

Part II

THE OBJECTIVE TEST



Sample Objective Test

DIRECTIONS: Read the following passage, taken from a college economics textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) The broad economic objective of the American people appears to be the achievement of high and rising levels of income and consumption under conditions that afford opportunity for individual advancement and free choice. (2) _____, we could debate whether having more goods and services will bring greater happiness or greater welfare. (3) In economics, however, the amount of goods and services produced and consumed is generally regarded as one suitable measure of economic welfare. (4) This does not mean that economists believe that material goals are more important than other goals. (5) Because they usually proceed on the assumption that each of us is the best judge of what will best serve his own welfare. (6) They assume that our actions indicate how we seek our goals. (7) _____, _____, the economist assumes that income and consumption can be used as one measure of human welfare because man has shown that he is usually willing to use his effort and ingenuity to produce things for his material satisfaction.

— MARSHALL A. ROBINSON, HERBERT C. MORTON, AND JAMES D. CALDERWOOD,
AN INTRODUCTION TO ECONOMIC REASONING

1. Which of the following parts of the passage, if any, displays ineffective sentence construction?
 - A. part 3
 - B. part 4
 - C. part 5
 - D. none of these parts
2. Which words or phrases, if inserted in order into the blanks in the paragraph, would help the reader understand the sequence of the writer's ideas?
 - A. To illustrate; In contrast, also
 - B. Of course; In general, therefore
 - C. In contrast; To conclude, therefore
 - D. For example; In effect, similarly
3. Which of the following phrases would be more specific than the underlined phrase "than other goals"?
 - A. the kinds of goals that some people think are important
 - B. goals of any other particular nature
 - C. moral, spiritual, or cultural goals
 - D. nonmaterial goals

DIRECTIONS: Read the following passage, taken from a college anthropology textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) Cultural identity is achieved by access to the elements of culture of a national or ethnic group. (2) The cultural identity of a group is kept up by the constant reference to the reservoir of it's culture. (3) The term "culture" itself, taken to mean more than the cultivation of the mind, is applied to a system which informs the whole social activity of a nation, people, or group. (4) In comparative anthropology, cultural identity is used to designate a distinctive way of life — a lived culture within political, economic, or more specific educational and social structures. (5) Culture is, thus, a major element of social order itself; it does not derive from it.

— COLIN BROCK AND WITOLD TULASIEWICZ, EDS.,
CULTURAL IDENTITY AND EDUCATIONAL POLICY

4. What is the writer's purpose in this paragraph?
 - A. to compare culture with cultural identity
 - B. to argue that culture is a major element of social order
 - C. to define the concept of cultural identity
 - D. to analyze the identifying structures of ethnic groups
5. Which of the underlined words in the paragraph should be replaced?
 - A. part 1: access
 - B. part 2: it's
 - C. part 3: whole
 - D. No change is needed.
6. Which part, if any, demonstrates incorrect or unnecessary punctuation?
 - A. part 3
 - B. part 4
 - C. part 5
 - D. None of the parts is incorrect.

DIRECTIONS: Read the following passage, taken from an introduction to drama textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) _____. (2) For the Greeks, drama developed partly in reaction to the period of barbarism from which the society was emerging and reinforced and affirmed the moral values of civilization. (3) The Greek experience of drama was centered in their religious festivals. (4) Which coincided with the agricultural cycle of the year. (5) Some of the rituals that took place at those festivals were pretty bizarre, if you ask me. (6) As the Greeks established themselves as communities, their drama became an important focus for their communal lives.

— LEE A. JACOBUS, *THE BEDFORD INTRODUCTION TO DRAMA*

7. Which of the following parts of the paragraph is NOT appropriate for the writer's purpose and audience?
 - A. part 2
 - B. part 3
 - C. part 5
 - D. part 6
8. Which of the words in the paragraph should be replaced by a more appropriate word?
 - A. part 2: barbarism
 - B. part 3: religious
 - C. part 4: coincided
 - D. part 6: themselves
9. Which of the following parts of the paragraph displays ineffective sentence structure?
 - A. part 2
 - B. part 3
 - C. part 4
 - D. part 5
10. Which of the following sentences would best replace the blank line in part 1 of this paragraph?
 - A. In all ages, drama and culture have been closely linked.
 - B. Drama played an important part in ancient Greek culture.
 - C. The arts have had a great influence on history.
 - D. Greek history is absolutely fascinating.

DIRECTIONS: Read the following passage, taken from a college logic textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) _____. (2) Some people have maintained that logic is the study of the laws of thought. (3) This definition is problematic since it includes many mental activities such as daydreaming and imagining which are outside the domains of logic; logicians are concerned with only one type of thinking, known as reasoning. (4) However, I have always believed that logic is the study of the laws of reasoning. (5) Nonetheless, this definition might cause one to confuse logic with the discipline of psychology, because of the different meanings of the word "law." (6) Psychology is concerned with the descriptive laws of reasoning; that is, it seeks to describe the way people reason. (7) Logic is concerned with prescriptive laws of reasoning; that is, it seeks to set standards for the way in which people ought to reason if they wish to reason well. (8) As a prescriptive discipline, logic attempts to provide criteria for evaluating the processes of reasoning which are used to make inferences and reach conclusions as well as techniques for applying these criteria to concrete arguments.

— NICHOLAS L. FALLETA, WILLIAM F. BRIEL, EDS., *LOGIC WORKBOOK*

11. Which of the following sentences would serve best as the topic sentence in part 1 of this paragraph?
 - A. Logic is a requirement to graduate in our college.
 - B. Logic is a complicated course.
 - C. There are many advantages in studying logic.
 - D. Defining logic is not a simple task.
12. Which of the underlined words is spelled incorrectly?
 - A. part 3: imagining
 - B. part 5: discipline
 - C. part 6: descriptive
 - D. part 8: techniques
13. Which of the following parts, if any, unnecessarily shifts the writer's point of view?
 - A. part 2
 - B. part 4
 - C. part 7
 - D. None of the parts is incorrect.

DIRECTIONS: Read the following passage, taken from a Russian history textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) In the seventeenth century the Russians swept rapidly across the whole of Siberia, with an impetus that was later to carry them onward through Alaska and to the vicinity of what is now San Francisco. (2) Their advance was only blocked along the Valley of the Amur River by the great cultural and practical power of China, which diverted their colonization towards the northeast. (3) The Chinese were later recognized as fierce warriors themselves. (4) In the eighteenth century the Russians elaborated their *osvoyenie* of Siberia. (5) This term, beloved of Tsarist and Soviet patriots alike, meaning appropriation, acquisition, or absorption, etymologically conveys "making (it) one's own." (6) In the nineteenth century the entry into Alaska — risking confrontation there with the Western powers — was perceived to be an over-extension. (7) The territory was sold very cheaply to the United States, to concentrate the Russians' attention more effectively on their "own" Siberia.

— E. STUART KIRBY, *RUSSIAN STUDIES OF JAPAN*

14. Which of the underlined words in the paragraph, if any, has been capitalized incorrectly?
 - A. part 2: Valley
 - B. part 5: Soviet
 - C. part 6: Western
 - D. None is incorrectly capitalized.
15. In what order are the details presented in this paragraph?
 - A. spatial
 - B. chronological
 - C. order of importance — least important to most important
 - D. order of importance — most important to least important

16. Which of the following parts draws attention away from the main idea of the paragraph?
- A. part 1
 - B. part 2
 - C. part 3
 - D. part 4

DIRECTIONS: Read the following passage, taken from an American history textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) Education in the early days was a problem that troubled all of the colonies. (2) In the more compact settlements of New England, schools could be maintained with greater effectiveness than in the agrarian colonies where plantations were far apart. (3) However, the plantations were essential for the production of major exports such as cotton and tobacco. (4) But some effort was made everywhere to provide the rudiments of education. (5) Soon after the establishment of Massachusetts Bay Colony, Harvard College was founded in 1636 to ensure a supply of ministers and, it was hoped, to provide education for Christian Indians, a dream that did not materialize. (6) The College of William and Mary in Virginia was established in 1693 and it had some of the same objectives. (7) William Penn and the Quakers of Philadelphia thought of education in more practical and more vocational terms.

— LOUIS B. WRIGHT AND ELAINE W. FOWLER, EDS.,
ENGLISH COLONIZATION OF NORTH AMERICA

17. Which of the following parts of the passage displays ineffective sentence construction?
- A. part 1
 - B. part 3
 - C. part 6
 - D. part 7
18. The writer's main purpose in this paragraph is to
- A. explain the importance of education.
 - B. summarize the extent of formal education in early America.
 - C. analyze the early settlers' beliefs about education.
 - D. convey the difficulty of colonial life.
19. Which of the following most clearly represents the writer's pattern of development?
- A. statistics
 - B. examples
 - C. reasons
 - D. comparison and contrast
20. Which of the following parts draws attention away from the main idea of the paragraph?
- A. part 5
 - B. part 4
 - C. part 3
 - D. part 2

ANSWER SHEET

Sample Objective Test

1 ○ A ○ B ○ C ○ D

2 ○ A ○ B ○ C ○ D

3 ○ A ○ B ○ C ○ D

4 ○ A ○ B ○ C ○ D

5 ○ A ○ B ○ C ○ D

6 ○ A ○ B ○ C ○ D

7 ○ A ○ B ○ C ○ D

8 ○ A ○ B ○ C ○ D

9 ○ A ○ B ○ C ○ D

10 ○ A ○ B ○ C ○ D

11 ○ A ○ B ○ C ○ D

12 ○ A ○ B ○ C ○ D

13 ○ A ○ B ○ C ○ D

14 ○ A ○ B ○ C ○ D

15 ○ A ○ B ○ C ○ D

16 ○ A ○ B ○ C ○ D

17 ○ A ○ B ○ C ○ D

18 ○ A ○ B ○ C ○ D

19 ○ A ○ B ○ C ○ D

20 ○ A ○ B ○ C ○ D

ANSWER KEY

Sample Objective Test

ITEM #	ANSWER	COMMENTS	SECTION IN THE BEDFORD HANDBOOK
1	C	Part 5 is a fragment, a subordinate clause unattached to any independent clause.	19a
2	B	<i>Of course</i> is the most logical introduction to part 2, for part 2 is not an illustration or an example of a point made in part 1, nor is it in contrast to part 1. <i>In general, therefore</i> leads smoothly into the closing statement of the paragraph.	4e
3	C	The words <i>moral, spiritual, and cultural</i> indicate specific types of goals. All of the other responses are more general.	18b
4	C	The writer is attempting to demonstrate how people gain their cultural identity. First he clarifies what the term means and thus defines it. He makes no comparison between culture and cultural identity, so answer A can be rejected. He concludes that culture is a major element of social order in part 5 and mentions the structures common to ethnic groups in part 4, but these are simply points used to advance the definition. They do not serve as the central focus of the paragraph itself.	1a
5	B	<i>It's</i> is the contraction for <i>it is</i> . <i>Its</i> is the possessive form of the pronoun <i>it</i> . In this sentence the group possesses the culture; thus, <i>its culture</i> is the correct usage.	36c, Glossary of Usage
6	C	There is no need for the commas to set off the word <i>thus</i> . (See "Exception" in 32f in <i>The Bedford Handbook</i> .) In part 4 the comma appropriately sets off an introductory phrase. In part 3 the two commas set off a nonrestrictive element.	32f, 33e
7	C	The paragraph is written in the third person in a neutral, informative tone. In part 5 the tone changes (<i>if you ask me</i>) and the level of language drops from formal to colloquial (<i>pretty bizarre</i>).	1a, 17e
8	D	<i>Theirselves</i> is nonstandard. <i>Themselves</i> is the correct word.	Glossary of Usage

ITEM #	ANSWER	COMMENTS	SECTION IN THE BEDFORD HANDBOOK
9	C	Part 4 is a fragment, a subordinate clause unattached to any independent clause. A simple correction is to attach it to the previous sentence.	19a
10	B	Answer B is the best topic sentence for the paragraph because it is more specific than the other choices. Answer A speaks of “all ages,” far too broad to cover in only a paragraph. C also is too broad, for it speaks of “the arts,” not only drama. D is a generality that gives the paragraph no direction. Only B refers to the single art, drama, during a particular period in Greece.	4a
11	D	The writer of this paragraph points out that the definition of logic is “problematic” and that it is concerned with “prescriptive laws of reasoning.” In part 8 he continues by elaborating on the function of logic; all of these points indicate definition. Answer D addresses the difficulty of defining the term; thus it represents the focus of the paragraph. Answer A doesn’t work because it is merely a restatement of fact and does not relate to the development of the rest of the paragraph. B is an opinion, but there are no statements relating to the difficulty of the course in the paragraph. C should be rejected because there are no advantages mentioned in the paragraph.	4a
12	C	The correct spelling is <i>descriptive</i> . The other three choices are spelled correctly.	43
13	B	Part 4 demonstrates an unnecessary shift from the third-person point of view that dominates the paragraph to the first person (<i>I</i>).	3a, 13a
14	A	As used in this paragraph, <i>valley</i> is a common noun and thus should not be capitalized. The other two choices, <i>Soviet</i> and <i>Western</i> , are adjectives derived from proper nouns and require capitalization.	45a
15	B	Movement from the seventeenth to the eighteenth and ultimately to the nineteenth century indicates chronological or time order.	4d
16	C	This paragraph focuses on the movements of the Russians throughout history. A sentence that speaks of the Chinese as “fierce warriors” deviates from the paragraph’s unity. The other three choices all pertain directly to the Russian colonization.	4a

ITEM #	ANSWER	COMMENTS	section in THE BEDFORD HANDBOOK
17	C	Part 6 shows ineffective coordination, since the information in the first clause is more important than that in the second. The second could easily be reduced to a phrase, <i>with some of the same objectives</i> .	14c
18	B	Answers A and D are too broad in scope: The former speaks of education in general, and the latter addresses colonial life, not just a particular aspect of it. C should be rejected since the early settlers' beliefs concerning education are not clearly established. The writer mentions the schools in New England, in the agrarian colonies, then "everywhere," before discussing the earliest colleges. Thus B represents the writer's main purpose in the paragraph.	1a
19	B	Several examples are given: Harvard College, the College of William and Mary, and William Penn and the Quakers are all specific examples. There are no statistics (A) and only minor comparison and contrast (D). A reason for difficulty in education in the agrarian colonies is hinted at (C), but the focus is on the examples of efforts made to provide education within the colonies.	4c
20	C	The main idea of this paragraph is to describe the attempts made by the colonies to provide education for the people. Part 3 shifts the attention away from the idea of education to exports, a break in the unity. Parts 2, 4, and 5 all relate directly to the focus, education.	4a

STRATEGIES THAT WORK

Keep in mind the following principles in taking the objective portion of the test.

1. *Read and follow all directions carefully.* You will find general directions explaining all the test procedures at the beginning of the test booklet and more specific directions at the introduction to each component of the test. If some directions confuse you, raise your hand and the test administrator will explain them.

2. *Read each passage carefully.* Some students choose to read the questions before reading the passage. This helps them focus their reading on the most significant information. Others prefer to read the passage before considering the questions. Another strategy is to scan the passage quickly and then answer the questions by returning to the passage for details when necessary. You might want to practice all of the strategies in this booklet to find which one works best for you. Don't be dismayed if you have to read some passages two or three times; some passages are more complex than others.

Work through the questions, doing the simplest first and returning to the more difficult. (The TASP® test is designed in a straightforward manner, so you will not find “trick questions.”) In thinking about the more difficult questions, try to eliminate one or two choices. Then guess intelligently, since your score depends on the total number of correct responses.

3. *Be careful how you mark the answer sheet* because it is scored electronically. Any stray marks or partially erased answers could cost you points. Check the answer sheet carefully after you complete the test to make sure that each question has only one circle filled in completely and darkly. Be certain that if you skip a question you also skip that number on the answer sheet.

4. *Work at a steady pace.* There are generally fifty objective questions. Do not spend too much time on any one question; if you are debating an answer, skip it if you wish, being certain to skip the corresponding number on your answer sheet. Then after completing the objective portion, return to mark your best guess for that question.

5. *Check your work carefully.* Make sure that you have responded to every question and that your answers are marked clearly. Use the generous time allowance to achieve as high a score as possible.

Sample Exercises

The objective portion of the writing test gauges your ability to recognize several elements of composition — elements that overlap with those measured in the writing test. The elements, which are specified in the *Official TASP® Test Study Guide* (National Evaluation Systems, Inc., 1991), are as follows:

- A. Purpose and audience
- B. Unity, focus, and development
- C. Effective organization
- D. Effective sentences
- E. Edited American English

Following are practice test items for each element, with answers keyed to sections of *The Bedford Handbook*, Sixth Edition.

A. PURPOSE AND AUDIENCE

(Handbook section 1a)

The test will pose questions that gauge your ability to recognize writing that suits the purpose and audience. You might be given the piece of writing and be asked about those two elements. Or the question might start with one of the elements and ask you to match it with the appropriate piece of writing.

Practice Exercises

DIRECTIONS: Read the following passage, taken from a college anthropology textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) Culture is inferred from cultural objects, as nature is inferred from natural objects. (2) Everyone knows that observing cultural objects means you have to make inferences at several levels, however. (3) Institutions, art objects, roles, beliefs, actions — all these cultural phenomena must be inferred from other phenomena, frequently from the way people use language. (4) Language itself cannot be simply observed; it has to be interpreted if it is to be understood. (5) Observers must learn the language before they can observe it accurately. (6) Even after a language has been learned, an observer must realize that informants may mean more by what they say than they reveal, or than they consciously realize. (7) Observers of cultural phenomena must interpret what they observe from the beginning.

— JOHN WARNOCK, ED., *REPRESENTING REALITY*

1. The writer's main purpose in this passage is to
 - A. compare and contrast culture with nature. 1a
 - B. stress the role that language plays in the process of understanding culture.
 - C. teach the reader how to interpret language so that culture and nature are clarified.
 - D. argue in favor of learning foreign languages.

2. Which of the following parts of the paragraph is NOT appropriate for the writer's purpose and audience?
 - A. part 2
 - B. part 3
 - C. part 4
 - D. part 7

DIRECTIONS: Read the following passage, taken from a college library guide. Then answer the questions after it.

(1) Most books circulate for two weeks during regular semesters and one week during summer session, or to the end of the current semester if that is less than two weeks or one week respectively. (2) Borrowers from district institutions are subject to the district cut-off date. (3) Books circulate to faculty, professional staff, and other qualified borrowers until the end of the semester. (4) Books that do not circulate are marked "Room Use Only or Noncirculating." (5) Books located in Special Collections are available for students to use only after they complete a registration form available at the circulation desk.

3. What is the writer's main purpose in this paragraph?
 - A. to clarify the difference between circulating and noncirculating books
 - B. to explain how students can borrow books from other district institutions
 - C. to present the periods of time for which books may be borrowed
 - D. to define Special Collections holdings
4. Who would most likely be the audience for this passage?
 - A. anyone qualified to borrow books
 - B. graduate students
 - C. majors in library science only
 - D. faculty
5. Which of the following sentences, if added after part 5 in the paragraph, would be consistent with the writer's purpose and intended audience?
 - A. You can pick up a Special Collections user's card if you want to.
 - B. A Special Collections user's card will be issued that allows students to borrow the books for two-hour sessions.
 - C. These Special Collections books are very valuable, so be very careful not to harm them.
 - D. The library is a wonderful place to do research and to study.

ANSWER KEY

ITEM #	ANSWER	COMMENTS	SECTION IN THE BEDFORD HANDBOOK
1	B	The writer points out that culture can be learned only through observing cultural phenomena, one of which is language. Language must be interpreted to be understood. The focus is clearly on understanding lan-	1a

ITEM #	ANSWER	COMMENTS	THE BEDFORD HANDBOOK
		guage as a means of observing cultural phenomena. Answer A is incorrect because the paragraph does not suggest comparing culture with nature, except as an introductory statement. C is appealing but should be eliminated because the writer does not attempt to teach the audience how to interpret language. D is incorrect because the writer makes no attempt to persuade the reader to learn a foreign language.	
2	A	In part 2, the writer shifts to a casual tone that is not in keeping with the rest of the paragraph.	3a, 17e
3	C	This paragraph informs readers how long they may borrow books from the library. It reads as a policy statement. Answer A is mentioned, but as only one point, not the major concern of the writer. B is not explained in this paragraph. D, like A, is only mentioned.	1a
4	A	This basic information would be useful to anyone qualified to borrow books. The audiences in B, C, and D are too specific.	1a
5	B	This sentence continues the idea begun in part 5 pertaining to the Special Collections and the idea of the whole paragraph about borrowing time for library books. Answer A has a more informal tone than the rest of the passage and switches to the second-person point of view (<i>you</i>).	1a, 13a

B. UNITY, FOCUS, AND DEVELOPMENT (Handbook sections 3a, 4a, 4b–c, 4e)

You will be asked to decide if a piece of writing has turned away from its main idea, changed its point of view, or brought in details that don't belong. You also might be given a piece of writing with one or more of these weaknesses and be asked to choose a revision that would improve the writing.

DIRECTIONS: Read the following passage, taken from an American government textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) Until the late nineteenth century, most men — and most women, as well — believed that women had a proper “place” in society, and that place did not include full-fledged participation as citizens. (2) Former president Grover Cleveland stated in 1905 that “sensible and responsible women do not want to vote”; in his view “a

higher intelligence” had assigned the relative positions of men and women. (3) In Cleveland’s time, belief in such “a higher intelligence,” or God, was much more common than it seems to be today. (4) Political life was not entirely out of bounds to women—for example, some women participated in political campaigns in the early part of the nineteenth century—but equal participation was regarded as a violation of the natural order of things. — LEWIS LIPSITZ, *AMERICAN DEMOCRACY*

1. Which of the following numbered parts draws attention away from the main idea of the paragraph?
 - A. part 1
 - B. part 2
 - C. part 3
 - D. part 4
2. Which of the following sentences, if added after part 4, would best support the main idea of the paragraph?
 - A. Grover Cleveland’s views have been ridiculed.
 - B. Women were to play a domestic role, maintaining the home and rearing children.
 - C. Needless to say, some women objected to this view.
 - D. Several modern-day cultures still cling to such beliefs.

DIRECTIONS: Read the following passage, taken from a student essay. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) Vegetarians can be divided into three major classes. (2) Lacto-ovo-vegetarians are those whose diets contain no meats, poultry, or fish. (3) _____. (4) Those whose diets contain no meat, milk, or eggs are called strict or pure vegetarians, or vegans. (5) Those vegans refuse not only the consumption of animal food but also the use of any animal product. (6) Thus, they would never wear wool clothing, leather shoes, or certain cosmetics. (7) I once went on a vegetarian diet like that, but it lasted only two weeks. (8) Regardless of the type of vegetarian a person becomes, unless he or she understands nutrition, that person could well become an unhealthy vegetarian.

3. Which of the following sentences would best replace the blank line in part 3 of this paragraph?
 - A. Obviously they cannot eat hamburgers or pizza, so they probably have a healthful diet.
 - B. Vegetarianism has been practiced for many centuries and is now becoming more popular in the United States.
 - C. People who choose not to eat meat or milk products are called ovo-vegetarians.
 - D. It’s probably very difficult for these people to eat out or with their friends.

4. In which part does the writer unnecessarily shift the point of view?
- A. part 5
 - B. part 6
 - C. part 7
 - D. part 8

Answer Key

ITEM #	ANSWER	COMMENTS	SECTION IN THE BEDFORD HANDBOOK
1	C	Part 3 shifts the focus of this paragraph away from the idea of women's roles in politics during the early 1900s to belief in God.	3a
2	B	Answer B supports the main idea of the passage: that women's roles were constricted by society. A, C, and D — though perhaps true — do not support the main idea.	4a
3	C	The topic sentence indicates that there will be three classes presented in the paragraph. Parts 2 and 4 are two of them, so the intervening one, part 3, should also be a class of vegetarians. Answers A, B, and D comment on vegetarianism but do not give one of the classes.	4a, 4c
4	C	Part 7 shifts unnecessarily from third person to first person (<i>I</i>).	3a, 13a

C. EFFECTIVE ORGANIZATION (Handbook sections 1d, 3a, 4c, 4e, 7b)

The test will ask you to recognize various elements of paragraph organization, including topic sentences and transitions. You may be asked to reorganize sentences to improve paragraph construction and to make changes that help readers follow the sequence of ideas.

Practice Exercises

directions: Read the following passage, taken from a college zoology textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

- (1) Animals, and indeed plants, are composed of microscopic bricks called cells. (2) The cells found in different organs and tissues of the same creature are of quite different sizes and shapes — bones are made from angular cells, kidneys from spherical cells, nerves from long, narrow cells. (3) The nerve cells carry impulses to the brain. (4) All cells, however, are made from similar components. (5) Around the outside of each cell is a skin, the cell membrane, enclosing the gelatinous cytoplasm which

carries a number of small structures called organelles. (6) The most important of these is the cell nucleus, which lies at the center of the cell and carries the information from which the entire organism is built.

— DOUGAL DIXON, *after man: a zoology of the future*

1. What part of the paragraph interrupts the writer's pattern of development?
 - A. part 2
 - B. part 3
 - C. part 4
 - D. part 5
2. Which of the following most clearly represents the writer's main pattern of development?
 - A. definition
 - B. examples
 - C. narration
 - D. reasons

DIRECTIONS: Read the following passage, taken from a student essay. Then answer the questions after it.

(1) Bonsai is a 2000-year-old art form. (2) The first recorded evidence of bonsai came from Chinese scrolls that date back to A.D. 200. (3) _____. (4) Taoist monks were instrumental in the development of this amazing art form. (5) They believed that by miniaturizing objects, they could manipulate their magical qualities. (6) They dwarfed and extended the lives of trees by slowing the sap, much the same as they slowed their own pulse and breathing to extend their lives. (7) This art form was taught to the Japanese in the eleventh century, and they have become world-renowned masters at bonsai.

3. Which of the following sentences, if used in place of the blank line in part 3, would best develop the main idea of the paragraph?
 - A. Bonsai tends to prolong the life expectancy of trees because their every need is attended to.
 - B. Contrary to what many people believe, bonsai refers to a form of horticulture, not a type of tree.
 - C. Japan presented the United States with a 350-year-old white pine bonsai as a bicentennial gift.
 - D. To learn the art of bonsai, you could purchase the video entitled *The Art of Training Dwarf Potted Trees*.
4. Which of the following most clearly represents the writer's main pattern of development?
 - A. statistics
 - B. cause and effect
 - C. anecdote
 - D. definition

DIRECTIONS: Read the following passage, taken from an introduction to film textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) Colorization, a practice that began in 1986, is the use of a computer-aided process to apply color to black-and-white movies. (2) The colors of the opening frames must be determined first by consulting sketches, memos, and set designs if they are available. (3) Colorization requires the film to be analyzed shot by shot and scene by scene, so that the colorization is consistent. (4) Once the colors for the opening frames are selected, a computer applies the same colors throughout, varying the hues in terms of the lighting pattern in the original. (5) _____, there is no guarantee that a color sketch provided for a black-and-white film would be valid if the studio had decided to shoot the film in color. (6) _____, the claim that a colorized version of a black-and-white film would have proved satisfactory if the filmmaker had the opportunity to shoot it in color is false.

— BERNARD F. DICK, *ANATOMY OF FILM*, 2ND EDITION

5. Which words or phrases, if inserted in order into the blanks of the paragraph, would help the reader understand the sequence of the writer's ideas?
 - A. For example; Besides
 - B. Nevertheless; In contrast
 - C. Next; To illustrate
 - D. Even so; Therefore
6. Which of the following changes would make the sequence of ideas in the paragraph clearer?
 - A. Delete part 1
 - B. Reverse the order of parts 2 and 3
 - C. Place part 2 after part 6
 - D. Delete part 5

DIRECTIONS: Read the following passage, taken from a student essay. Then answer the questions after it.

(1) Through a simple process you can create your own "signature" potpourri. (2) First, gather petals from any flowers you choose. (3) Allow them to dry out completely, at least a month, in a warm, dry environment. (4) _____, measure a half ounce of orris (a powder available in most crafts stores) per eight large petals. (5) Be certain to use the correct proportions of orris, or the petals could mildew. (6) Place the petal and orris mixture in a metal container, cover, and shake well. (7) Remove the lid and add approximately a half ounce of the fragrance you prefer. (8) _____, cover the container and shake vigorously once again. (9) This process is inexpensive yet easy, and your finished product will reflect your own individuality as the "wimpy" prepackaged varieties can never do.

7. In what order are the details in this paragraph presented?
 - A. spatial
 - B. chronological
 - C. order of importance — most important to least important
 - D. order of importance — least important to most important

8. Which words, if inserted in order into the blanks in the paragraph, would help the reader understand the sequence of the writer's ideas?
- A. Next; Finally
 - B. Second; Third
 - C. Then; Now
 - D. Afterward; Last

Answer Key

ITEM #	ANSWER	COMMENTS	SECTION IN THE BEDFORD HANDBOOK
1	B	The paragraph describes the structure of a basic cell. Part 3 moves away from general description and gives information about a specific cell.	4c
2	A	Through descriptive details, the writer presents a definition of a cell. Calling them "microscopic bricks," he includes their physiological characteristics and their components.	4c
3	B	The writer of this paragraph defines an ancient art form through facts and historical details. Answer B adds a fact that gives historical background. A, C, and D do not follow the developmental pattern of historical details used to define.	4c, d
4	D	The topic sentence establishes the developmental pattern by indicating that the writer is planning to tell readers what the bonsai is. There is no evidence of statistics (A) or of anecdote (C). Although part 6 does indicate a cause and effect relationship, it is the only part that does.	4c
5	D	<i>Even so</i> fits in the first blank because it highlights the contrasting point developed in the sentence. The final sentence is a concluding result of the previous explanatory statements; thus the transitional word <i>Therefore</i> is the only appropriate choice.	4e
6	B	You would not want to delete part 1 because it is the topic sentence to be developed. Part 6 should not be deleted either, for it serves as a concluding statement for the paragraph. For that reason, too, you would not place part 2 after part 6. However, the paragraph would be more logically organized if you reversed parts 2 and 3, since part 3 continues the definition of colorization.	4d

ITEM #	ANSWER	COMMENTS	
		Part 2 focuses on the colors themselves, an idea continued in part 4.	
7	B	Most processes are best organized in chronological order, since the steps are performed one after another.	4d
8	A	Look carefully at the first words of each pair. You would immediately eliminate D, <i>Afterward</i> , for it appears awkward in the connecting position. You would also eliminate B, since the step at part 4 is actually the third step in the sequence. C could work, because <i>Then</i> and <i>Now</i> both logically introduce their respective sentences. A, however, is preferable because <i>Finally</i> indicates the conclusion of the process.	4e

D. EFFECTIVE SENTENCES (Handbook sections 4e, 9, 11–12, 16–21)

The test will present sentences, generally with errors, and ask you to choose the best way to correct them. The sentences will include sentence fragments, comma splices and fused sentences, and misplaced and dangling modifiers, as well as problems with parallelism, subject-verb agreement, word choice, and repetitious language.

Practice Exercises

DIRECTIONS: Read the following passage, taken from an American history textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) The Puritans believed that even when man's conduct was judged to be good by his neighbors it might be wrongly motivated — by self-interest, for example, rather than by a desire to please God — and was consequently evil. (2) Thus, man after the Fall is by nature sinful, and for sinning against the just God man is deserving of eternal damnation. (3) *All men deserve damnation* — This was a central belief of the Puritan, confirmed by his observation of his fellows and by his awareness of the darker impulses of his own nature. (4) But, even so, a gracious God in his benevolence generously chose to save some men in spite of their wretched, evil unworthiness. (5) His choice was arbitrary, it was also unnecessary. (6) Such was the gulf that divided the almighty God from depraved man that nothing in man's nature or in his conduct required God to reprieve any man from the sentence merited by his sins.

— FRANCIS J. BREMER, *THE PURITAN EXPERIMENT*

1. Which of the following parts should be revised to reduce repetition and improve the effectiveness of the paragraph?
 - A. part 2
 - B. part 3
 - C. part 4
 - D. part 6
2. Which of the following parts of the paragraph, if any, displays ineffective sentence construction?
 - A. part 5
 - B. part 1
 - C. part 3
 - D. None of these parts displays ineffective sentence construction.

DIRECTIONS: Read the following passage, taken from a biology textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) The common names of plants and animals have arisen through long traditions of folklore and popular usage. (2) Many reflect some aspect of an organism's appearance, natural history, or relevance to human life: lady's slipper, hedgehog, bedbug, horsehair worm, liverwort. (3) Being that so many common names are in existence, they cannot always be depended upon for accuracy. (4) Ladybugs, strictly speaking, are not bugs (Hemiptera) but beetles (Coleoptera), and club mosses (Lycopsida) are not true mosses (Musci). (5) Because common names are not universally agreed upon. (6) A single species may be called by different names in different localities. (7) Also, the same common name may be used for two or more taxonomically unrelated organisms.

— VICTORIA McMILLAN, *WRITING PAPERS IN THE BIOLOGICAL SCIENCES*

3. Which of the following parts, if any, displays ineffective sentence structure?
 - A. part 2
 - B. part 4
 - C. part 5
 - D. None of these parts displays ineffective sentence structure.
4. Which is the best way to revise part 3, if any revision is needed?
 - A. Undoubtedly, such names are charming.
 - B. However, common names can also be misleading.
 - C. I would not put too much scientific stock in common names, though.
 - D. No revision is needed.

Answer Key

ITEM #	ANSWER	COMMENTS	SECTION IN THE BEDFORD HANDBOOK
1	C	Although each sentence is rather long, only part 4 bogs down in repetition. <i>But</i> and <i>even so</i> ; <i>gracious</i> , <i>benevolence</i> , and <i>generously</i> ; and <i>wretched</i> , <i>evil</i> , and <i>unworthiness</i> are all redundancies that should be eliminated.	16a–e
2	A	Part 5 is a comma splice, two independent clauses joined only by a comma. A coordinating conjunction or a semicolon should be added.	20a–d
3	C	Part 5 is a fragment; it is a subordinate clause unattached to any independent clause. (It can easily be corrected by attaching it to part 6.)	19a
4	B	The transitional word <i>However</i> alerts the reader to the contrast spelled out in part 4. Answer C shifts unnecessarily to the first person and changes the neutral tone of the scientific paragraph. Answer A does not work as a transition and, in fact, breaks the flow of the passage. Also, a word like <i>charming</i> is not appropriate in scientific writing.	4e, 13a, 17e

E. EDITED AMERICAN ENGLISH (Handbook sections 27, 28, 32–38, 43, 45)

The test will pose problems with various parts of speech including verbs, adverbs, adjectives, and nouns and pronouns and their possessives. Your knowledge of spelling and punctuation will also be tested.

Practice Exercises

DIRECTIONS: Read the following passage, taken from a novel. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) Mr. Pontellier had prepared for bed, but he slipped on an extra garment. (2) He opened a bottle of wine, of which he kept a small and select supply in a buffet of his own. (3) He drunk a glass of wine and went out on the gallery and offered a glass to his wife. (4) She did not wish any. (5) He drew up a rocker, hoisted his slippers on the rail, and proceeded to smoke a cigar. (6) He smoked too cigars; then he went inside and drank another glass of wine. (7) Mrs. Pontellier again declined to accept a glass when it was offered to her. (8) Mr. Pontellier once more seated himself with elevated feet, and after a reasonable interval of time smoked some more cigars.

— KATE CHOPIN, *THE AWAKENING*

1. Which of the following parts of the paragraph displays a commonly confused word?
 - A. part 1
 - B. part 5
 - C. part 6
 - D. part 7

2. Which of the following changes is needed in the paragraph?
 - A. Part 6: Change *smoked* to *was smoking*.
 - B. Part 1: Change *had prepared* to *has prepared*.
 - C. Part 3: Change *drunk* to *drank*.
 - D. Part 7: Change *was offered* to *was being offered*.

3. Which of the following parts of the paragraph, if any, displays nonstandard usage?
 - A. part 2
 - B. part 4
 - C. part 8
 - D. No change is needed.

DIRECTIONS: Read the following passage, taken from an American history textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) Of the new industries being developed in the 1920s, the most spectacular was the automobile industry. (2) The breakthrough here had come with Henry Ford's mass-produced, inexpensive Model T, and through elaborations and improvements on the Ford system the industry continued to combine extraordinary gains in productivity with steadily mounting sales and more and more customers. (3) Hours per unit of output declined steadily, falling on the average more than seven percent a year. (4) Sales raised from about 1,500,000 vehicles in 1921 to over 5,000,000 in 1929, and automobile ownership was now rapidly extended to include nearly 60 percent of all American families. (5) More than any other, the industry became the showpiece of the new capitalism. (6) And although some historians now question whether the new "automobility" really improves the quality of mass life, there were few questioners at the time. (7) The industry was widely regarded as a progressive social force, engaged in fulfilling a long-standing popular dream and helping in the process to heal social divisions, stimulate social improvements, and satisfy social needs.

— ELLIS W. HAWLEY, *THE GREAT WAR AND THE SEARCH FOR A MODERN ORDER*

4. Which one, if any, of the following changes is needed in the paragraph?
 - A. Part 3: Change *declined* to *decline*.
 - B. Part 4: Change *raised* to *rose*.
 - C. Part 5: Change *became* to *becomes*.
 - D. No change is needed.

5. Which of the following parts of the paragraph displays nonstandard usage?
- A. part 1
 - B. part 3
 - C. part 6
 - D. part 7

DIRECTIONS: Read the following passage, taken from a college writing textbook. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) There are two major types of reader-oriented writing: persuasion and direction. (2) Often called argumentation, persuasion is designed to create a want or to motivate an action. (3) The politician who wants your vote and the advertizer who wants your money are most likely to use persuasive techniques, but persuasion can also be a tool of scientists and philosophers. (4) Persuasion relies heavily on the appeals to emotions. (5) It often uses the same linguistic resources as poetry to achieve its end: vivid images, careful control of connotations, repetition, rhythm, even rhyme. (6) In our society, strong persuasion is so frequently encountered and so skillfully deployed that every citizen should understand it thoroughly, if only to avoid being victimized by it.

— ROBERT SCHOLLES AND NANCY R. COMLEY, EDS., *THE PRACTICE OF WRITING*

6. Which of the following words in the paragraph is spelled incorrectly?
- A. writing
 - B. advertizer
 - C. thoroughly
 - D. rhythm
7. Which one of the following changes, if any, is needed in the paragraph?
- A. Part 5: Change the colon after *end* to a semicolon.
 - B. Part 6: Add a comma after *deployed*.
 - C. Part 2: Omit the comma after *argumentation*.
 - D. No change is needed.
8. Which one of the following changes, if any, is needed in the paragraph?
- A. Part 6: Capitalize *society*.
 - B. Part 3: Capitalize *philosophers*.
 - C. Part 5: Capitalize *linguistic*.
 - D. No change is needed.

DIRECTIONS: Read the following passage, taken from a student essay. Then answer the questions after it.

Note: The errors in this paragraph have been introduced for the sake of this exercise. None of these errors appears in the original text.

(1) Unfortunately, even the educational shows made especially for children contain sex-role stereotypes. (2) During one hour of "Sesame street" I watched last Saturday, only two adult females were shown: one worked in the back of the dry cleaner's, washing and ironing shirts, while the other tried unsuccessfully to fix a car. (3) Meanwhile, men managed the shops, learned to play the flute, helped puppets find

the letter “O”, played the guitar, and narrated the entire program. (4) A male puppet, Kermit the frog, did a news break in which a mailman, a salesman, and a woodsman all came to rescue little Red Riding Hood. (5) When asked what a square could be used for, a man said, “Building things,” while a girl said, “It would make a nice picture frame.” (6) While the show might have taught the children about the letters “O” and “R” and how to count to five, it also reinforced many sex-role stereotypes.

— PATRICIA KLEIN, “SATURDAY MORNING SEXISM”

9. All of the following words should be capitalized EXCEPT
 - A. *street* in part 2.
 - B. *kermit/frog* in part 4.
 - C. *little* in part 4.
 - D. *the* in part 4.
10. Which one of the following changes is needed in the paragraph?
 - A. Part 2: Omit the apostrophe in *cleaner’s*.
 - B. Part 3: Place the comma inside the quotation marks.
 - C. Part 6: Change the comma after *five* to a semicolon.
 - D. Part 1: Omit the comma after *Unfortunately*.
11. Which of the following words in the paragraph has been spelled incorrectly?
 - A. part 1: educational
 - B. part 6: reinforced
 - C. part 3: guitar
 - D. part 2: unsuccessfully

Answer Key

ITEM #	ANSWER	COMMENTS	SECTION IN THE BEDFORD HANDBOOK
1	C	The word <i>too</i> means <i>also</i> or serves as an intensive. In this sentence, the correct word is the number <i>two</i> .	Glossary of Usage
2	C	<i>Drank</i> is the past-tense form of <i>drink</i> . The verbs in the other sentences are all written in appropriate sequence of tenses.	27a, 28a
3	C	<i>Hisself</i> is nonstandard usage and should be changed to <i>himself</i> .	Glossary of Usage
4	B	<i>Raised</i> is a transitive verb that means “to move or cause to move upward.” It must have a direct object, and there is none in this sentence. <i>Rose</i> , the past tense of the intransitive verb <i>rise</i> , means “to go up.”	27a, Glossary
5	C	<i>Improves</i> should be <i>improved</i> because the author is speaking of the past.	27d
6	B	The correct spelling is <i>advertiser</i> .	43

ITEM #	ANSWER	COMMENTS	SECTION IN THE BEDFORD HANDBOOK
7	D	None of the changes called for in A–C is needed. The colon in part 5 signals a forthcoming list. In part 6 no comma is needed because it would set off an adverbial clause that is essential to the meaning of the sentence. And finally, the comma after <i>argumentation</i> is correct because it sets off an introductory phrase.	32b, 33f, 35a
8	D	None of these words needs to be capitalized because the words are all common nouns.	45a
9	D	If not the first word of a title, the articles <i>a</i> , <i>an</i> , and <i>the</i> are not capitalized. <i>Street</i> and <i>little</i> are parts of proper nouns and thus should be capitalized. <i>Kermit the Frog</i> is a proper name, so it should be capitalized.	45a, c
10	B	Commas and periods <i>always</i> go inside quotation marks. The apostrophe is used in <i>dry cleaner's</i> to show possession. In part 6, the comma after <i>five</i> is correct because it sets off an introductory adverb clause. The comma after <i>Unfortunately</i> is also correct because it sets off an introductory word.	32b, 36a, 37f
11	D	The correct spelling is <i>unsuccessfully</i> .	43