Writing and Language Test

35 MINUTES, 44 QUESTIONS

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

DIRECTIONS

Each passage below 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.

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.

Questions 1-11 are based on the following passage.

NASA: A Space Program with Down-to-Earth Benefits

The National Aeronautics and Space Administration (NASA) is a US government agency whose budget is frequently 1 many times contested. Many people think of NASA's programs as trivial. In truth, the agency has a widespread positive 2 effect on society by serving as a catalyst for innovation and scientific understanding,

1

A) NO CHANGE
B) oftentimes
C) repeatedly
D) DELETE the underlined portion.

2

A) NO CHANGE
B) affect on
C) effect to
D) affects on

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CONTINUE

3 to create jobs, and showing humanity its place within the universe.

In 1958, the program's first year, very few people believed that it was even possible for a manned spacecraft to leave the atmosphere and orbit Earth. But by initiating and collaborating on projects such as the Apollo Moon missions, the space shuttle program, the Hubble Space 4 Telescope, and unmanned planetary exploration, NASA has continually challenged its scientists and engineers to do things that were previously thought impossible. All along, these NASA projects have 5 greatly increased international cooperation. A short list of inventions 6 elaborated by NASA includes communications satellites, invisible braces, and cordless tools. All these inventions 7 spawns new industries, and with those industries, jobs. NASA also sponsors the Small Business Innovation Research and Small Business Technology Transfer programs, which are specifically designed to support technological development in the private sector.

3

A) NO CHANGE
B) creating jobs,
C) for job creation,
D) the creation of jobs,

4

A) NO CHANGE
B) Telescope; and
C) Telescope and;
D) Telescope and,

5

Which choice most effectively sets up the list of examples that follows in the next sentence?

A) NO CHANGE
B) garnered national publicity for the agency.
C) generated a steady stream of new technology.
D) made a lot of money for the agency.

6

A) NO CHANGE
B) evolved
C) developed
D) progressed

7

A) NO CHANGE
B) spawned
C) has spawned
D) spawning

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CONTINUE

[1] A report by the Space Foundation estimated that NASA contributed $180 billion to the economy in 2005. [2] More than 60 percent of the contribution **8** coming from commercial goods and services created by companies using space-related technology. [3] This translates as excellent returns from an agency that received approximately 17.7 billion in tax dollars in 2014. [4] This investment by taxpayers enhances not only the national economy but also the United States' competitiveness in the international market. [5] Moreover, the benefits of NASA funding extend beyond the purely economic, as astrophysicist Neil deGrasse Tyson indicated in his testimony before the US Senate: "For . . . a penny on a dollar—we can transform the country from a sullen, dispirited nation, weary of economic struggle, to one where it has reclaimed its twentieth-century birthright to dream of tomorrow." **9**

8

A) NO CHANGE
B) which came
C) to come
D) came

9

To make this paragraph most logical, sentence 1 should be placed

A) where it is now.
B) after sentence 2.
C) after sentence 3.
D) after sentence 4.

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CONTINUE

Tyson's expansive vision for the agency hints at another mission of NASA's, illuminated in this observation by Apollo 14 astronaut Edgar Mitchell: "You develop an instant global consciousness, a people orientation, an intense dissatisfaction with the state of the world, and a compulsion to do something about it." **10** With world population topping seven billion, humanity is in need of some perspective. **11** Therefore, we should continue to support NASA not only for practical reasons but also because it is a necessary vehicle for increasing our awareness of how we can fulfill our responsibilities to the planet and each other.

10

At this point, the writer is considering adding the following sentence.

> In addition, NASA has facilities in Washington, DC, Florida, Texas, California, and other states.

Should the writer make this addition here?

A) Yes, because it serves as a counterargument to the quotation from astrophysicist Neil deGrasse Tyson.

B) Yes, because it reinforces the passage's point about the importance of NASA's work.

C) No, because it undermines the passage's claim about the economic benefits of NASA's work.

D) No, because it blurs the paragraph's focus by introducing information that does not support the paragraph's claim about the importance of NASA's work.

11

A) NO CHANGE

B) Instead,

C) For example,

D) However,

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CONTINUE

Questions 12-22 are based on the following passage and supplementary material.

Professional Development: A Shared Responsibility

New theories, **12** new practices too, and technologies are transforming the twenty-first-century workplace at lightning speed. To perform their jobs successfully in this dynamic environment, workers in many **13** fields—from social services to manufacturing, must continually acquire relevant knowledge and update key skills. This practice of continued education, also known as professional development, benefits not only employees but also their employers. **14** Accordingly, meaningful professional development is a shared responsibility: it is the responsibility of employers to provide useful programs, and it is also the responsibility of employees to take advantage of the opportunities offered to them.

Critics of employer-provided professional development argue that employees **15** might consider a popular career path. If employees find themselves falling behind in the workplace, these critics **16** contend. Then it is the duty of those employees to identify, and even pay

12

A) NO CHANGE
B) also new practices,
C) in addition to practices,
D) practices,

13

A) NO CHANGE
B) fields
C) fields,
D) fields;

14

A) NO CHANGE
B) Nevertheless,
C) Regardless,
D) Similarly,

15

Which choice best establishes the argument that follows?

A) NO CHANGE
B) should lean heavily on their employers.
C) must be in charge of their own careers.
D) will be ready for changes in the job market.

16

A) NO CHANGE
B) contend; then
C) contend then
D) contend, then

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CONTINUE

for, appropriate resources to **17** show them how and why they are falling behind and what they should do about it. This argument ignores research pointing to high employee turnover and training of new staff as significant costs plaguing employers in many fields. Forward-thinking employers recognize the importance of investing in the employees they have rather than hiring new staff when the skills of current workers **18** get old and worn out.

17

A) NO CHANGE
B) address their deficiencies.
C) deal with their flaws and shortcomings.
D) allow them to meet their employers' needs in terms of the knowledge they are supposed to have.

18

A) NO CHANGE
B) are no good anymore.
C) become obsolete.
D) have lost their charm.

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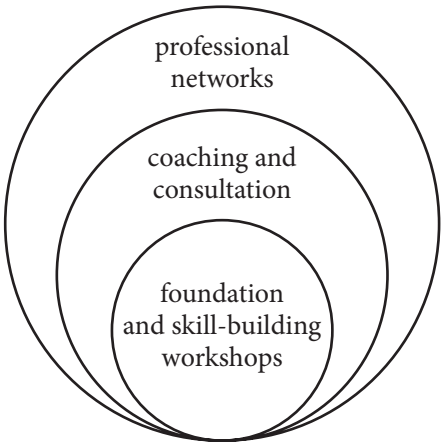
CONTINUE

The most common forms of professional development provided to employees **19** includes coaching, mentoring, technical assistance, and workshops. Some employers utilize several approaches simultaneously, developing a framework that suits the particular needs of their employees. **20** Around the same time, the figure illustrates a simple yet comprehensive professional-development model created for special education personnel. As the figure suggests, **21** receiving coaching and consultation is the overarching framework, while the opportunity to belong to professional networks and participate in activities such as foundation and skill-building workshops is relatively unimportant.

Professional-Development Framework



Adapted from Northern Suburban Special Education District, "Professional Development Framework." ©2014 by Northern Suburban Special Education Program.

19

A) NO CHANGE
B) include
C) including
D) has included

20

A) NO CHANGE
B) Besides that,
C) Nevertheless,
D) DELETE the underlined portion and begin the sentence with a capital letter.

21

Which choice makes the writer's description of the figure most accurate?

A) NO CHANGE
B) participation in foundation and skill-building workshops is the overarching framework within which staff receive coaching and consultation as well as the opportunity to belong to a professional network.
C) membership in a professional network is the overarching framework within which staff receive coaching and consultation as well as the opportunity to attend foundation and skill-building workshops.
D) receiving coaching and consultation is the overarching framework within which staff have the opportunity to belong to a professional network as well as attend foundation and skill-building workshops.

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CONTINUE

A recent trend in professional development that has provided advantages to both employers and employees is online instruction. From an employer perspective, the first and perhaps most obvious advantage is the lower cost of online professional development compared with that of in-person workshops and training. Employers can also 22 identify, which employees have successfully completed instructional modules and which need to be offered additional training. For employees, online professional development provides the opportunity to receive instruction at their own pace and interact with other professionals online. This exciting trend has the potential to make the shared responsibility of professional development less burdensome for both employers and employees.

22

A) NO CHANGE
B) identify:
C) identify
D) identify—

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CONTINUE

Questions 23-33 are based on the following passage.

The Evolution of Slow Food

In 1986, McDonald's caused a stir in Italy when it opened a restaurant next to Rome's historic Spanish Steps. Young, on-the-go eaters were thrilled; 23 specifically, those who prized regional foods and Italy's convivial culture built on cooking and long meals feared that the restaurant signaled the death of a way of life. To counter the rise of fast food and fast 24 life, a cohort of chefs, journalists, and sociologists spearheaded a Slow Food movement, declaring loyalty to unhurried enjoyment. 25

From its beginning, the movement 26 had opposed the standardization of taste that fast food chains promote. For example, a McDonald's hamburger made in Boston tastes more or less the same as one made in Beijing. This consistency is made possible by industrial mass production. Slow Food supporters, by contrast, back methods of growing and preparing food based on regional culinary traditions. When produced using traditional methods, goat cheese made in France tastes different from goat cheese made in Vermont. A goat

23

A) NO CHANGE
B) for example,
C) however,
D) in fact,

24

A) NO CHANGE
B) life; a
C) life: a
D) life. A

25

At this point, the writer is considering adding the following sentence.

> The group's philosophy was connected to the tale of the hare and the tortoise, in which the tortoise wins the race.

Should the writer make this addition here?

A) Yes, because it explains the primary belief that led to the development of the Slow Food movement.
B) Yes, because it reinforces a claim that the writer makes earlier in the paragraph.
C) No, because it blurs the paragraph's focus by introducing a new idea that is not clearly explained.
D) No, because it distracts from the paragraph's emphasis on the Slow Food movement's origins and beliefs.

26

A) NO CHANGE
B) opposes
C) will oppose
D) has opposed

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CONTINUE

ingests the vegetation particular to the meadow in which it grazes, which, along with other environmental 27 factors such as altitude and weather shapes the cheese's taste and texture. If all foods were produced under the industrial model, 28 we would have meals that are not very flavorful.

During 29 their early years, the movement also focused on the value of 30 spending lots of time with friends and family during long meals. It emphasized the importance of preserving these "easygoing, slow

27

A) NO CHANGE
B) factors, such as altitude and weather,
C) factors such as, altitude and weather,
D) factors, such as altitude and weather

28

Which choice most effectively supports the central point of the paragraph?

A) NO CHANGE
B) the public would not be interested in learning about traditional foods.
C) people would not be able to determine how a particular food was made.
D) consumers would lose this diversity of flavors.

29

A) NO CHANGE
B) there
C) its
D) it's

30

A) NO CHANGE
B) leisurely meals with friends and family.
C) eating slowly and in the company of loved ones such as friends and family.
D) joining friends as well as family for time-consuming meals.

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CONTINUE

pleasures." As the movement grew beyond Italy's borders—today Slow Food International boasts more than 100,000 members in 150 countries—this emphasis on pleasure **31** pictured criticism for being elitist. Critics have also asked if growing food using traditional methods, as opposed to mass production, **32** can adequately and affordably feed the world? Given the hectic pace of modern life, who among us has the time and resources for elaborate meals? Such questions, in addition to environmental concerns, are at the heart of perennial debates about food production.

Over time, Slow Food has broadened its mission to focus on food that is good, clean, and fair for all. Members assert that food should be flavorful, carrying the properties of a particular region; it should be raised using environmentally sustainable practices that preserve biodiversity; and it should be accessible to all without exploiting the labors of those who produced it. **33** In short, Slow Food runs programs that support small-scale producers in marketing regional foods in a world where food corporations threaten to drive them out of the marketplace and homogenize food choices.

31

A) NO CHANGE
B) portrayed
C) drew
D) sketched

32

A) NO CHANGE
B) adequately and affordably can feed the world?
C) can adequately and affordably feed the world.
D) adequately and affordably can feed the world.

33

A) NO CHANGE
B) Nonetheless,
C) To these ends,
D) By the same token,

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CONTINUE

Questions 34-44 are based on the following passage.

Was the Hoax a Hoax?

For an hour on the evening of October 30, 1938, Orson Welles and other performers from the Mercury Theatre flooded the airwaves with alarming "news bulletins" about a Martian invasion supposedly occurring in Grover's Mill, New Jersey. They were performing a radio play adapted from *The War of the Worlds*, a science fiction novel by H. G. Wells. The next day, a front-page **34** headline in the *New York Times* declared, "Radio Listeners in Panic, Taking War Drama as Fact." **35** The *Times* article claimed that people had fled their homes and that police stations had been swamped with calls. This version of events persisted, and the legend became that Welles's broadcast had as many as twelve million people **36** who feared that Martians had invaded Earth.

Recently, however, scholars have questioned the accuracy of this legend, suggesting the degree of public hysteria has been grossly exaggerated. The authors of an article published in October 2013 go **37** so far to assign blame for the distortion to the newspaper industry.

34

A) NO CHANGE
B) headline in the *New York Times*, declared
C) headline, in the *New York Times* declared,
D) headline, in the *New York Times*, declared

35

The writer wants to add a supporting detail to indicate that the story was widely reported. Which choice best accomplishes this goal?

A) NO CHANGE
B) Other newspapers also ran stories claiming that the broadcast had incited mass hysteria.
C) In 2013, many newspapers and magazines featured articles about the seventy-fifth anniversary of the broadcast.
D) The *Times* was then and is now one of the United States' most popular news sources.

36

A) NO CHANGE
B) that feared
C) fearing
D) to fear

37

A) NO CHANGE
B) as far
C) as far and
D) so far as

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CONTINUE

38 At this time, Jefferson Pooley and Michael Socolow, both professors of communication studies, argue that the newspaper industry sought to discredit the newly emerging technology of radio, which was cutting into newspapers' 39 profits. The newspaper industry tried to do this by portraying the new medium as irresponsible.

[1] Proof of ulterior motives is scarce, 40 consequently weakening Pooley and Socolow's argument. [2] For instance, the C. E. Hooper ratings indicate that a mere 2 percent of households had tuned in to the broadcast. [3] Pooley and Socolow also call into question the validity of an oft-cited report that was based on a survey conducted six weeks after the broadcast. [4] Just because some people found the broadcast unsettling, the authors contend, doesn't mean they believed it and reacted with real terror. [5] According to this report, one million people indicated that they had been "frightened" by the broadcast. [6] Ratings, however, reveal that 41 far fewer than a million people had been

38

A) NO CHANGE
B) On one hand,
C) In the article,
D) Next,

39

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

A) profits, which is what the newspaper industry tried to do when it portrayed
B) profits, by which the newspaper industry portrayed
C) profits and tried to do this by portraying
D) profits, by portraying

40

Which choice best establishes the main idea of the paragraph?

A) NO CHANGE
B) but evidence does suggest that reports of panic have been overblown.
C) yet Pooley and Socolow maintain that the newspaper industry intentionally distorted the story.
D) making it difficult to determine what really happened in 1938.

41

A) NO CHANGE
B) many less than
C) much less then
D) much fewer then

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CONTINUE

listening to the broadcast. [7] Furthermore, Pooley and Socolow note that this survey "conflated being 'frightened,' 'disturbed,' or 'excited' by the program with being 'panicked.'" 42

Pooley and Socolow describe a more likely scenario: most people who heard the broadcast understood they were listening to a piece of fiction, but 43 some being influenced by the sensationalized news coverage afterward, later "remembered" being more afraid than they had been. The researchers also suggest that, 44 not unlike people who got caught up in the excitement of the story when reading about it in the newspaper, the American public may have been willing to embrace the legend because of its appeal to the imagination.

42

To make this paragraph most logical, sentence 4 should be placed

A) where it is now.
B) after sentence 2.
C) after sentence 5.
D) after sentence 7.

43

A) NO CHANGE
B) some, they were
C) some,
D) some

44

Which choice most effectively signals the comparison the writer is making between the two groups mentioned?

A) NO CHANGE
B) unlike
C) not like
D) different from

STOP

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

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