp*. Therefore, *his* is the correct pronoun choice. Answer A is a standard verb form error. B is a subject-verb agreement error. The subject of the subordinate clause is *that*, a relative pronoun whose antecedent is *symbols*.

c) Using Proper Case Forms (24a–g, 25a–b)

The pronoun case forms are the nominative, objective, and possessive. The CLAST emphasizes the following situations for proper use of pronoun case: subject of verb, object of verb, object of preposition, possessive forms (without apostrophes), and reflexive forms. Secondary emphasis may be placed on these additional uses: subject of understood verb at the end of a sentence, predicate nominative, and use in appositives. The passages, therefore, might contain sentences with the following kinds of choices.

1. David asked both Susan and *I* to the prom, so we both turned him down. [*Me* should be substituted for *I* because the pronoun is the object of the verb *asked*: *David asked me*.]
2. My mother bought presents for my brother and *me* when she went to Europe. [Although some students may be tempted to choose *I* here, *me* is correct because the pronoun is the object of a preposition: *for me*.]
3. *His* grades are better than *mine*, but together *ours*' are better than Tom's. [The possessive *ours* has no apostrophe. The other sentence elements are correct.]

ITEM FROM PASSAGE:

1. Some scientists whom favor continued research to advance the technology of genetic engineering argue that they are only refining the process of selective breeding that has benefited society for many years.
A B
C
- A. scientists,
B. who
C. argues
D. No change is necessary

ANSWER: The correct answer for 1 is B. The pronoun *who* is the subject of the subordinate clause *who favor continued research to advance the technology of genetic engineering*. Therefore, the nominative form of the pronoun must be used. A incorrectly uses a comma. C introduces an error in subject-verb agreement; the subject for *argue* is *scientists*.

d) Maintaining a Consistent Point of View (3a, 13a)

This skill is tested on the essay subtest only. Review the section in *The Bedford Handbook*. When you proofread your essay, check for any inconsistencies in the use of point of view.

e) Using Adjectives and Adverbs Correctly (26a–d)

While both adjectives and adverbs are modifiers, adjectives usually describe only nouns and pronouns, and adverbs can modify verbs, adjectives, other adverbs, and even independent clauses. Although looking for an *-ly* ending to identify an adverb works sometimes, it is not a reliable test. For example, the adjective *lovely* ends in *-ly*, while *fast* can be used as either an adjective (*a fast car*) or an adverb (*the car goes fast*). To determine whether you should select an adjective or an adverb, you need to examine how the word functions in the sentence.

ITEM FROM PASSAGE:

9. For the same reasons, farmers identify the cows that are not producing good and choose not to use them for breeding.
- A B
C
- A. farmers'
B. well
C. chose
D. No change is necessary.

ANSWER: The correct choice is B. The adverb *well* must be used to modify the verb *are producing*. *Good* is an adjective. A is incorrect because *farmers* is the subject of the sentence and is not possessive. C is a shift to past tense.

For more practice with using adjectives and adverbs correctly, look at the adjectives and adverbs underlined in the following paragraph.

Of the two pieces of apple pie, Randall chose the largest one to eat after lunch.

A

The little boy was delighted that his mother hadn't measured each half so exact as to make an even split. His choice worked well for his mother too, since she was trying to stay on a diet. A small piece, she thought, would certainly contain less calories. Everyone else at McDonald's could see that both mother and son looked happily about the special treat.

B C
D E

ANSWERS: The correct choice for A is *larger*. In a comparison between two things, the adjective must be in the comparative form (*larger*). In a comparison of three or more things, the superlative (*largest*) would be correct.

The correct choice for B is *exactly* because the sentence requires an adverb to modify the verb (*measured*).

C is correct. *Well* is an adverb that modifies the verb *worked*. Remember that *good* is always used as an adjective and *well* as an adverb (except that *well* is used as an adjective in references to health).

The correct choice for D is *fewer*. Although both *less* and *fewer* are adjectives, *fewer* is used for countable items, *less* for things that can't be counted. Other pairs of adjectives that make the same distinction between noncount and count nouns include *many* before count nouns (*many cups*) and *much* before noncount nouns (*much coffee*). See Section 30b in *The Bedford Handbook* for a list of common noncount nouns.

The correct choice for E is *happy*. In this case, *looked* is a linking (rather than an action) verb that joins the subject *mother and son* to the subject complement *happy*. (A subject complement completes the idea of the subject with either a noun that renames the subject or an adjective that describes it — never an adverb.) Thus, the adjective *happy* describes how the mother and son seemed or appeared rather than an action they were doing with their own eyes. (In the sentence *Mother and son looked happily at each other*, the verb *looked* is an action verb, so the adverb *happily* is correct.) (See 62b in *The Bedford Handbook* for a discussion of sentence patterns containing subject complements.)

f) Avoiding Inappropriate Shifts in Tense (3a, 13a–d)

Using a consistent verb tense will help you maintain unity in your sentences and paragraphs. The CLAST will test inappropriate shifts between present and past tense, inappropriate use of perfect tenses, and failure to change tenses when the context requires a change.

ITEMS FROM PASSAGES:

4. Later, scientists found ways to duplicate this process of natural selection.
- A. are finding
 - B. had found
 - C. have found
 - D. No change is necessary.
22. Overall, the evidence suggests — despite the objections of some skeptics — that apes have used symbols spontaneously and creatively and have even learned to conceptualize with them.
- A. have suggested
 - B. are suggesting
 - C. had suggested
 - D. No change is necessary.

ANSWERS: No change is necessary in 4. The entire paragraph is in the past tense, as is this sentence. Sometimes it is necessary to reread the test sentence along with the sentences that surround it in the paragraph to be certain of the correct tense for the context.

No change is necessary for 22 either. The evidence still exists, so the present tense is appropriate. A and B create subject-verb agreement errors, and C creates a shift to past perfect tense.

g) Making Logical Comparisons (10c, 11a-c)

Sentences that make comparisons must be written carefully. A comparison should be made between like items, and the comparison must be complete and logically consistent. Because we often fill in the logical connection ourselves, we may not always notice an incompletely constructed comparison. The following examples test logical comparisons.

DIRECTIONS: Choose the sentence that logically and correctly expresses the comparison.

- 1A. The Bensons, who poured their life savings into the stock market, worry more about the economy than their children.
B. The Bensons, who poured their life savings into the stock market, worry more about the economy.
C. The Bensons, who poured their life savings into the stock market, worry more about the economy than about their children.
- 2A. Joanne believes that learning French is as easy, if not easier than, learning English.
B. Joanne believes that learning French is as easy as, if not easier than, learning English.
C. Joanne believes that learning French is easy as, if not easier than, English.
- 3A. Jerry was upset because his new room was smaller than his sister.
B. Jerry was upset because his new room was smaller.
C. Jerry was upset because his new room was smaller than his sister's.

ANSWERS: The answer for 1 is C. A is ambiguous. Do the Bensons worry more than their children worry, or do the Bensons worry more about the economy than they worry about their children? B is incomplete. The Bensons worry more about the economy than about what?

The answer for 2 is B because both terms used in the comparison are complete: *as easy as*, *easier than*. A is grammatically incomplete. In a comparison, *as* must be paired with another *as*: *as easy as*. C is also grammatically incomplete; it is missing the first *as*. In addition, C is illogical because it compares learning French with English. It should specify *learning English*.

The answer for 3 is C. A is illogical because it compares Jerry's room with his sister rather than with his sister's room. B is incomplete. It does not indicate what the room is being compared with.

NOTE: This is the only skill tested with these directions. Therefore, you will know to look for complete comparisons when you read "correctly expresses the comparison."

USING STANDARD PRACTICE FOR SPELLING, PUNCTUATION, AND CAPITALIZATION

Spelling (43a-d)

Although English spelling is notoriously inconsistent, you can improve your chances of correct spelling for both the CLAST essay and the English skills test by an organized review of major spelling patterns in Section 43c of *The Bedford Handbook*, of homophones in section 43b, and of commonly misspelled words in Section 43d. The words to be tested on CLAST may reflect the use or misuse if the following spelling conventions: doubled consonants, reversed letters, omitted letters, inserted letters, substituted letters, and words confused because they look or sound like other words.

Punctuation (32-39)

The CLAST tests the use of commas, semicolons, colons, quotations marks, and apostrophes. The *comma* (in 32 and 33 of the handbook) may be tested in the following situations: between main clauses joined by a coordinating conjunction, after long introductory elements, with explanatory or parenthetical elements, with transitional words and adjacent words, phrases, and clauses. The *semicolon* (34a-d) may be tested after complete sentences announcing a formal list or a quotation and between a title and subtitle of the cited work. *Quotation marks* (37a-g) may be tested with direct quotations and with the title of a poem, a short story, an article, or an essay. The *apostrophe* (36a-e) may be tested when indication possessive case, contractions, or omissions.

Capitalization (45a-g)

The CLAST may test the following principles of capitalization: use in direct quotations, use with proper nouns, and use in titles. Proper nouns to be tested may include regions of the country; names and titles of persons; names of specific places; names of days, months, holidays, and commonly recognizable periods in history; names of commonly recognizable nonprofit businesses and organizations; names of nationalities and languages; and names of school subjects that are specific courses (*Economics 200, Psychology 101*)

ITEMS FROM PASSAGES:

2. For centuries they claim scientists have recognized variations in plant and animal species from generation to generation.
 - A. , they claim,
 - B. they claimed
 - C. they claim:
 - D. No change is necessary.

3. In the early nineteenth century, scientists explained those variations as part of an evolutionary process that they called natural selection.

- A. nineteenth
- B. have explained
- C. call
- D. No change is necessary.

7. The farmers choose the best milk-producing cows for breeding; these cows genetic traits make the animals top producers.

- A. choosed
- B. breeding,
- C. cows'
- D. No change is necessary.

12. Choosing from among the eighty signs in American Sign Language that she had learned, a chimpanzee named Lucy selected three and signaled to her trainer, "Roger tickle Lucy".

- A. trainer "Roger tickle Lucy".
- B. trainer Roger tickle Lucy.
- C. trainer, "Roger tickle Lucy."
- D. No change is necessary.

14. The Gorilla Koko was often bored with language lessons.

- A. gorilla
- B. Koko,
- C. lessens.
- D. No change is necessary.

16. In Atlanta, a two-and-a-half-year-old pygmy chimpanzee's mother was taken away for breeding; the young chimp amazed researchers by revealing that he had been learning by watching.

- A. In Atlanta:
- B. breeding, the
- C. revealing: that he
- D. No change is necessary.

18. He hit the symbols for both apple and ball on a computerized keyboard, and pointed to the objects.

- A. cymbols
- B. keyboard
- C. points
- D. No change is necessary.

20. Just how far that resemblance extends, though, is a matter of some controversy.

- A. resemblance
- B. through
- C. contraversy
- D. No change is necessary.

ANSWERS: The correct answer for 2 is A. The explanatory element *they claim* must be set off with commas at the beginning and end. B creates a tense shift. C misuses the colon.

The correct answer for 3 is A; *nineteenth* is the correct spelling. B creates an illogical tense shift. C is incorrect because the event occurred in the nineteenth century, so the past tense (*called*) is required.

The correct answer for 7 is C. *Cows* should be plural possessive: *cows'*. A creates a tense shift to past and uses a nonstandard verb form (*choosed* for *chose*). B creates a comma splice.

The correct answer for 12 is C because it places the period inside the quotation marks. A is incorrect because the direct quotation is not introduced with a comma and because the period is outside the quotation marks. B is incorrect because the direct quotation is not in quotation marks.

The correct answer for 14 is A. The word *gorilla* is not a proper noun and should not be capitalized. B uses a comma incorrectly. C is a misspelling.

No change is necessary in 16. The sentence as written demonstrates the use of a semicolon between main clauses that are not joined by a coordinating conjunction. A misuses the colon. A colon should be preceded by a complete sentence. B creates a comma splice. C misuses the colon.

The correct answer for 18 is B because it removes the unnecessary comma separating the two parts of the compound predicate: *hit* and *pointed*. Answer A is a spelling error. C creates a tense shift.

The correct answer for 20 is A. B is an incorrect word for the context, and C is a misspelling.

PART THREE

Practice with CLAST-Type Tests

The sample tests in Part Three will give you a chance to practice the concepts you reviewed in Parts One and Two. If you try to simulate some of the actual CLAST conditions, you may feel more comfortable when taking the CLAST itself. To do this, gather a timer or clock, pencils, pens, and writing paper. Then find a quiet place where you will not be interrupted for about two hours.

To write the essay, practice using the ten–forty–ten rule. Set your timer for ten minutes, turn to the sample essay test (page 42), and begin. Look over the topics and select your choice. After brainstorming briefly, write a tentative thesis and rough outline. Next, reset your timer for forty minutes and begin to develop the paragraphs in your essay. Finally, reset your timer for the last ten minutes for editing and proofreading your essay.

To try one of the practice English language skills tests, set the timer for twenty-five minutes. (By budgeting only twenty-five minutes for this section, you will have more time on the reading portion of the CLAST, which will be included in the same test booklet and time slot as the language skills test. You can go back and work on the language skills test if you finish the reading test before the time is up.) Remove the answer sheet from the back of this booklet, turn to page 43 (test A) or 56 (test B), and read the directions carefully. Work through the test, reading the directions for each section and marking your answers on the answer sheet.

After you have finished the tests, turn to the answer key for that test and check your answers. If you still have questions about a particular test item, you can look up the skills being tested in the section of *The Bedford Handbook* indicated in the right column for that item.

After you have checked the language skills test and examined the answer key, turn to the CLAST essay scoring criteria in Part One of this booklet. As objectively as you can, examine your introductory paragraph, thesis, organization, examples, and sentence structure. Try to arrive at a tentative score for your essay. Later you may want to look at the essay again and perhaps write some other practice essays using some of the topics listed in Part One (page 4). You also may want to seek the advice of another student, a teacher, or the writing center personnel at your college.

SAMPLE CLAST ESSAY TEST

You will have 60 minutes to plan, write, and proofread an essay on one of the topics below. READ THE TOPICS VERY CAREFULLY TO MAKE SURE YOU KNOW WHAT THEY ARE ASKING YOU TO DO. YOU MUST WRITE ON *ONLY ONE* OF THESE TOPICS AND YOU MUST ADDRESS THE ENTIRE TOPIC.

TOPIC 1: Advantages or disadvantages of living in a rural area, small town, or larger metropolitan area

OR

TOPIC 2: A disadvantage of technological innovation that may affect certain individuals

In your essay, you should introduce the subject and then either

- explain the subject you have chosen, or
- take a position about your subject and support it.

At least two evaluators will read your essay, and each one will assign it a score. They will pay special attention to whether you have

- addressed the topic as it is written,
- established a clear thesis or main idea,
- developed your thesis logically and in sufficient detail,
- used well-formed sentences and paragraphs,
- used language appropriately and effectively, and
- followed standard practices in spelling, punctuation, capitalization, and grammar.

Take a few minutes to think about what you want to say before you start writing. Leave yourself a few minutes at the end of the period to proofread and make corrections.

Please write in ink. You may cross out or add information as necessary, but you should write as legibly as possible so that the evaluators can easily read your essay.

SAMPLE ENGLISH LANGUAGE SKILLS TEST A

DIRECTIONS: Choose the most effective word or phrase within the context suggested by the sentence(s).

1. Although his goal seemed _____, David was determined to help his three brothers get through medical school.
 - A. zealous
 - B. ambitious
 - C. purposeful

2. Praising her for losing enough weight to reach the goal he had set for her, the dietitian told Anna she looked healthy and _____.
 - A. slim
 - B. gaunt
 - C. scrawny

3. Janet sat in the hot sun watching the children playing in the pool; then, _____, she jumped in, not caring about getting her clothes wet.
 - A. repulsively
 - B. compulsively
 - C. impulsively

DIRECTIONS: Choose the underlined word or phrase that is unnecessary within the context of the passage.

4. The Red Cross gathered food, blankets, and clothing, as well as other supplies
A
also, to send to the disaster area immediately; however, the shipment was
B C D
delayed a week because the roads were flooded.
E
 - A. as well as other supplies
 - B. also
 - C. area
 - D. immediately
 - E. a week

- 10A. The rescue effort was hindered because the roads were washed out, high winds, and the equipment broke down.
- B. The rescue effort was hindered because of washed-out roads, high winds, and broken equipment.
- C. The rescue effort was hindered because the roads were washed out, the winds were high, and broken equipment.
- 11A. After emptying his locker, searching his room, and having called all of his friends, Jerry knew he had lost his history book.
- B. After emptying his locker and having searched his room and called all of his friends, Jerry knew he had lost his history book.
- C. After emptying his locker, searching his room, and calling all of his friends, Jerry knew he had lost his history book.
- 12A. The soccer coach taught Evan how to control the ball, dribbling downfield, and shooting from the corner.
- B. The soccer coach taught Evan how to control the ball, dribble downfield, and shoot from the corner.
- C. The soccer coach taught Evan controlling the ball, dribbling downfield, and to shoot from the corner.

DIRECTIONS: For the underlined sentence(s), choose the option that expresses the meaning with the most fluency and the clearest logic within the context. If the underlined sentence(s) should not be changed, choose option A, which shows no change.

13. Animals in the wild sometimes learn to avoid each other. For example, coyotes compete with foxes for food, and the two do not usually share the same range.
- A. For example, coyotes compete with foxes for food, and the two do not usually share the same range.
- B. For example, coyotes compete with foxes for food, yet the two do not usually share the same range.
- C. For example, because coyotes compete with foxes for food, the two do not usually share the same range.
- D. For example, coyotes compete with foxes for food since the two do not usually share the same range.

14. Daniel started a lawn service because he was good at making plants grow. However, he sometimes had to use strong chemicals, but he developed a skin allergy.
- A. However, he sometimes had to use strong chemicals, but he developed a skin allergy.
 - B. Although he sometimes had to use strong chemicals, he developed a skin allergy.
 - C. However, because he sometimes had to use strong chemicals, he developed a skin allergy.
 - D. However, he sometimes had to use strong chemicals because he developed a skin allergy.
15. Darlene, who was from New York, spent Christmas in Florida with her relatives. She expected the warm weather, so she was surprised that the trees were shedding, so people were raking leaves instead of shoveling snow.
- A. She expected the warm weather, so she was surprised that the trees were shedding, so people were raking leaves instead of shoveling snow.
 - B. She expected the warm weather, and she was surprised that the trees were shedding, but people were raking leaves instead of shoveling snow.
 - C. Although she expected the warm weather, she was surprised that the trees were shedding, yet people were raking leaves instead of shoveling snow.
 - D. Although she expected the warm weather, she was surprised that the trees were shedding and that people were raking leaves instead of shoveling snow.

DIRECTIONS: Choose the sentence that logically and correctly expresses the comparison.

- 16A. This new computer has much more memory and costs less.
- B. This new computer has much more memory than our current one, and it costs less than any of the others we've seen.
 - C. This new computer has much more memory than our current one, and it costs less.
- 17A. After playing tennis and racquetball with Susan, Peter knew that he liked playing sports more than Susan.
- B. After playing tennis and racquetball with Susan, Peter knew that he liked playing sports more.
 - C. After playing tennis and racquetball with Susan, Peter knew that he liked playing sports more than Susan did.

21. Before the tobacco seed is ever planted the ground is treated for mold and
chemically fertilized.
A. planted, the
B. was
C. mold, and
D. No change is necessary.
22. Once the seed is planted and begins to grow well, the bed was treated with weed
killer.
A. begin
B. good
C. is
D. No change is necessary.
23. The plant is then transfered to the field.
A. transferred
B. transferred
C. transfer
D. No change is necessary.
24. After about two months, the tobacco is sprayed with poison to kill worms, as
the harvest approaches, it is sprayed once more with a chemical that retards
the growth of suckers.
A. worms as
B. worms and, as
C. worms. As
D. No change is necessary.
25. When the tobacco is harvested, it is hanged in a barn to dry. These barns are
havens for birds, which defecate all over the leaves.
A. harvested. It
B. hung
C. dry, these
D. No change is necessary.

26. After drying, these leaves are divided by color, however no feces are removed.
- A. color, however,
 - B. color, however;
 - C. color; however,
 - D. No change is necessary.
27. These leaves are placed in piles for auction. It is then sold to the tobacco companies.
- A B C
- A. leaves'
 - B. were placed
 - C. The piles are
 - D. No change is necessary.
28. The tobacco companies job is to crush the leaves, roll them into cigarettes, and then put the cigarettes on the market in pretty packages.
- A. companies'
 - B. companys
 - C. companys'
 - D. No change is necessary.
29. These companies cannot remove what is in the leaf and on the leaf. Young people should remember that the next time the marlboro man entices them to light up.
- A B C
- A. are
 - B. Marlboro
 - C. lighting
 - D. No change is necessary.

DIRECTIONS: The passage below contains several errors. Read the passage. Then answer each test item by choosing the option that corrects an error in the underlined portion(s). Refer to the passage as necessary. No more than one underlined error will appear in each item. If no error exists, choose "No change is necessary."

Passage II

In his poem *The Problem*, Ralph Waldo Emerson calls the Parthenon the “best gem” of the earth. Although only ruins of the building remain today, its architectural form still serves as a tribute to ancient Greece. The Parthenon stands on a hill called the Acropolis overlooking the city of Athens, this magnificent temple is dedicated to the goddess Athena.

The Parthenon is a rectangular building that has a central enclosed space, called a cella, which is divided into two rooms. One room held a large statue of Athena, and the other room is used as a treasury. The building is made of gleaming white marble; a colonnade, build of forty-six columns, surrounds the cella. Bright painted sculpture once decorated the Parthenon. This application of color was a practice original to the Greeks. For example, the moldings painted with colors such as blue and red.

The pediments, the triangular ends of the roof, were devoted to scenes about Athena: the east depicted her birth and the west her battle with Poseidon. Above the columns of the Parthenon were a series of sculptured panels that showed famous mythological battles as well as scenes from the Trojan War.

The Parthenon’s columns are an especially skillful example of Greek architecture. For example, the columns are not too thick, the space between it creates a rhythm, and they lean inward to counter the downward pressure of the roof.

30. In his poem *The Problem*, Ralph Waldo Emerson calls the Parthenon the “best gem” of the earth.

- A. *The Problem*
- B. “The Problem,”
- C. “*The Problem*,”
- D. No change is necessary.

31. Although only ruins of the building remain today, its architectural form still serves as a tribute to ancient Greece and to the importance of Athena, for who the Parthenon was built.

- A. it’s
- B. whom
- C. is built
- D. No change is necessary.

32. The Parthenon stands on a hill called the Acropolis overlooking the city of Athens, this magnificent temple is dedicated to the goddess Athena.

- A. Athens. This
- B. Athens this
- C. athens, this
- D. No change is necessary.

38. The pediments, the triangular ends of the roof, were devoted to seens about
A
Athena: the east depicted her birth and the west her battle with Poseidon.
B **C**
- A. scenes
B. Athena, the
C. their
D. No change is necessary.
39. Above the columns of the Parthenon were a series of sculptured panels that
showed famous mythological battles as well as scenes from the Trojan War.
- A. are
B. have been
C. was
D. No change is necessary.
40. The Parthenon's columns are an especially skillful example of Greek architec-
A
ture. For example, the columns are not too thick, the space between it creates
B
a rhythm, and they lean inward to counter the downward pressure of the roof.
C
- A. a special
B. them
C. it leans
D. No change is necessary

ANSWER SHEET
Sample English Language Skills Test A

- | | |
|-------------------------------------|-------------------------------|
| 1. A B C
○ ○ ○ | 21. A B C D
○ ○ ○ ○ |
| 2. A B C
○ ○ ○ | 22. A B C D
○ ○ ○ ○ |
| 3. A B C
○ ○ ○ | 23. A B C D
○ ○ ○ ○ |
| 4. A B C D E
○ ○ ○ ○ ○ | 24. A B C D
○ ○ ○ ○ |
| 5. A B C D E
○ ○ ○ ○ ○ | 25. A B C D
○ ○ ○ ○ |
| 6. A B C D E
○ ○ ○ ○ ○ | 26. A B C D
○ ○ ○ ○ |
| 7. A B C
○ ○ ○ | 27. A B C D
○ ○ ○ ○ |
| 8. A B C
○ ○ ○ | 28. A B C D
○ ○ ○ ○ |
| 9. A B C
○ ○ ○ | 29. A B C D
○ ○ ○ ○ |
| 10. A B C
○ ○ ○ | 30. A B C D
○ ○ ○ ○ |
| 11. A B C
○ ○ ○ | 31. A B C D
○ ○ ○ ○ |
| 12. A B C
○ ○ ○ | 32. A B C D
○ ○ ○ ○ |
| 13. A B C D
○ ○ ○ ○ | 33. A B C D
○ ○ ○ ○ |
| 14. A B C D
○ ○ ○ ○ | 34. A B C D
○ ○ ○ ○ |
| 15. A B C D
○ ○ ○ ○ | 35. A B C D
○ ○ ○ ○ |
| 16. A B C
○ ○ ○ | 36. A B C D
○ ○ ○ ○ |
| 17. A B C
○ ○ ○ | 37. A B C D
○ ○ ○ ○ |
| 18. A B C
○ ○ ○ | 38. A B C D
○ ○ ○ ○ |
| 19. A B C D
○ ○ ○ ○ | 39. A B C D
○ ○ ○ ○ |
| 20. A B C D
○ ○ ○ ○ | 40. A B C D
○ ○ ○ ○ |

ANSWER KEY
Sample English Language Skills Subtest A

ITEM NUMBER	SKILL TESTED	SECTION IN THE BEDFORD HANDBOOK
1. B	denotation/connotation	18a
2. A	denotation/connotation	18a
3. C	denotation/connotation	18a
4. B	wordiness	16a
5. D	wordiness	16a
6. D	wordiness	16a
7. B	modifiers	12e
8. A	modifiers	12e
9. C	modifiers	12c, 12e
10. B	parallelism	9a
11. C	parallelism	9a
12. B	parallelism	9a
13. C	coordination/subordination	14
14. C	coordination/subordination	14
15. D	coordination/subordination	14
16. B	logical comparisons	10c
17. C	logical comparisons	10c
18. A	logical comparisons	10c
19. A	fragments	19a
20. C	subject-verb agreement	21b
21. A	commas	32b
22. C	shifts in tense	13b
23. B	spelling	43d
24. C	comma splices	20c
25. B	standard verb forms	27a, Glossary
26. C	semicolons	34b
27. C	pronoun-antecedent agreement	22a
28. A	apostrophes	36a
29. B	capitalization	45a
30. B	quotation marks	37d
31. B	<i>who/whom</i>	25a
32. A	comma splices	20c
33. D	commas	32e
34. C	shifts in tense	13b
35. B	standard verb forms	27a
36. A	adjectives/adverbs	26a
37. B	fragments	19c
38. A	spelling	43b
39. C	subject-verb agreement	21b; 21g
40. B	pronoun-antecedent agreement	22a

Corrected Passage I

After spending thirty years of my life on a tobacco farm, I cannot understand why people smoke. The whole process of raising tobacco involves deadly chemicals. Before the tobacco seed is ever planted, the ground is treated for mold and chemically fertilized. Once the seed is finally planted and begins to grow, the bed is treated with weed killer. The plant is then transferred to the field. After about two months, the tobacco is sprayed with poison to kill worms. As the harvest approaches, it is sprayed once more with a chemical that retards the growth of suckers. When the tobacco is harvested, it is hung in a barn to dry. These barns are havens for birds, which defecate all over the leaves. After drying, these leaves are divided by color; however, no feces are removed. The leaves are placed in piles for auction. The piles are then sold to the tobacco companies. The tobacco companies' job is to crush the leaves, roll them into cigarettes, and then put the cigarettes on the market in pretty packages. These companies cannot remove what is in the leaf and on the leaf. Young people should remember that the next time the Marlboro man entices them to light up.

Corrected Passage II

In his poem "The Problem," Ralph Waldo Emerson calls the Parthenon the "best gem" of the earth. Although only ruins of the building remain today, its architectural form still serves as a tribute to ancient Greece. The Parthenon stands on a hill called the Acropolis overlooking the city of Athens. This magnificent temple is dedicated to the goddess Athena.

The Parthenon is a rectangular building that has a central enclosed space, called a cella, which is divided into two rooms. One room held a large statue of Athena, and the other room was used as a treasury. The building is made of gleaming white marble; a colonnade, built of forty-six columns, surrounds the cella. Brightly painted sculpture once decorated the Parthenon. This application of color was a practice original to the Greeks. For example, the moldings were painted with colors such as blue and red.

The pediments, the triangular ends of the roof, were devoted to scenes about Athena: the east depicted her birth and the west her battle with Poseidon. Above the columns of the Parthenon was a series of sculptured panels that showed famous mythological battles as well as scenes from the Trojan War.

The Parthenon's columns are an especially skillful example of Greek architecture. For example, the columns are not too thick, the space between them creates a rhythm, and they lean inward to counter the downward pressure of the roof.

SAMPLE ENGLISH LANGUAGE SKILLS TEST B

DIRECTIONS: Choose the most effective word or phrase within the context suggested by the sentence(s).

1. The first time Sarah tried to ski, she never left the beginner's slope, but her instructor _____ her that she would be on the advanced slopes by the end of the week.
A. assured
B. insured
C. ensured
2. Every year those who survived the hurricane participated in a brief ceremony as a _____ to those who had died.
A. trophy
B. memorial
C. souvenir
3. The _____ of the baking turkey filled the house on Thanksgiving.
A. scent
B. stench
C. aroma

DIRECTIONS: Choose the underlined word or phrase that is unnecessary within the context of the passage.

4. My brother, who wants to be an engineer, is also interested in the field of computers. However, because his first love is distance running, he hopes to find a college that will give him a scholarship to run while he studies computer engineering.
A. also
B. the field of
C. However,
D. distance
E. to run

5. Amy wanted to write a biography of the life of Robert Frost. She first read one of his poems in middle school; when she was in high school, she read everything Frost wrote; by the time she graduated from college, she had visited his home in New England and had decided to continue to study Frost in graduate school.

- A. of the life
- B. first
- C. Frost wrote
- D. in New England
- E. to continue

6. I often wonder if I will ever see the final completion of the widening of Main Street. Every day this month as I drove down Main Street to work, I saw several road crew workers standing beside the road or sitting in their trucks. However, I never saw anyone working on the road.

- A. final
- B. this month
- C. to work
- D. road crew
- E. However,

DIRECTONS: Choose the sentence that expresses the thought most clearly and effectively and that has no errors in structure.

- 7A. To save energy for an oportune embrace in the dark, Miss Piggy flung herself at Kermit after turning out the lights.
- B. After turning out the lights, Miss Piggy flung herself at Kermit to save energy for an oportune embrace in the dark.
- C. After turning out the lights to save energy, Miss Piggy flung herself at Kermit for an oportune embrace in the dark.
- 8A. Miss Piggy later found her umbrella hanging from the light fixture.
- B. Hanging from the light fixture, Miss Piggy later found her umbrella.
- C. Miss Piggy, hanging from the light fixture, later found her umbrella.

- 9A. By demanding recyclable packaging, along with quality merchandise, a clear message can be sent to manufacturers.
- B. When consumers demand recyclable packaging along with quality merchandise, they send a clear message to manufacturers.
- C. When consumers demand recyclable packaging, they can send a clear message to manufacturers, along with quality merchandise.
- 10A. Providing your own reusable shopping bags and buying eggs in cartons made from recycled newsprint can help reduce solid waste in landfills.
- B. You can help reduce solid waste in landfills by buying eggs in cartons made from recycled newsprint and also provide your own reusable shopping bags.
- C. By buying eggs in cartons made from recycled newsprint and if you provide your own shopping bags, you can help reduce solid waste in landfills.
- 11A. Researchers wonder what makes dreams so bizarre, so vivid, and why people have such a hard time remembering them.
- B. Researchers wonder why dreams are so bizarre, so vivid, and so hard to remember.
- C. Researchers wonder why dreams are so bizarre and vivid and want to know what makes them so hard to remember.
- 12A. Comets have terrified people for centuries because they don't appear very often, they look like big flames falling from the sky, and they are mistakenly associated with natural disasters on earth.
- B. Comets have terrified people for centuries because of their rare appearance, they look like big flames falling from the sky, and their association with natural disasters on earth.
- C. Comets have terrified people for centuries because of their rare appearance, their looks, which are like big flames falling from the sky, and they are mistakenly associated with natural disasters.

DIRECTIONS: For the underlined sentence(s), choose the option that expresses the meaning with the most fluency and the clearest logic within the context. If the underlined sentence(s) should not be changed, choose option A, which shows no change.

13. Although Barbara disliked having to buy a car, her friends said she found a good buy. In fact, although the car she bought had been driven 50,000 miles, it looked new and ran perfectly.
- A. In fact, although the car she bought had been driven 50,000 miles, it looked new and ran perfectly.
 - B. In fact, because the car she bought had been driven 50,000 miles, it looked new and ran perfectly.
 - C. In fact, the car she bought had been driven 50,000 miles, and it looked new and ran perfectly.
 - D. In fact, the car she bought looked new and ran perfectly because it had been driven 50,000 miles.
14. George had a terrible experience at the airport last Christmas. His first flight was late, but when he changed planes, his luggage was lost, but he had to spend his entire vacation in one outfit.
- A. His first flight was late, but when he changed planes, his luggage was lost, but he had to spend his entire vacation in one outfit.
 - B. His first flight was late, and when he changed planes his luggage was lost, so he had to spend his entire vacation in one outfit.
 - C. His first flight was late, because when he changed planes his luggage was lost even though he had to spend his entire vacation in one outfit.
 - D. His first flight was late, so when he changed planes his luggage was lost; nevertheless, he had to spend his entire vacation in one outfit.
15. My cousin, a first-semester freshman, arrived late at registration. Because he stood in line for hours, he discovered that the class he wanted was closed, so the only class left was at 8:00 A.M.
- A. Because he stood in line for hours, he discovered that the class he wanted was closed, so the only class left was at 8:00 A.M.
 - B. After standing in line for hours, he discovered that the class he wanted was closed, and the only class left was at 8:00 A.M.
 - C. He stood in line for hours, and he discovered that the class he wanted was closed, and the only class left was at 8:00 A.M.
 - D. After standing in line for hours, he discovered that the class he wanted was closed, since the only class left was at 8:00 A.M.

DIRECTIONS: Choose the sentence that logically and correctly expresses the comparison.

- 16A. When it came to the long jump, Kathy jumped as far, if not farther than, Jill.
B. When it came to the long jump, Kathy jumped far as, if not farther than, Jill.
C. When it came to the long jump, Kathy jumped as far as, if not farther than, Jill.
- 17A. Justin's handwriting is easier to read than Robin.
B. Justin's handwriting is easier to read than Robin's.
C. Justin's handwriting is easier to read than Robin is.
- 18A. Both Jeff and Mike ran well, but Jeff's stride was smoother than Mike's.
B. Both Jeff and Mike ran well, but Jeff's stride was smoother than Mike.
C. Both Jeff and Mike ran well, but Jeff's stride was smoother.

DIRECTIONS: The passage below contains several errors. Read the passage. Then answer each test item by choosing the option that corrects an error in the underlined portion(s). Refer to the passage as necessary. No more than one underlined error will appear in each item. If no error exists, choose "No change is necessary."

Passage III

In 1718, the mission San Antonio de Valero was established by Padre Olivares, a Spanish missionary. In later years it became known as the Alamo the Spanish name for the cottonwood trees around the mission. In the winter of 1835, Texans broke ties with the Mexican government. In an effort to crush this independent move, Antonio Lopez de Santa Anna, a Mexican General, attacked San Antonio in late February of 1836. Santa Anna, with an army of about 5,000 men, forces Lieutenant Colonel William Barret Travis and his 150 troops into the Alamo.

Travis sent a message asking for help, "saying, I shall never surrender or retreat," but help never came. The Alamo and its small army was first attacked on February 23, 1836. By March 5, the Alamo's troops couldn't return fire because they were low on ammunition. Early the next morning, the Mexican forces begun climbing the walls; they fought through the last defenders and claimed victory. Near the end the Texans used its rifles as clubs in a hopeless last stand. All the men defending the Alamo were killed. Including Davy Crockett and James Bowie.

The battle wasn't fought in vain, however, this heroic fight gave General Sam Houston enough time to rally the forces he needed to defeat the Mexicans. "Remember the Alamo" became a popular battle cry.

19. In 1718, the mission San Antonio de Valero was established by Padre Olivares, a
A
 Spanish missionary. In later years it became known as the Alamo the Spanish
B
 name for the cottonwood trees around the mission.
C
- A. Olivares a
 B. Alamo, the
 C. trees, around
 D. No change is necessary.
20. In the winter of 1835, Texans broke ties with the Mexican government.
A **B** **C**
- A. Winter
 B. break
 C. government
 D. No change is necessary.
21. In an effort to crush this independent move, Antonio Lopez de Santa Anna,
 a Mexican General, attacked San Antonio in late February of 1836.
- A. Mexican general
 B. mexican General
 C. mexican general
 D. No change is necessary.
22. Santa Anna, with an army of about 5,000 men, forces Lieutenant Colonel
 William Barret Travis and his 150 troops into the Alamo.
- A. force
 B. forced
 C. has forced
 D. No change is necessary.
23. Travis sent a message asking for help, “saying, I shall never surrender or
A
retreat,” but help never came.
B **C**
- A. saying, “I
 B. but,
 C. comes
 D. No change is necessary.

29. The battle wasn't fought in vain, however, this heroic fight gave General Sam Houston enough time to rally the forces he needed to defeat the Mexicans. "Remember the Alamo" became a popular battle cry.

- A. however. This
B. they
C. Mexicans, "Remember
D. No change is necessary.

DIRECTIONS: The passage below contains several errors. Read the passage. Then answer each test item by choosing the option that corrects an error in the underlined portion(s). Refer to the passage as necessary. No more than one underlined error will appear in each item. If no error exists, choose "No change is necessary."

Passage IV

Not too long ago, a man, whom I knew was trying to meet my friend, walked up to her and asked, "What is your sign?" He is asking, of course, about her astrological sign of the zodiac. This general interest in astrology is reflected in the daily horoscopes published in newspapers across the country. Although most people claim they don't believe that the stars affect their lives.

The zodiac probably originated in ancient Egypt it was then adopted by the Babylonians. Working slow to develop their system, astrologers connected seasonal changes and constellations. The Greeks and Romans also use to practice astrology.

To develop a person's horoscope, an astrologer considers four elements: the earth, the planets, the zodiac, and the houses. An astrological chart, showing the planets in relation to the earth and stars at a person's birth, reveal the person's character and future. For example, a person born under the sign of Gemini, the twins might have two sets of interests. Of course, most people belief astrology is simply a superstition. Others defend astrological principles by pointing out that, in many cases, it works. After all, my friend is now engaged to the man who asked her about her sign.

30. Not too long ago, a man, whom I knew was trying to meet my friend, walked up to her and asked, "What is your sign?"

- A. to
B. who
C. ask
D. No change is necessary.

31. He is asking, of course, about her astrological sign of the zodiac.
- A. asks,
 - B. is asking
 - C. was asking,
 - D. No change is necessary.
32. This general interest in astrology is reflected in the daily horoscopes published
A
in newspapers across the country. Although most people claim they don't
B
believe that the stars affect their lives.
C
- A. publish
 - B. country, although
 - C. effect
 - D. No change is necessary.
33. The zodiac probably originated in ancient Egypt it was then adopted by the
Babylonians.
- A. Egypt, it
 - B. Egypt; it
 - C. Egypt; although it
 - D. No change is necessary.
34. Working slow to develop their system, astrologers connected seasonal changes
A **B** **C**
and constellations.
- A. slowly
 - B. there
 - C. astrologers'
 - D. No change is necessary.
35. The Greeks and Romans also use to practice astrology.
A **B** **C**
- A. greeks and romans
 - B. also,
 - C. used to
 - D. No change is necessary.

ANSWER SHEET
Sample English Language Skills Test B

- | | | | | | | | | | | |
|-----|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|
| 1. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 2. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 3. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 4. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | <input type="radio"/> | E |
| 5. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | <input type="radio"/> | E |
| 6. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | <input type="radio"/> | E |
| 7. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 8. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 9. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 10. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 11. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 12. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 13. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 14. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 15. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 16. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 17. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 18. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | | | | |
| 19. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 20. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 21. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 22. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 23. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 24. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 25. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 26. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 27. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 28. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 29. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 30. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 31. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 32. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 33. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 34. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 35. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 36. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 37. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 38. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 39. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |
| 40. | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | | |

ANSWER KEY
Sample English Language Skills Subtest B

ITEM NUMBER	SKILL TESTED	SECTION IN THE BEDFORD HANDBOOK
1. A	denotation/connotation	18a
2. B	denotation/connotation	18a
3. C	denotation/connotation	18a
4. B	wordiness	16a
5. A	wordiness	16a
6. A	wordiness	16a
7. C	modifiers	12c
8. A	modifiers	12b, 12e
9. B	modifiers	12c, 12e
10. A	parallelism	9b
11. B	parallelism	9a
12. A	parallelism	9a
13. A	subordination/coordination	14
14. B	subordination/coordination	14
15. B	subordination/coordination	14
16. C	logical comparisons	10c
17. B	logical comparisons	10c
18. A	logical comparisons	10c
19. B	commas	32e
20. C	spelling	43d
21. A	capitalization	45b
22. B	shifts in tense	13b
23. A	quotation marks	37a
24. C	subject-verb agreement	21c
25. D	apostrophes	36a, 36c
26. A	standard verb forms	27a
27. C	pronoun-antecedent agreement	22a
28. B	fragments	19b
29. A	comma splices	20c
30. B	<i>who/whom</i>	25a
31. C	shifts in tense	13b
32. B	fragments	19a
33. B	fused sentences	20b
34. A	adjectives/adverbs	26a
35. C	standard verb forms	27d, Glossary
36. D	colons	35a
37. C	subject-verb agreement	21b
38. A	commas	32e
39. C	spelling	43d
40. A	pronoun-antecedent agreement	22a

Corrected Passage III

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Corrected Passage IV

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