Writing and Language Test

44 Questions

Turn to Section 2 of your answer sheet to answer the questions in this section.

Directions

Each passage in this section is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

A pair of brackets containing an uppercase Q and a number — for example, [Q1] — indicates that an associated question refers to that location in the passage or to the following underlined portion of the passage. The number in brackets is the number of the associated question. The bracketed element is hyperlinked to the associated question, and the question heading is hyperlinked back to the related location or portion of the passage.

There are two ways to follow a link. One is to move the flashing text cursor, or caret, into the hyperlinked text and press the Enter key; the other is to place the mouse cursor, or pointer, over the hyperlinked text and press Ctrl+left-click (that is, press and release the left button on the mouse while holding down the Ctrl key on the keyboard).

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a “NO CHANGE” option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

In questions that ask you to consider potential revisions, the list of answer choices is followed by a presentation of each revision in context. A set of revisions in context is surrounded by **“Begin skippable content”** and **“End skippable content”** labels formatted as level-6 headings. If a question includes a “NO CHANGE” option, that option in the skippable content will present the relevant context of the passage in its original form with the original underlined text. For the following options, the same context will be repeated with the underlined portion replaced by each revision to be considered.

Punctuation is essential to some questions in this test, so we suggest that you either activate the punctuation-reading function of your software or utilize the character-by-character capabilities.

Questions 1 through 11 are based on the following passage.

How a Cat in a Hat Changed Children's Education

In a 1954 *Life* magazine article, author John Hersey expressed concern that children in the United States were disengaged from learning how to read. Among other problems, Hersey noted, the reading material available to grade-schoolers had a hard time competing with television, radio, [Q1] and other media for children's attention. One solution he proposed was to make children's books more [Q2] interesting, since "an individual's sense of wholeness . . . follows, and cannot precede, a sense of accomplishment."

The story of *The Cat in the Hat*'s publication began when William [Q3] Spaulding, the director of the education division at the publishing company Houghton Mifflin, read Hersey's article and had an idea. Spaulding agreed that there was a need for appealing books for beginning [Q4] readers. He thought he knew who should write one. He arranged to have dinner with Theodor Geisel, who wrote and illustrated children's books under the name "Dr. Seuss," and issued him a challenge: "Write me a story that first graders can't put down!"

Having [Q5] known Spaulding for many years and having maintained a professional relationship with him, Geisel was an experienced writer and illustrator. [Q6] However, this new project presented him with an obstacle. Spaulding told Geisel to write his entire book using a restricted vocabulary from an elementary school list of 348 words. Geisel started two stories, only to abandon them when he found that he needed to use words that were not on the list. On the verge of giving up, [Q7] Geisel's story finally hit upon an image that became its basis: a cat wearing a battered stovepipe hat. His main character established, Geisel commenced the difficult task of writing a book with

a limited vocabulary. [Q8] At the end of a duration nine months long, *The Cat in the Hat* was complete.

The book was a hit. Children were entertained by its plot about the antics of a mischievous cat and [Q9] is captivated by its eye-catching illustrations and memorable rhythms and rhymes. Its sales inspired another publishing company, Random House, to establish a series for early readers called Beginner Books, which featured works by Geisel and other writers, and other publishers quickly followed suit. In the years that [Q10] followed. Many talented writers and illustrators of children's books imitated Geisel's formula of restricted vocabulary and whimsical artwork. But perhaps the best proof of *The Cat in the Hat*'s success is not its influence on other books but its [Q11] limited vocabulary and appealing word choices.

Question 1.

A. NO CHANGE (and)
B. and with
C. and also
D. and competing with

Answer choices in context:

Begin skippable content.

A. Among other problems, Hersey noted, the reading material available to grade-schoolers had a hard time competing with television, radio, and other media for children's attention.
B. Among other problems, Hersey noted, the reading material available to grade-schoolers had a hard time competing with television, radio, and with other media for children's attention.
C. Among other problems, Hersey noted, the reading material available to grade-schoolers had a hard time competing with television, radio, and also other media for children's attention.
D. Among other problems, Hersey noted, the reading material available to grade-schoolers had a hard time competing with television, radio, and competing with other media for children's attention.

End skippable content.

Question 2.

The writer wants to include a quotation by Hersey that supports the topic of the passage. Which choice best accomplishes this goal?

A. NO CHANGE (interesting, since “an individual’s sense of wholeness . . . follows, and cannot precede, a sense of accomplishment.”)
B. interesting, since “learning starts with failure; the first failure is the beginning of education.”
C. interesting because “journalism allows its readers to witness history; fiction gives its readers an opportunity to live it.”
D. interesting with “drawings like those of the wonderfully imaginative geniuses among children’s illustrators.”

Answer choices in context:

Begin skippable content.

A. One solution he proposed was to make children’s books more interesting, since “an individual’s sense of wholeness . . . follows, and cannot precede, a sense of accomplishment.”
B. One solution he proposed was to make children’s books more interesting, since “learning starts with failure; the first failure is the beginning of education.”
C. One solution he proposed was to make children’s books more interesting because “journalism allows its readers to witness history; fiction gives its readers an opportunity to live it.”
D. One solution he proposed was to make children’s books more interesting with “drawings like those of the wonderfully imaginative geniuses among children’s illustrators.”

End skippable content.

Question 3.

A. NO CHANGE (Spaulding, the director)
B. Spaulding the director
C. Spaulding, the director,
D. Spaulding—the director

Answer choices in context:

Begin skippable content.

A. The story of *The Cat in the Hat*'s publication began when William Spaulding, the director of the education division at the publishing company Houghton Mifflin, read Hersey's article and had an idea.
B. The story of *The Cat in the Hat*'s publication began when William Spaulding the director of the education division at the publishing company Houghton Mifflin, read Hersey's article and had an idea.
C. The story of *The Cat in the Hat*'s publication began when William Spaulding, the director, of the education division at the publishing company Houghton Mifflin, read Hersey's article and had an idea.
D. The story of *The Cat in the Hat*'s publication began when William Spaulding—the director of the education division at the publishing company Houghton Mifflin, read Hersey's article and had an idea.

End skippable content.

Question 4.

Which choice most effectively combines the sentences at the underlined portion?

The sentences containing the underlined portion are as follows:

> Spaulding agreed that there was a need for appealing books for beginning readers. He thought he knew who should write one.

The underlined portion is as follows:

> readers. He

A. readers, and he
B. readers—namely, he
C. readers; and Spaulding
D. readers, and meanwhile he

Answer choices in context:

Begin skippable content.

A. Spaulding agreed that there was a need for appealing books for beginning readers, and he thought he knew who should write one.
B. Spaulding agreed that there was a need for appealing books for beginning readers—namely, he thought he knew who should write one.
C. Spaulding agreed that there was a need for appealing books for beginning readers; and Spaulding thought he knew who should write one.
D. Spaulding agreed that there was a need for appealing books for beginning readers, and meanwhile he thought he knew who should write one.

End skippable content.

Question 5.

Which choice best supports the information that follows in the sentence?

A. NO CHANGE (known Spaulding for many years and having maintained a professional relationship with him,)
B. acquired a reputation for perfectionism and for setting high standards for his work,
C. been interested in politics before breaking into the genre of children's literature,
D. published nine children's books and having received three nominations for the prestigious Caldecott Medal,

Answer choices in context:

Begin skippable content.

A. Having known Spaulding for many years and having maintained a professional relationship with him, Geisel was an experienced writer and illustrator.
B. Having acquired a reputation for perfectionism and for setting high standards for his work, Geisel was an experienced writer and illustrator.
C. Having been interested in politics before breaking into the genre of children's literature, Geisel was an experienced writer and illustrator.
D. Having published nine children's books and having received three nominations for the prestigious Caldecott Medal, Geisel was an experienced writer and illustrator.

End skippable content.

Question 6.

A. NO CHANGE (However,)
B. For example,
C. Furthermore,
D. At any rate,

Answer choices in context:

Begin skippable content.

A. Having known Spaulding for many years and having maintained a professional relationship with him, Geisel was an experienced writer and illustrator. However, this new project presented him with an obstacle.
B. Having known Spaulding for many years and having maintained a professional relationship with him, Geisel was an experienced writer and illustrator. For example, this new project presented him with an obstacle.
C. Having known Spaulding for many years and having maintained a professional relationship with him, Geisel was an experienced writer and illustrator. Furthermore, this new project presented him with an obstacle.
D. Having known Spaulding for many years and having maintained a professional relationship with him, Geisel was an experienced writer and illustrator. At any rate, this new project presented him with an obstacle.

End skippable content.

Question 7.

A. NO CHANGE (Geisel’s story finally hit upon an image that became its basis:)
B. an image that Geisel finally hit upon became the basis of his story:
C. Geisel finally hit upon the image that became the basis for his story:
D. the story was finally based on an image that Geisel hit upon:

Answer choices in context:

Begin skippable content.

A. On the verge of giving up, Geisel’s story finally hit upon an image that became its basis: a cat wearing a battered stovepipe hat.
B. On the verge of giving up, an image that Geisel finally hit upon became the basis of his story: a cat wearing a battered stovepipe hat.
C. On the verge of giving up, Geisel finally hit upon the image that became the basis for his story: a cat wearing a battered stovepipe hat.
D. On the verge of giving up, the story was finally based on an image that Geisel hit upon: a cat wearing a battered stovepipe hat.

End skippable content.

Question 8.

A. NO CHANGE (At the end of a duration nine months long,)
B. After thirty-six weeks—or nine months—had passed,
C. After a length of nine months had elapsed,
D. Nine months later,

Answer choices in context:

Begin skippable content.

A. His main character established, Geisel commenced the difficult task of writing a book with a limited vocabulary. At the end of a duration nine months long, *The Cat in the Hat* was complete.
B. His main character established, Geisel commenced the difficult task of writing a book with a limited vocabulary. After thirty-six weeks—or nine months—had passed, *The Cat in the Hat* was complete.
C. His main character established, Geisel commenced the difficult task of writing a book with a limited vocabulary. After a length of nine months had elapsed, *The Cat in the Hat* was complete.
D. His main character established, Geisel commenced the difficult task of writing a book with a limited vocabulary. Nine months later, *The Cat in the Hat* was complete.

End skippable content.

Question 9.

A. NO CHANGE (is)
B. was
C. has been
D. DELETE the underlined portion.

Answer choices in context:

Begin skippable content.

A. Children were entertained by its plot about the antics of a mischievous cat and is captivated by its eye-catching illustrations and memorable rhythms and rhymes.
B. Children were entertained by its plot about the antics of a mischievous cat and was captivated by its eye-catching illustrations and memorable rhythms and rhymes.
C. Children were entertained by its plot about the antics of a mischievous cat and has been captivated by its eye-catching illustrations and memorable rhythms and rhymes.
D. Children were entertained by its plot about the antics of a mischievous cat and captivated by its eye-catching illustrations and memorable rhythms and rhymes.

End skippable content.

Question 10.

A. NO CHANGE (followed. Many)
B. followed; many
C. followed, many
D. followed—many

Answer choices in context:

Begin skippable content.

A. In the years that followed. Many talented writers and illustrators of children's books imitated Geisel's formula of restricted vocabulary and whimsical artwork.
B. In the years that followed; many talented writers and illustrators of children's books imitated Geisel's formula of restricted vocabulary and whimsical artwork.
C. In the years that followed, many talented writers and illustrators of children's books imitated Geisel's formula of restricted vocabulary and whimsical artwork.
D. In the years that followed—many talented writers and illustrators of children's books imitated Geisel's formula of restricted vocabulary and whimsical artwork.

End skippable content.

Question 11.

The writer wants a conclusion that restates the main themes of the passage. Which choice best accomplishes this goal?

A. NO CHANGE (limited vocabulary and appealing word choices.)
B. impressive worldwide sales that continue to remain high to this day.
C. enduring ability to delight children and engage them in learning how to read.
D. important role in the history of illustration in the twentieth century.

Answer choices in context:

Begin skippable content.

A. But perhaps the best proof of *The Cat in the Hat*'s success is not its influence on other books but its limited vocabulary and appealing word choices.
B. But perhaps the best proof of *The Cat in the Hat*'s success is not its influence on other books but its impressive worldwide sales that continue to remain high to this day.
C. But perhaps the best proof of *The Cat in the Hat*'s success is not its influence on other books but its enduring ability to delight children and engage them in learning how to read.
D. But perhaps the best proof of *The Cat in the Hat*'s success is not its influence on other books but its important role in the history of illustration in the twentieth century.

End skippable content.

Questions 12 through 22 are based on the following passage.

Keep Student Volunteering Voluntary

A growing number of public schools in the United States require students to complete community service hours to graduate. Such volunteering, be it helping at a local animal shelter, [Q12] when they pick up litter, or working at a health-care facility, has obvious benefits for the community it serves and teaches students important life skills. But critics say that making volunteerism compulsory misses the point of the act.

[Q13] By its very definition, volunteer work is done willingly. By requiring students to do community service in order to graduate, school [Q14] officials' are taking away students' choice to give up their time for nonprofit activities, making volunteerism less meaningful and pleasurable. According to a psychological concept called the reactance theory, the loss of freedom in choosing an activity can cause a negative reaction. For instance, instead of focusing on the good they are doing, students may become resentful of the demands that compulsory volunteering places on their schedules.

Proponents of compulsory [Q15] volunteering who are in favor of it point out that it allows young people to garner the benefits that volunteering offers. Students who volunteer report increased self-esteem, better relationship-building skills, and [Q16] increasingly busy schedules. Some studies have also found that students who do community service are more likely to volunteer as adults, and thus [Q17] effect society positively over the course of many years.

However, most research looks at students who volunteer in general, not making a distinction between students who are required to

volunteer by their schools and those who volunteer willingly. One recent study by Sara E. Helms, assistant professor of economics at Samford University in Birmingham, Alabama, did focus specifically on [Q18] mandatory volunteering. She found that students who were required to volunteer rushed to complete their service hours in early high [Q19] school, they then did significantly less regular volunteer work in the twelfth grade [Q20] than the service hours of those not required to volunteer. Helms concluded that compulsory volunteering does not necessarily create lifelong volunteers.

Instead of requiring students to volunteer, schools [Q21] have to recognize that not all students are equally well suited to the same activities. Many studies show that when schools simply tell students about opportunities for community service and connect them with organizations that need help, more students volunteer of their own free will. [Q22]

Question 12.

A. NO CHANGE (when they pick up litter,)
B. to pick up litter,
C. litter collection,
D. picking up litter,

Answer choices in context:

Begin skippable content.

A. Such volunteering, be it helping at a local animal shelter, when they pick up litter, or working at a health-care facility, has obvious benefits for the community it serves and teaches students important life skills.
B. Such volunteering, be it helping at a local animal shelter, to pick up litter, or working at a health-care facility, has obvious benefits for the community it serves and teaches students important life skills.
C. Such volunteering, be it helping at a local animal shelter, litter collection, or working at a health-care facility, has obvious benefits for the community it serves and teaches students important life skills.
D. Such volunteering, be it helping at a local animal shelter, picking up litter, or working at a health-care facility, has obvious benefits for the community it serves and teaches students important life skills.

End skippable content.

Question 13.

The writer wants a transition from the previous paragraph that highlights the criticism of compulsory volunteering mentioned in the previous paragraph. Which choice best accomplishes this goal?

A. NO CHANGE (By its very definition,)
B. Whatever the work may be,
C. For many students,
D. Fortunately for communities in need,

Answer choices in context:

Begin skippable content.

A. A growing number of public schools in the United States require students to complete community service hours to graduate. Such volunteering, be it helping at a local animal shelter, when they pick up litter, or working at a health-care facility, has obvious benefits for the community it serves and teaches students important life skills. But critics say that making volunteerism compulsory misses the point of the act.

   By its very definition, volunteer work is done willingly.

B. A growing number of public schools in the United States require students to complete community service hours to graduate. Such volunteering, be it helping at a local animal shelter, when they pick up litter, or working at a health-care facility, has obvious benefits for the community it serves and teaches students important life skills. But critics say that making volunteerism compulsory misses the point of the act.

   Whatever the work may be, volunteer work is done willingly.

C. A growing number of public schools in the United States require students to complete community service hours to graduate. Such volunteering, be it helping at a local animal shelter, when they pick up litter, or working at a health-care facility, has obvious benefits for the community it serves and teaches students important life skills. But critics say that making volunteerism compulsory misses the point of the act.

   For many students, volunteer work is done willingly.

D. A growing number of public schools in the United States require students to complete community service hours to graduate. Such volunteering, be it helping at a local animal shelter, when they pick up litter, or working at a health-care facility, has obvious benefits for the community it serves and teaches students important life skills. But critics say that making volunteerism compulsory misses the point of the act.

   Fortunately for communities in need, volunteer work is done willingly.

End skippable content.

Question 14.

A. NO CHANGE (officials’ are taking away students’)
B. officials are taking away students
C. officials are taking away student’s
D. officials are taking away students’

Answer choices in context:

Begin skippable content.

A. By requiring students to do community service in order to graduate, school officials’ are taking away students’ choice to give up their time for nonprofit activities, making volunteerism less meaningful and pleasurable.
B. By requiring students to do community service in order to graduate, school officials are taking away students choice to give up their time for nonprofit activities, making volunteerism less meaningful and pleasurable.
C. By requiring students to do community service in order to graduate, school officials are taking away student’s choice to give up their time for nonprofit activities, making volunteerism less meaningful and pleasurable.
D. By requiring students to do community service in order to graduate, school officials are taking away students’ choice to give up their time for nonprofit activities, making volunteerism less meaningful and pleasurable.

End skippable content.

Question 15.

A. NO CHANGE (volunteering who are in favor of it)
B. volunteering, advocating it,
C. volunteering
D. volunteering and its advocates

Answer choices in context:

Begin skippable content.

A. Proponents of compulsory volunteering who are in favor of it point out that it allows young people to garner the benefits that volunteering offers.
B. Proponents of compulsory volunteering, advocating it, point out that it allows young people to garner the benefits that volunteering offers.
C. Proponents of compulsory volunteering point out that it allows young people to garner the benefits that volunteering offers.
D. Proponents of compulsory volunteering and its advocates point out that it allows young people to garner the benefits that volunteering offers.

End skippable content.

Question 16.

Which choice provides a supporting example that is most similar to the examples already in the sentence?

A. NO CHANGE (increasingly busy schedules.)
B. a closer connection with their community.
C. less time spent engaging in social activities.
D. little increase in academic achievement.

Answer choices in context:

Begin skippable content.

A. Students who volunteer report increased self-esteem, better relationship-building skills, and increasingly busy schedules.
B. Students who volunteer report increased self-esteem, better relationship-building skills, and a closer connection with their community.
C. Students who volunteer report increased self-esteem, better relationship-building skills, and less time spent engaging in social activities.
D. Students who volunteer report increased self-esteem, better relationship-building skills, and little increase in academic achievement.

End skippable content.

Question 17.

A. NO CHANGE (effect)
B. affect
C. effecting
D. affects

Answer choices in context:

Begin skippable content.

A. Some studies have also found that students who do community service are more likely to volunteer as adults, and thus effect society positively over the course of many years.
B. Some studies have also found that students who do community service are more likely to volunteer as adults, and thus affect society positively over the course of many years.
C. Some studies have also found that students who do community service are more likely to volunteer as adults, and thus effecting society positively over the course of many years.
D. Some studies have also found that students who do community service are more likely to volunteer as adults, and thus affects society positively over the course of many years.

End skippable content.

Question 18.

A. NO CHANGE (mandatory)
B. coercive
C. forcible
D. imperative

Answer choices in context:

Begin skippable content.

A. One recent study by Sara E. Helms, assistant professor of economics at Samford University in Birmingham, Alabama, did focus specifically on mandatory volunteering.
B. One recent study by Sara E. Helms, assistant professor of economics at Samford University in Birmingham, Alabama, did focus specifically on coercive volunteering.
C. One recent study by Sara E. Helms, assistant professor of economics at Samford University in Birmingham, Alabama, did focus specifically on forcible volunteering.
D. One recent study by Sara E. Helms, assistant professor of economics at Samford University in Birmingham, Alabama, did focus specifically on imperative volunteering.

End skippable content.

Question 19.

A. NO CHANGE (school, they then)
B. school; they then,
C. school. They, then
D. school; they then

Answer choices in context:

Begin skippable content.

A. She found that students who were required to volunteer rushed to complete their service hours in early high school, they then did significantly less regular volunteer work in the twelfth grade than the service hours of those not required to volunteer.
B. She found that students who were required to volunteer rushed to complete their service hours in early high school; they then, did significantly less regular volunteer work in the twelfth grade than the service hours of those not required to volunteer.
C. She found that students who were required to volunteer rushed to complete their service hours in early high school. They, then did significantly less regular volunteer work in the twelfth grade than the service hours of those not required to volunteer.
D. She found that students who were required to volunteer rushed to complete their service hours in early high school; they then did significantly less regular volunteer work in the twelfth grade than the service hours of those not required to volunteer.

End skippable content.

Question 20.

A. NO CHANGE (than the service hours of those)
B. than did students who were
C. than hours worked by students
D. compared with students

Answer choices in context:

Begin skippable content.

A. She found that students who were required to volunteer rushed to complete their service hours in early high school, they then did significantly less regular volunteer work in the twelfth grade than the service hours of those not required to volunteer.
B. She found that students who were required to volunteer rushed to complete their service hours in early high school, they then did significantly less regular volunteer work in the twelfth grade than did students who were not required to volunteer.
C. She found that students who were required to volunteer rushed to complete their service hours in early high school, they then did significantly less regular volunteer work in the twelfth grade than hours worked by students not required to volunteer.
D. She found that students who were required to volunteer rushed to complete their service hours in early high school, they then did significantly less regular volunteer work in the twelfth grade compared with students not required to volunteer.

End skippable content.

Question 21.

Which choice most effectively sets up the point made in the next sentence?

A. NO CHANGE (have to recognize that not all students are equally well suited to the same activities.)
B. should allow students to spend their time participating in athletics and other extracurricular activities.
C. should focus on offering arrangements that make volunteering an easy and attractive choice.
D. are advised to recognize the limits of their ability to influence their students.

Answer choices in context:

Begin skippable content.

A. Instead of requiring students to volunteer, schools have to recognize that not all students are equally well suited to the same activities. Many studies show that when schools simply tell students about opportunities for community service and connect them with organizations that need help, more students volunteer of their own free will.

B. Instead of requiring students to volunteer, schools should allow students to spend their time participating in athletics and other extracurricular activities. Many studies show that when schools simply tell students about opportunities for community service and connect them with organizations that need help, more students volunteer of their own free will.

C. Instead of requiring students to volunteer, schools should focus on offering arrangements that make volunteering an easy and attractive choice. Many studies show that when schools simply tell students about opportunities for community service and connect them with organizations that need help, more students volunteer of their own free will.

D. Instead of requiring students to volunteer, schools are advised to recognize the limits of their ability to influence their students. Many studies show that when schools simply tell students about opportunities for community service and connect them with organizations that need help, more students volunteer of their own free will.

End skippable content.

Question 22.

The writer wants a conclusion that states the main claim of the passage. Which choice best accomplishes this goal?

A. It is imperative that schools do their part to find volunteers for the many worthwhile organizations in the United States.
B. Schools that do this will produce more engaged, enthusiastic volunteers than schools that require volunteer work.
C. Studies in the fields of psychology and economics have revolutionized researchers' understanding of volunteerism.
D. It is important that students choose charitable work that suits their interests and values.

Answer choices in context:

Begin skippable content.

A. Instead of requiring students to volunteer, schools have to recognize that not all students are equally well suited to the same activities. Many studies show that when schools simply tell students about opportunities for community service and connect them with organizations that need help, more students volunteer of their own free will. It is imperative that schools do their part to find volunteers for the many worthwhile organizations in the United States.

B. Instead of requiring students to volunteer, schools have to recognize that not all students are equally well suited to the same activities. Many studies show that when schools simply tell students about opportunities for community service and connect them with organizations that need help, more students volunteer of their own free will. Schools that do this will produce more engaged, enthusiastic volunteers than schools that require volunteer work.

C. Instead of requiring students to volunteer, schools have to recognize that not all students are equally well suited to the same activities. Many studies show that when schools simply tell students about opportunities for community service and connect them with organizations that need help, more students volunteer of their own free will. Studies in the fields of psychology and economics have revolutionized researchers' understanding of volunteerism.

D. Instead of requiring students to volunteer, schools have to recognize that not all students are equally well suited to the same activities. Many studies show that when schools simply tell students about opportunities for community service and connect them with organizations that need help, more students volunteer of their own free will. It is important that students choose charitable work that suits their interests and values.

End skippable content.

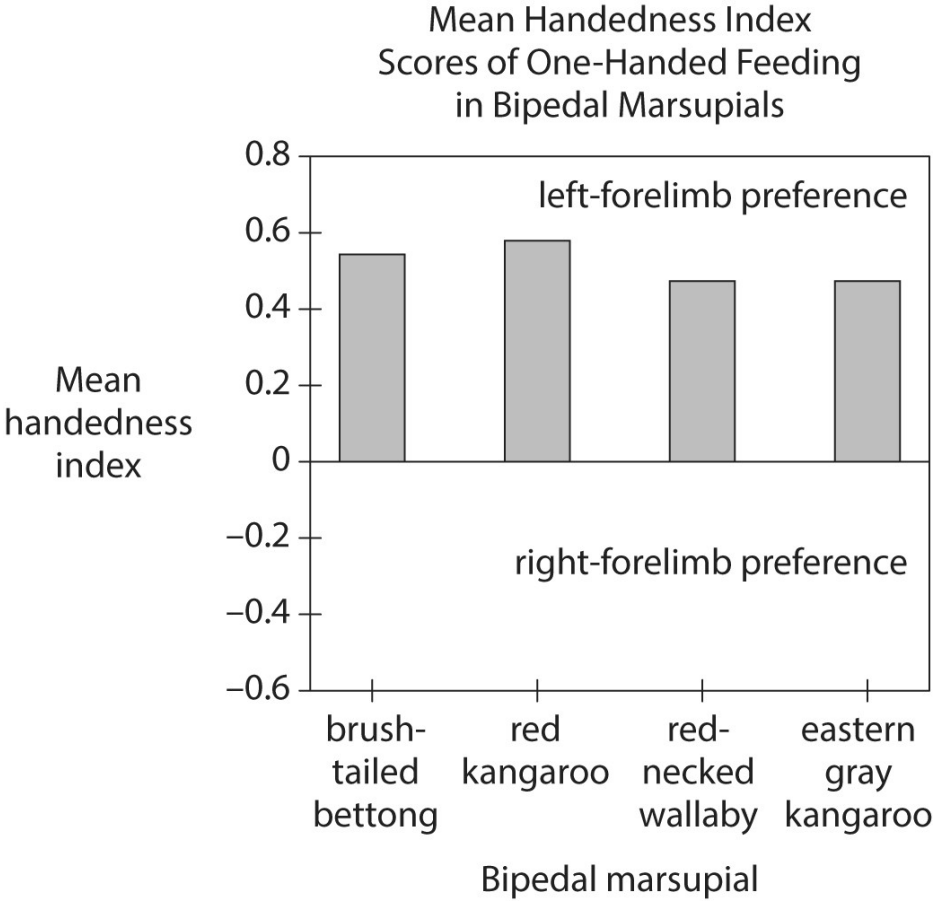
Questions 23 through 33 are based on the following passage and supplementary material.

Marsupials Lend a Hand to Science

Marsupials (mammals that carry their young in a pouch) are a curiosity among biologists because they lack a corpus callosum, the collection of nerve fibers connecting the two hemispheres of the brain. In most other mammals, the left hemisphere of the brain controls the right side of the body, the right hemisphere controls the left, and the corpus callosum allows communication between the hemispheres. Scientists [Q23] are long believing that this structure enables complex tasks by sequestering skilled movement to a single hemisphere without sacrificing coordination between both sides of the body; this sequestration would explain handedness, the tendency to consistently prefer [Q24] one hand over the other, in humans. However, a recent finding of handedness in marsupials suggests that a [Q25] trait other than the presence of a corpus callosum [Q26] links as handedness: bipedalism.

Researchers at Saint Petersburg State University and the University of Tasmania observed marsupials walking on either two legs (bipeds) or four (quadrupeds) and performing tasks such as bringing food to their mouths. The scientists employed a mean handedness index; [Q27] negative scores indicated a left-forelimb preference and positive scores indicated a right-forelimb preference. While eating, the eastern gray kangaroo, red-necked wallaby, red [Q28] kangaroo and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by [Q29] positive mean handedness index values less than 0.2 for all four species. These results suggest handedness among these animals.

Note: The following figure supplements this passage. The passage continues after the figure.



Begin skippable figure description.

The figure presents a bar graph titled “Mean Handedness Index Scores of One-Handed Feeding in Bipedal Marsupials.” The horizontal axis is labeled “Bipedal Marsupial,” and the following four categories are indicated along the axis: “brush-tailed bettong,” “red kangaroo,” “red-necked wallaby,” and “eastern gray kangaroo.” The vertical axis is labeled “Mean handedness index,” and the numbers negative 0.6 through 0.8, in increments of 0.2, are indicated. The bar graph is split into two regions by the horizontal line corresponding to a Mean handedness index of 0. The region spanning Mean handedness index 0 through 0.8 is labeled “left-forelimb preference,” and the region spanning Mean handedness index 0 through negative 0.6 is labeled

“right-forelimb preference.” The data for each category are as follows. Note that all values are approximate.

Brush-tailed bettong. Mean handedness index, 0.55.
Red kangaroo. Mean handedness index, 0.58.
Red-necked wallaby. Mean handedness index, 0.47.
Eastern gray kangaroo. Mean handedness index, 0.47.

End skippable figure description.

Adapted from Andrey Giljov and others, “Parallel Emergence of True Handedness in the Evolution of Marsupials and Placentals.” ©2015 by Elsevier Limited.

[Q30] Having four feet, quadrupedal marsupials in the study did not show a strong preference for the use of one forelimb. For instance, gray short-tailed opossums and sugar gliders were assigned mean handedness values very close to zero—they used their right and left forelimbs nearly equally. In effect, the study provided no evidence of handedness among quadrupedal marsupials.

[Q31] Kangaroos, though, still do not exhibit handedness to the extent that humans do. As the researchers noted, the quadrupeds typically live in trees and employ all four limbs in climbing. The bipeds, on the other hand, are far less arboreal, leaving their forelimbs relatively free for tasks in [Q32] whom handedness may confer an evolutionary advantage. Why the majority of marsupials studied preferred their left forelimbs while the majority of humans prefer their right remains a mystery, however, [Q33] as does the mechanism by which, in the absence of a corpus callosum, the hemispheres of the marsupial brain communicate.

Question 23.

A. NO CHANGE (are long believing)
B. will long be believing
C. have long believed
D. long believe

Answer choices in context:

Begin skippable content.

A. Scientists are long believing that this structure enables complex tasks by sequestering skilled movement to a single hemisphere without sacrificing coordination between both sides of the body; this sequestration would explain handedness, the tendency to consistently prefer one hand over the other, in humans.
B. Scientists will long be believing that this structure enables complex tasks by sequestering skilled movement to a single hemisphere without sacrificing coordination between both sides of the body; this sequestration would explain handedness, the tendency to consistently prefer one hand over the other, in humans.
C. Scientists have long believed that this structure enables complex tasks by sequestering skilled movement to a single hemisphere without sacrificing coordination between both sides of the body; this sequestration would explain handedness, the tendency to consistently prefer one hand over the other, in humans.
D. Scientists long believe that this structure enables complex tasks by sequestering skilled movement to a single hemisphere without sacrificing coordination between both sides of the body; this sequestration would explain handedness, the tendency to consistently prefer one hand over the other, in humans.

End skippable content.

Question 24.

A. NO CHANGE (one hand over the other,)
B. and favor the use of one hand over the other,
C. one hand over the other that could be chosen,
D. one hand on a regular basis,

Answer choices in context:

Begin skippable content.

A. Scientists are long believing that this structure enables complex tasks by sequestering skilled movement to a single hemisphere without sacrificing coordination between both sides of the body; this sequestration would explain handedness, the tendency to consistently prefer one hand over the other, in humans.
B. Scientists are long believing that this structure enables complex tasks by sequestering skilled movement to a single hemisphere without sacrificing coordination between both sides of the body; this sequestration would explain handedness, the tendency to consistently prefer and favor the use of one hand over the other, in humans.
C. Scientists are long believing that this structure enables complex tasks by sequestering skilled movement to a single hemisphere without sacrificing coordination between both sides of the body; this sequestration would explain handedness, the tendency to consistently prefer one hand over the other that could be chosen, in humans.
D. Scientists are long believing that this structure enables complex tasks by sequestering skilled movement to a single hemisphere without sacrificing coordination between both sides of the body; this sequestration would explain handedness, the tendency to consistently prefer one hand on a regular basis, in humans.

End skippable content.

Question 25.

A. NO CHANGE (trait)
B. trait,
C. trait;
D. trait:

Answer choices in context:

Begin skippable content.

A. However, a recent finding of handedness in marsupials suggests that a trait other than the presence of a corpus callosum links as handedness: bipedalism.
B. However, a recent finding of handedness in marsupials suggests that a trait, other than the presence of a corpus callosum links as handedness: bipedalism.
C. However, a recent finding of handedness in marsupials suggests that a trait; other than the presence of a corpus callosum links as handedness: bipedalism.
D. However, a recent finding of handedness in marsupials suggests that a trait: other than the presence of a corpus callosum links as handedness: bipedalism.

End skippable content.

Question 26.

A. NO CHANGE (links as)
B. correlates with
C. correlates from
D. links on

Answer choices in context:

Begin skippable content.

A. However, a recent finding of handedness in marsupials suggests that a trait other than the presence of a corpus callosum links as handedness: bipedalism.
B. However, a recent finding of handedness in marsupials suggests that a trait other than the presence of a corpus callosum correlates with handedness: bipedalism.
C. However, a recent finding of handedness in marsupials suggests that a trait other than the presence of a corpus callosum correlates from handedness: bipedalism.
D. However, a recent finding of handedness in marsupials suggests that a trait other than the presence of a corpus callosum links on handedness: bipedalism.

End skippable content.

Question 27.

Which choice accurately reflects the information in the graph?

A. NO CHANGE (negative scores indicated a left-forelimb preference and positive scores indicated a right-forelimb preference.)
B. scores of 0 or less indicated a left-forelimb preference and positive scores indicated a lack of forelimb preference.
C. positive scores indicated a lack of forelimb preference and negative scores indicated a right-forelimb preference.
D. positive scores indicated a left-forelimb preference and negative scores indicated a right-forelimb preference.

Answer choices in context:

Begin skippable content.

A. The scientists employed a mean handedness index; negative scores indicated a left-forelimb preference and positive scores indicated a right-forelimb preference.
B. The scientists employed a mean handedness index; scores of 0 or less indicated a left-forelimb preference and positive scores indicated a lack of forelimb preference.
C. The scientists employed a mean handedness index; positive scores indicated a lack of forelimb preference and negative scores indicated a right-forelimb preference.
D. The scientists employed a mean handedness index; positive scores indicated a left-forelimb preference and negative scores indicated a right-forelimb preference.

End skippable content.

Question 28.

A. NO CHANGE (kangaroo and,)
B. kangaroo, and
C. kangaroo; and
D. kangaroo—and,

Answer choices in context:

Begin skippable content.

A. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by positive mean handedness index values less than 0.2 for all four species.
B. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo, and brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by positive mean handedness index values less than 0.2 for all four species.
C. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo; and brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by positive mean handedness index values less than 0.2 for all four species.
D. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo—and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by positive mean handedness index values less than 0.2 for all four species.

End skippable content.

Question 29.

Which choice most accurately reflects the data in the graph?

A. NO CHANGE (positive mean handedness index values less than 0.2)
B. positive mean handedness index values greater than 0.6
C. positive mean handedness index values between 0.4 and 0.6
D. mean handedness index values of 0

Answer choices in context:

Begin skippable content.

A. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by positive mean handedness index values less than 0.2 for all four species.
B. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by positive mean handedness index values greater than 0.6 for all four species.
C. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by positive mean handedness index values between 0.4 and 0.6 for all four species.
D. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by mean handedness index values of 0 for all four species.

End skippable content.

Question 30.

Which choice provides the best transition from the previous paragraph?

A. NO CHANGE (Having four feet,)
B. Like most other mammals,
C. In contrast to their bipedal counterparts,
D. While using their forelimbs for eating,

Answer choices in context:

Begin skippable content.

A. Researchers at Saint Petersburg State University and the University of Tasmania observed marsupials walking on either two legs (bipeds) or four (quadrupeds) and performing tasks such as bringing food to their mouths. The scientists employed a mean handedness index; negative scores indicated a left-forelimb preference and positive scores indicated a right-forelimb preference. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by positive mean handedness index values less than 0.2 for all four species. These results suggest handedness among these animals.

   Having four feet, quadrupedal marsupials in the study did not show a strong preference for the use of one forelimb.

B. Researchers at Saint Petersburg State University and the University of Tasmania observed marsupials walking on either two legs (bipeds) or four (quadrupeds) and performing tasks such as bringing food to their mouths. The scientists employed a mean handedness index; negative scores indicated a left-forelimb preference and positive scores indicated a right-forelimb preference. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by positive mean handedness index values less than 0.2 for all four species. These results suggest handedness among these animals.

   Like most other mammals, quadrupedal marsupials in the study did not show a strong preference for the use of one forelimb.

C. Researchers at Saint Petersburg State University and the University of Tasmania observed marsupials walking on either two legs (bipeds) or four (quadrupeds) and performing tasks such as bringing food to their mouths. The scientists employed a mean handedness index; negative scores indicated a left-forelimb preference and positive scores indicated a right-forelimb preference. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by positive mean handedness index values less than 0.2 for all four species. These results suggest handedness among these animals.

   In contrast to their bipedal counterparts, quadrupedal marsupials in the study did not show a strong preference for the use of one forelimb.

D. Researchers at Saint Petersburg State University and the University of Tasmania observed marsupials walking on either two legs (bipeds) or four (quadrupeds) and performing tasks such as bringing food to their mouths. The scientists employed a mean handedness index; negative scores indicated a left-forelimb preference and positive scores indicated a right-forelimb preference. While eating, the eastern gray kangaroo, red-necked wallaby, red kangaroo and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by positive mean handedness index values less than 0.2 for all four species. These results suggest handedness among these animals.

While using their forelimbs for eating, quadrupedal marsupials in the study did not show a strong preference for the use of one forelimb.

End skippable content.

Question 31.

Which choice presents a main claim of the passage?

A. NO CHANGE (Kangaroos, though, still do not exhibit handedness to the extent that humans do.)
B. For the marsupials in the study, then, handedness seems to be associated with bipedalism.
C. There are many things scientists do not understand about the marsupial brain.
D. Additional studies on this phenomenon will need to be performed with other mammals.

Answer choices in context:

Begin skippable content.

A. Kangaroos, though, still do not exhibit handedness to the extent that humans do. As the researchers noted, the quadrupeds typically live in trees and employ all four limbs in climbing.
B. For the marsupials in the study, then, handedness seems to be associated with bipedalism. As the researchers noted, the quadrupeds typically live in trees and employ all four limbs in climbing.
C. There are many things scientists do not understand about the marsupial brain. As the researchers noted, the quadrupeds typically live in trees and employ all four limbs in climbing.
D. Additional studies on this phenomenon will need to be performed with other mammals. As the researchers noted, the quadrupeds typically live in trees and employ all four limbs in climbing.

End skippable content.

Question 32.

A. NO CHANGE (whom)
B. which
C. what
D. whose

Answer choices in context:

Begin skippable content.

A. The bipeds, on the other hand, are far less arboreal, leaving their forelimbs relatively free for tasks in whom handedness may confer an evolutionary advantage.
B. The bipeds, on the other hand, are far less arboreal, leaving their forelimbs relatively free for tasks in which handedness may confer an evolutionary advantage.
C. The bipeds, on the other hand, are far less arboreal, leaving their forelimbs relatively free for tasks in what handedness may confer an evolutionary advantage.
D. The bipeds, on the other hand, are far less arboreal, leaving their forelimbs relatively free for tasks in whose handedness may confer an evolutionary advantage.

End skippable content.

Question 33.

The writer wants to conclude the passage by recalling a topic from paragraph 1 that requires additional research. Which choice best accomplishes this goal?

A. NO CHANGE (as does the mechanism by which, in the absence of a corpus callosum, the hemispheres of the marsupial brain communicate.)
B. though researchers should not neglect the sizable minority of humans who are left handed.
C. and scientists believe that studies like this one may someday yield insights into the causes of certain neurological disorders.
D. and an additional study is planned to study handedness in other animals that stand upright only some of the time.

Answer choices in context:

Begin skippable content.

A. Why the majority of marsupials studied preferred their left forelimbs while the majority of humans prefer their right remains a mystery, however, as does the mechanism by which, in the absence of a corpus callosum, the hemispheres of the marsupial brain communicate.
B. Why the majority of marsupials studied preferred their left forelimbs while the majority of humans prefer their right remains a mystery, however, though researchers should not neglect the sizable minority of humans who are left handed.
C. Why the majority of marsupials studied preferred their left forelimbs while the majority of humans prefer their right remains a mystery, however, and scientists believe that studies like this one may someday yield insights into the causes of certain neurological disorders.

D. Why the majority of marsupials studied preferred their left forelimbs while the majority of humans prefer their right remains a mystery, however, and an additional study is planned to study handedness in other animals that stand upright only some of the time.

End skippable content.

Questions 34 through 44 are based on the following passage.

An Employee Benefit That Benefits Employers

According to a 2014 report from the Society for Human Resource Management, 54 percent of surveyed companies provide tuition assistance to employees pursuing an undergraduate degree, and 50 percent do so for employees working toward a graduate degree. [Q34] Despite these findings, more companies should consider helping employees pay for education because doing so helps [Q35] increase customer satisfaction and improve the quality of the companies' business.

Tuition-reimbursement programs signal that employers offer their [Q36] workers' opportunities for personal and professional development. According to professor of management Peter Cappelli, such opportunities are appealing to highly motivated and disciplined individuals and may attract applicants with these desirable qualities. Many in the business community concur. Explaining his company's decision to expand its tuition-assistance program, John Fox, the director of dealer training at Fiat Chrysler Automobiles in the United States, [Q37] who stressed the importance of drawing skilled employees to Fiat Chrysler's car dealerships: "This is a benefit that can surely bring top talent to our dealers," he said.

Paying for tuition also helps businesses retain [Q38] employees. Retaining employees is important not only because it ensures a skilled and experienced workforce but also because it mitigates the considerable costs of finding, hiring, and training new workers. Employees whose tuition is reimbursed often stay with their employer even after they complete their [Q39] degrees. Because their new qualifications give them opportunities for advancement within the company. The career of Valerie Lincoln, an employee at the aerospace company United Technologies Corporation [Q40] (UTC) is a significant success story for her company's tuition-reimbursement program. In eight years at UTC, Lincoln earned associate and bachelor's degrees in business and advanced from an administrative assistant position to an accounting associate position. This allowed UTC to retain an employee with a [Q41] deep knowledge of her industry and years of valuable experience.

Tuition reimbursement can be expensive, and many companies would find it impractical to pay for multiple degrees for all employees. Businesses have succeeded in [Q42] minimizing and keeping down costs and ensuring the relevance of employees' coursework by offering fixed amounts of reimbursement each year and stipulating which subjects workers can study. Even with these methods, tuition reimbursement may not be appropriate in all cases, especially if classes are likely [Q43] to divert employees' time and energy from their jobs.

Question 44 asks about the passage as a whole.

Question 34.

Which choice provides the most effective transition from the previous sentence to the information that immediately follows in this sentence?

A. NO CHANGE (Despite these findings,)
B. In addition to the 2014 report,
C. Although these levels are impressive,
D. Whether they want to or not,

Answer choices in context:

Begin skippable content.

A. According to a 2014 report from the Society for Human Resource Management, 54 percent of surveyed companies provide tuition assistance to employees pursuing an undergraduate degree, and 50 percent do so for employees working toward a graduate degree. Despite these findings, more companies should consider helping employees pay for education because doing so helps increase customer satisfaction and improve the quality of the companies' business.

B. According to a 2014 report from the Society for Human Resource Management, 54 percent of surveyed companies provide tuition assistance to employees pursuing an undergraduate degree, and 50 percent do so for employees working toward a graduate degree. In addition to the 2014 report, more companies should consider helping employees pay for education because doing so helps increase customer satisfaction and improve the quality of the companies' business.

C. According to a 2014 report from the Society for Human Resource Management, 54 percent of surveyed companies provide tuition assistance to employees pursuing an undergraduate degree, and 50 percent do so for employees working toward a graduate degree. Although these levels are impressive, more companies should consider helping employees pay for education because doing so helps increase customer satisfaction and improve the quality of the companies' business.

D. According to a 2014 report from the Society for Human Resource Management, 54 percent of surveyed companies provide tuition assistance to employees pursuing an undergraduate degree, and 50 percent do so for employees working toward a graduate degree. Whether they want to or not, more companies should consider helping employees pay for education because doing so helps increase customer satisfaction and improve the quality of the companies' business.

End skippable content.

Question 35.

Which choice most effectively establishes the main idea of the passage?

A. NO CHANGE (increase customer satisfaction)
B. solve the problem of rising tuition costs
C. strengthen the US economy
D. attract and retain employees

Answer choices in context:

Begin skippable content.

A. Despite these findings, more companies should consider helping employees pay for education because doing so helps increase customer satisfaction and improve the quality of the companies' business.
B. Despite these findings, more companies should consider helping employees pay for education because doing so helps solve the problem of rising tuition costs and improve the quality of the companies' business.
C. Despite these findings, more companies should consider helping employees pay for education because doing so helps strengthen the US economy and improve the quality of the companies' business.
D. Despite these findings, more companies should consider helping employees pay for education because doing so helps attract and retain employees and improve the quality of the companies' business.

End skippable content.

Question 36.

A. NO CHANGE (workers’ opportunities)
B. workers opportunities’
C. workers opportunities
D. worker’s opportunity’s

Answer choices in context:

Begin skippable content.

A. Tuition-reimbursement programs signal that employers offer their workers’ opportunities for personal and professional development.
B. Tuition-reimbursement programs signal that employers offer their workers opportunities’ for personal and professional development.
C. Tuition-reimbursement programs signal that employers offer their workers opportunities for personal and professional development.
D. Tuition-reimbursement programs signal that employers offer their worker’s opportunity’s for personal and professional development.

End skippable content.

Question 37.

A. NO CHANGE (who stressed)
B. stressed
C. stressing
D. and he stressed

Answer choices in context:

Begin skippable content.

A. Explaining his company's decision to expand its tuition-assistance program, John Fox, the director of dealer training at Fiat Chrysler Automobiles in the United States, who stressed the importance of drawing skilled employees to Fiat Chrysler's car dealerships: "This is a benefit that can surely bring top talent to our dealers," he said.
B. Explaining his company's decision to expand its tuition-assistance program, John Fox, the director of dealer training at Fiat Chrysler Automobiles in the United States, stressed the importance of drawing skilled employees to Fiat Chrysler's car dealerships: "This is a benefit that can surely bring top talent to our dealers," he said.
C. Explaining his company's decision to expand its tuition-assistance program, John Fox, the director of dealer training at Fiat Chrysler Automobiles in the United States, stressing the importance of drawing skilled employees to Fiat Chrysler's car dealerships: "This is a benefit that can surely bring top talent to our dealers," he said.
D. Explaining his company's decision to expand its tuition-assistance program, John Fox, the director of dealer training at Fiat Chrysler Automobiles in the United States, and he stressed the importance of drawing skilled employees to Fiat Chrysler's car dealerships: "This is a benefit that can surely bring top talent to our dealers," he said.

End skippable content.

Question 38.

Which choice most effectively combines the sentences at the underlined portion?

The sentences containing the underlined portion are as follows:

> Paying for tuition also helps businesses retain employees. Retaining employees is important not only because it ensures a skilled and experienced workforce but also because it mitigates the considerable costs of finding, hiring, and training new workers.

The underlined portion is as follows:

employees. Retaining employees

A. employees, and this retention
B. employees, the retaining of whom
C. employees, which
D. employees; that

Answer choices in context:

Begin skippable content.

A. Paying for tuition also helps businesses retain employees, and this retention is important not only because it ensures a skilled and experienced workforce but also because it mitigates the considerable costs of finding, hiring, and training new workers.
B. Paying for tuition also helps businesses retain employees, the retaining of whom is important not only because it ensures a skilled and experienced workforce but also because it mitigates the considerable costs of finding, hiring, and training new workers.
C. Paying for tuition also helps businesses retain employees, which is important not only because it ensures a skilled and experienced workforce but also because it mitigates the considerable costs of finding, hiring, and training new workers.

D. Paying for tuition also helps businesses retain employees; that is important not only because it ensures a skilled and experienced workforce but also because it mitigates the considerable costs of finding, hiring, and training new workers.

End skippable content.

Question 39.

A. NO CHANGE (degrees. Because)
B. degrees: because
C. degrees because
D. degrees; because

Answer choices in context:

Begin skippable content.

A. Employees whose tuition is reimbursed often stay with their employer even after they complete their degrees. Because their new qualifications give them opportunities for advancement within the company.
B. Employees whose tuition is reimbursed often stay with their employer even after they complete their degrees: because their new qualifications give them opportunities for advancement within the company.
C. Employees whose tuition is reimbursed often stay with their employer even after they complete their degrees because their new qualifications give them opportunities for advancement within the company.
D. Employees whose tuition is reimbursed often stay with their employer even after they complete their degrees; because their new qualifications give them opportunities for advancement within the company.

End skippable content.

Question 40.

A. NO CHANGE [(UTC)]
B. (UTC)—
C. (UTC):
D. (UTC),

Answer choices in context:

Begin skippable content.

A. The career of Valerie Lincoln, an employee at the aerospace company United Technologies Corporation (UTC) is a significant success story for her company's tuition-reimbursement program.
B. The career of Valerie Lincoln, an employee at the aerospace company United Technologies Corporation (UTC)—is a significant success story for her company's tuition-reimbursement program.
C. The career of Valerie Lincoln, an employee at the aerospace company United Technologies Corporation (UTC): is a significant success story for her company's tuition-reimbursement program.
D. The career of Valerie Lincoln, an employee at the aerospace company United Technologies Corporation (UTC), is a significant success story for her company's tuition-reimbursement program.

End skippable content.

Question 41.

A. NO CHANGE (deep)
B. hidden
C. large
D. spacious

Answer choices in context:

Begin skippable content.

A. This allowed UTC to retain an employee with a deep knowledge of her industry and years of valuable experience.
B. This allowed UTC to retain an employee with a hidden knowledge of her industry and years of valuable experience.
C. This allowed UTC to retain an employee with a large knowledge of her industry and years of valuable experience.
D. This allowed UTC to retain an employee with a spacious knowledge of her industry and years of valuable experience.

End skippable content.

Question 42.

A. NO CHANGE (minimizing and keeping down costs)
B. minimizing costs associated with employees' coursework
C. being effective at keeping down costs
D. keeping down costs

Answer choices in context:

Begin skippable content.

A. Businesses have succeeded in minimizing and keeping down costs and ensuring the relevance of employees' coursework by offering fixed amounts of reimbursement each year and stipulating which subjects workers can study.
B. Businesses have succeeded in minimizing costs associated with employees' coursework and ensuring the relevance of employees' coursework by offering fixed amounts of reimbursement each year and stipulating which subjects workers can study.
C. Businesses have succeeded in being effective at keeping down costs and ensuring the relevance of employees' coursework by offering fixed amounts of reimbursement each year and stipulating which subjects workers can study.
D. Businesses have succeeded in keeping down costs and ensuring the relevance of employees' coursework by offering fixed amounts of reimbursement each year and stipulating which subjects workers can study.

End skippable content.

Question 43.

A. NO CHANGE (to divert)
B. diverted
C. in diverting
D. diversions for

Answer choices in context:

Begin skippable content.

A. Even with these methods, tuition reimbursement may not be appropriate in all cases, especially if classes are likely to divert employees' time and energy from their jobs.
B. Even with these methods, tuition reimbursement may not be appropriate in all cases, especially if classes are likely diverted employees' time and energy from their jobs.
C. Even with these methods, tuition reimbursement may not be appropriate in all cases, especially if classes are likely in diverting employees' time and energy from their jobs.
D. Even with these methods, tuition reimbursement may not be appropriate in all cases, especially if classes are likely diversions for employees' time and energy from their jobs.

End skippable content.

Question 44 asks you to think about the passage as a whole.

Question 44.

The writer wants to insert the following sentence.

> Still, since securing an excellent workforce is crucial to a business's success, employers should give serious thought to investing in reimbursement programs.

To make the passage most logical, the sentence should be placed immediately after the last sentence in

A. paragraph 1.
B. paragraph 2.
C. paragraph 3.
D. paragraph 4.

Answer choices in context:

Begin skippable content.

A. According to a 2014 report from the Society for Human Resource Management, 54 percent of surveyed companies provide tuition assistance to employees pursuing an undergraduate degree, and 50 percent do so for employees working toward a graduate degree. Despite these findings, more companies should consider helping employees pay for education because doing so helps increase customer satisfaction and improve the quality of the companies' business. Still, since securing an excellent workforce is crucial to a business's success, employers should give serious thought to investing in reimbursement programs.

B. Tuition-reimbursement programs signal that employers offer their workers' opportunities for personal and professional development. According to professor of management Peter Cappelli, such opportunities are appealing to highly motivated and disciplined individuals and may attract applicants with these desirable qualities. Many in the business community concur. Explaining his company's decision to expand its tuition-assistance program, John Fox, the director of dealer training at Fiat Chrysler Automobiles in the United States, who stressed the importance of drawing skilled employees to Fiat Chrysler's car dealerships: "This is a benefit that can surely bring top talent to our dealers," he said. Still, since securing an excellent workforce is crucial to a business's success, employers should give serious thought to investing in reimbursement programs.

C. Paying for tuition also helps businesses retain employees. Retaining employees is important not only because it ensures a skilled and experienced workforce but also because it mitigates the considerable costs of finding, hiring, and training new workers. Employees whose tuition is reimbursed often stay with their employer even after they complete their degrees. Because their new qualifications give them opportunities for advancement within the company. The career of Valerie Lincoln, an employee at the aerospace company United Technologies Corporation (UTC) is a significant success story for her company's tuition-reimbursement program. In eight years at UTC, Lincoln earned associate and bachelor's degrees in business and advanced from an administrative assistant position to an accounting associate position. This allowed UTC to retain an employee with a deep knowledge of her industry and years of valuable experience. Still, since securing an excellent workforce is crucial to a business's success, employers should give serious thought to investing in reimbursement programs.

D. Tuition reimbursement can be expensive, and many companies would find it impractical to pay for multiple degrees for all employees. Businesses have succeeded in minimizing and keeping down costs and ensuring the relevance of employees' coursework by offering fixed amounts of reimbursement each year and stipulating which subjects workers can study. Even with these methods, tuition reimbursement may not be appropriate in all cases, especially if classes are likely to divert employees' time and energy from their jobs. Still, since securing an excellent workforce is crucial to a business's success, employers should give serious thought to investing in reimbursement programs.

End skippable content.

Stop.

If you finish before time is called, you may check your work on this section only. Do not go on to any other section.