

Rule 17. Use Apostrophes on Nouns to Indicate Possession

When we use an apostrophe on a noun, it almost always signifies possession. This doesn't necessarily mean physical possession; it can also refer to many variants of possession.

Example:

John made the cat's dinner.

The apostrophe on the word "cat" indicates that the dinner belongs to the cat. In this case, possession is being used quite literally.

Don't question the organization's philosophy.

In this case, the possession is not literal. The philosophy doesn't "belong" to the organization. We can think of this version of possession as "the philosophy of the business"

The two examples above both place the possessive apostrophe on singular nouns. In order to do so, we would add 's to the noun. In order to indicate possession by multiple nouns, since the plural form of most nouns ends in an s, we would simply add an apostrophe after the s.

Example:

John made the cats' dinner.

The apostrophe is now placed on the word "cats" and is located after the pluralizing s. Therefore, this sentence means that the dinner belongs to the cats. In this case, as opposed to the previous example, John has multiple cats.

Diehard sports fans will follow their teams' schedules obsessively.

Here, we see that the schedules "belong" to the teams. Therefore, the possessive apostrophe after the plural noun teams will signal that there are multiple teams. Do note that there is no apostrophe on the words sports, fans, or schedules. This is because there are no possessive nouns. In other words, in this sentence, all three of those words are simple plurals.

Let's take a further look at the last point. Here, we will use the same noun in two different ways.

Many baseball fans will readily admit that beginners can find the game daunting, owing to the sport's many very specific rules.

Serious baseball fans argue adamantly that the complexity of the game is what makes it one of the most interesting sports.

In the first sentence, note that the word "sport's" indicates possession. Indeed, the intent of the possessive is to state that the rules **of** the sport are confusing. Thus, the rules "belong" to the sport. In the second sentence, the word "sports" has no apostrophe, because there is nothing for the sport to "own"; instead, we are just

pluralizing it in order to state that “it is one of the most interesting [out of many] sports”

Exercise 17.1

Place an apostrophe where necessary.

1. I would recommend that, on your visit to Montreal, you explore the citys European architectural features.
2. Jareds grades have really suffered since he began taking three additional classes.
3. Have you been to Allys parents cabin?
4. My friends have many eclectic interests, ranging from football to sculpting.
5. We hope that you enjoyed all of the towns offerings during your stay.
6. The players on the field could feel the fans energy pulsing throughout the old, dilapidated arenas walls.

It is worth noting that a lot of the time, the use of an apostrophe to indicate possession will appear when we see two nouns back to back. This is simply a hint, though, as we can have back to back nouns without a possession, and conversely, possession with modifiers between the nouns.

In the first sentence in the above question set, “European architectural” is an adjective phrase that separates the two nouns that form a possessive pair.

In the second sentence in the set, “Jared’s grades” is an ideal example of back to back nouns requiring a possession. Since Jared “owns” the grades, we have to show the possession on his name.

Let’s try a few ACT style questions to test this concept.

Exercise 17.2

Select the best replacement for the underlined portion of the passage. If the sentence is fine as it is, select NO CHANGE.

The history of <u>dogs as domestic animals</u> is believed to extend tens of thousands of years.	A. NO CHANGE B. dog’s as domestic animals C. dogs’ as domestic animals D. dogs as domestic animals’
<u>Despite dogs</u> genealogical similarity to wolves, which are rarely viewed as pets, we tend to think of our furry friends as ideal companions. Today, pet owners keep dogs of all shapes and sizes. Some <u>breeds characteristics</u> make them ideal companions for young children.	A. NO CHANGE B. Despite dog’s C. Despite dogs’ D. Despite dogs’, A. NO CHANGE B. breeds’ characteristics C. breed’s characteristics D. breeds characteristics’

<p>On the other hand, a <u>labrador retriever's disposition</u> makes one a great companion for a duck hunt. Some people will even get a dog whose bark may deter home invaders. Anyone who has ever heard a <u>German shepherds snarl</u> would likely agree</p>	<p>A. NO CHANGE B. labrador retrievers' disposition C. labrador retrievers disposition D. labrador retrievers, disposition</p>
<p>that such an aggressive vocal announcement would scare off many <u>potential intruders.</u></p>	<p>A. NO CHANGE B. German shepherds' snarl C. German shepherd's snarl D. German shepherd snarl's</p>
<p></p>	<p>A. NO CHANGE B. potential intruder's. C. potential intruders'. D. potential intruder.</p>

Rule 18. Apostrophes on Pronouns are Only Used for Contractions

Unfortunately, the usage of apostrophes on pronouns is basically completely opposite their usage on nouns.

When we place an apostrophe on a pronoun, such as *it*, *they*, *who*, *he*, or *she*, the apostrophe **never** represents possession. On a pronoun, apostrophes always represent contractions.

Here are some common scenarios:

It's = It is/has

Its = Possessive (Belonging to it)

Who's = Who is/has

Whose = Possessive (Belonging to whom)

They're = They are

Their = Possessive (Belonging to them)

There = Location (Over there)

This is a very important distinction, and it is frequently tested on grammar sections of standardized tests. The easiest way to test an answer with an apostrophe on a pronoun is to literally replace the pronoun with the contraction that the apostrophe represents.

Example: Bryan's dog finished **it's** food quickly.

Replace the it's with "it is"

Bryan's dog finished **it is** food quickly.

This is clearly incorrect, so the apostrophe isn't being used correctly. Remove the apostrophe and the sentence becomes correct as *its* represents the possessive form of the pronoun *it*. In this case, that would mean the food belonging to the dog.

Bryan's dog finished **its** food quickly.

The above is the correct form of the sentence.

Exercise 18.1

Select the correct form of the pronoun.

1. The sports car came with a defective battery, so it left (its/it's) owner stranded at a shopping mall.
2. Volunteer firemen, (who's/whose) services often go unnoticed except in dire emergencies, should be given more recognition.
3. The students were extremely excited; (they're/their/there) summer break was just an hour away.

4. The district manager, (who's/whose) responsible for overseeing 17 stores, has done a fantastic job handling his voluminous duties.

5. (It's/its) a shame that so few people appreciate spending time in nature.

We personally find that the easiest way to get through this topic is actually to memorize the forms of it and then remember to apply them to pronouns only. It is somewhat tricky to separate the rule for pronouns from the rule for nouns, but with a little practice, it is very doable.

Thus, this exercise will feature a mixture of the current rule and the prior one (involving nouns).

Exercise 18.2

Select the best replacement for the underlined portion of the passage. If the sentence is fine as it is, select *NO CHANGE*.

<p>The development of the modern computer has <u>it's roots</u> in the use of a rudimentary device for addition and subtraction.</p>	<p>A. NO CHANGE B. its roots C. its' roots D. its root's</p>
<p>The <u>devices name</u> is the abacus.</p>	<p>A. NO CHANGE B. devices' name C. device's name D. devices's name</p>
<p><u>It's incredible</u> to think that the development of the computer can be traced back to a device made of strings and</p>	<p>A. NO CHANGE B. Its incredible C. Its' incredible D. It has incredible</p>
<p>pebbles, <u>but its true</u>. The abacus was the first computational device that simplified addition and subtraction; now computers perform billions of computations per second. We don't know for sure <u>whose</u></p>	<p>A. NO CHANGE B. but its' true C. but it's true D. but it was true</p>
<p><u>responsible</u> for the development of the</p>	<p>A. NO CHANGE B. who's responsible C. whose responsibility D. who's responsibility</p>
<p>abacus, but archaeologists believe that <u>the Babylonians</u> were the first to use it regularly.</p>	<p>A. NO CHANGE B. the Babylonian's C. the Babylonians' D. the Babyloanians's</p>

Rule 34. Who vs. Whom

On almost every ACT, we have found at least one question that tests the difference between who and whom. The fundamental answer to that is that while both are relative pronouns, who is a subject pronoun and whom is an object pronoun. However, we have a much simpler way to determine which one fits. Since the word **who** is a relative subject pronoun, it would be used to replace subject pronouns, usually **he**, **she**, or **they**. On the other hand, **whom** would replace object pronouns, such as **him**, **her**, or **them**.

Let's consider the following two questions:

1. (Who/Whom) did you invite to your graduation party?

Would you answer by saying "I invited **he**" or "I invited **him**"? Obviously, the answer is the second one. Since we are answering with **him**, we should ask the question with **whom**.

2. (Who/Whom) ate the last slice of pizza?

Would you answer by saying "**She** ate it" or "**Her** ate it"? Again, we'd clearly say **she**, so we should ask the question with **who**.

This will also work with statements rather than questions.

1. John's friends found his new haircut so impressive that they all asked him (who/whom) his barber was.

Let's look at the context: Would you say "**he** was his barber" or "**him** was his barber"? You would say **he**, since it is intended to be the subject. So we should use **who**.

2. The speaker's words stunned the members of the audience, all of (who/whom) had learned something new that night.

Again, look at the portion of the sentence where the pronoun in question lies. Would you say "all of **them**" or "all of **they**"? Since it follows a preposition, we would say **them**. So we should use **whom**.

Exercise 34.1

Select the correct relative pronoun in each sentence.

1. (Who/Whom) will you choose to go with you on your next adventure?
2. The assignment flabbergasted the students, many of (who/whom) had never even heard of the topic before.
3. The specific definition of business casual attire depends on the office manager, (who/whom) can determine the exact limitations of acceptable clothing in the workplace.
4. The founders of Twitter, (who/whom) were in their early twenties at the time, created a social media network unlike any other.

5. The founders of Facebook, all of (who/whom) were still in college when they started the site, couldn't have possibly imagined how ubiquitous their creation would become.
6. The banking industry is an enormous industry with many players, a large number of (who/whom) bore at least some responsibility for the financial crisis of 2008.

Rule 40. Introductory Participial Phrases or Modifiers Must Be Immediately Followed by the Subject of the Modifier

A sentence will frequently begin not with an independent clause, but rather an introductory statement that will describe the subject of the rest of the sentence. In this case, we want to make sure that the subject is placed immediately after the descriptive statement (i.e. our participial phrase or modifier) in order to make the meaning of the sentence as clear as possible.

This is best explained using an example.

Example: Because she was traveling alone, Kaitlin was able to stop wherever and whenever she wanted during the 8-hour trip.

In this example, our introductory clause – “Because she was traveling alone” – is clearly describing a person. Thus, we want to ensure that the next noun is the subject. In this sentence, the only plausible subject is Kaitlin, so we place her name immediately after the introductory (descriptive) clause. Some possible errors are listed below.

Incorrect: Because she was traveling alone, the 8-hour road trip allowed Kaitlin to stop wherever and whenever she wanted.

In this case, the introductory clause appears to be modifying “the 8-hour road trip”. So, this statement appears to say that the 8-hour road trip is the subject of the sentence and, in fact, was traveling alone. Clearly, this makes no logical sense and is therefore incorrect.

Incorrect: Because she was traveling alone, numerous stops were made by Kaitlin over the course of her 8-hour road trip.

Again, the introductory clause appears to be modifying something other than the intended subject. Here, it appears that the numerous stops were traveling alone, which, again, is preposterous.

Let’s try an exercise to get a firm grip on this concept.

Exercise 40.1

Each of the sentences below has a logical error that applies the introductory modifier to an illogical subject. Re-write each sentence to fix the flaw and make the intended subject clear. It is best to do so without changing the first clause (the modifier), only the second one (the independent clause)

1. Driving through the old town, the quaint corner store intrigued the young couple.

2. Seeing as it involves byzantine strategies looking as far as a dozen moves forward, Bryan greatly enjoys the game of chess.

3. During his trip to California, a case of airsickness overcame Jimmy.

4. Sipping on a glass of sweet tea, homesickness was starting to affect the young southern boy.

5. Unable to get sufficient credit during the height of the financial crisis, many grandiose real estate projects were abandoned by developers.

6. Due to their oddly-shaped bodies and miniscule wings, flight is an impossible feat for penguins.

7. Incapable of overcoming his stage fright, the violin felt like a stone in Alex's hands immediately before his solo.

43. Questions with a Prompt Have a Specific Purpose

Up until this point, we have almost exclusively worked on the portion of the ACT English that doesn't feature a prompt. Questions that have no prompt are generally grammar questions, with a few questions testing simplicity, clarity, and concision.

Here, we begin our discussion of questions with a prompt – that is, context questions.

If a question has a prompt, you must look at the specific question in the prompt. Do not attempt to answer the question using grammar. Each of the answers is usually grammatically correct and can work depending on the question being asked.

Let's consider a sample question.

1. Tardigrades are the hardiest creatures on Earth, capable of surviving nearly anything from extreme cold to high levels of radiation.

Given that all of the choices are true, which answer would best give the reader an idea of the size of the creature discussed?

- A. NO CHANGE
- B. despite being only about the size of a pencil point
- C. partially because they can nearly completely suspend their metabolism in adverse conditions
- D. surviving not only in hostile environments on Earth, but extensive and taxing space travel

The question asks specifically about the size. Choices A, C, and D do not discuss size at all, while choice B gives us a clear size comparison to something most readers can relate; thus, we should choose B.

Now, let's take a look at the same exact sentence, but with a different question.

2. Tardigrades are the hardiest creatures on Earth, capable of surviving nearly anything from extreme cold to high levels of radiation.

Given that all of the choices are true, which answer would best provide multiple specific examples of what tardigrades can endure?

- A. NO CHANGE
- B. despite being only about the size of a pencil point
- C. partially because they can nearly completely suspend their metabolism in adverse conditions
- D. surviving not only in hostile environments on Earth, but extensive and taxing space travel

This time, choice B contains information that tells us nothing about what tardigrades can endure, so it's not the right choice. Choice C gives us no examples of what they can

endure, but rather a mechanism that helps them endure it, so we can also safely eliminate that. Choice D extends the discussion beyond Earth and does give us an example of what they can endure, but the question wants multiple examples. Choice A leaves us with two examples: extreme cold and radiation. Therefore, it is the best choice to answer this specific question.

3. Tardigrades are the hardiest creatures on Earth, capable of surviving nearly anything from extreme cold to high levels of radiation.

Given that all of the choices are true, which answer would most likely inform the reader about the tardigrades ability to survive in environments outside of Earth's atmosphere?

- A. NO CHANGE
- B. despite being only about the size of a pencil point
- C. partially because they can nearly completely suspend their metabolism in adverse conditions
- D. surviving not only in hostile environments on Earth, but extensive and taxing space travel

For this question, the answer should be relatively straightforward. The question asks about going outside of Earth's atmosphere, and only choice D mentions anything about space. Therefore, it is the correct answer to this question.

4. Tardigrades are the hardiest creatures on Earth, capable of surviving nearly anything from extreme cold to high levels of radiation.

Given that all of the choices are true, which answer would give the reader a sense of how the tardigrades are able to survive hostile environments?

- A. NO CHANGE
- B. despite being only about the size of a pencil point
- C. partially because they can nearly completely suspend their metabolism in adverse conditions
- D. surviving not only in hostile environments on Earth, but extensive and taxing space travel

Finally, this question asks **how** the tardigrades can survive the hostile environments. Since the question asks how, we know we are looking for an answer that explains a process. By now, I'm sure you have figured out that the answer is C, as we have used the other answers in our prior examples, but we wanted to point out something interesting. Choice D is intentionally worded to appear to be the correct answer by repeating the phrase "**hostile environments**" from the question. We advise students to avoid latching onto specific wording that duplicated something from the question or the passage without checking the context first. Even though choice D mentions the hostile environments that the question asks about, the context of the answer is completely different from the context of the question. The question wants to know **how**

the creatures can survive these environments. Choice D simply says that they can survive in these environments whether or not they are on Earth. It doesn't answer the question and should be rejected despite the similarity in wording.

Let's try an exercise that should clarify how these questions are constructed.

Exercise 43.1

In this exercise, we will work backwards. You are provided a brief passage with four answer choices. For each answer choice, create a question that would be properly answered by that answer choice.

In the age of widespread internet access, with infinite information at our fingertips, it may appear that libraries are an anachronism, dinosaurs who have yet to, but will soon, meet their comet. However, this couldn't be further from the truth. Librarians have developed a very broad set of skills, from internet search methods and database research to resume writing and job application development.

A. NO CHANGE

Write a question that would best be answered by this answer choice:

B. learned through a rigorous college curriculum in library science.

Write a question that would best be answered by this answer choice:

C. far more varied than those of their 20th century counterparts.

Write a question that would best be answered by this answer choice:

D. which go far beyond the knowledge of the Dewey decimal system.

Write a question that would best be answered by this answer choice:

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.

Librarians Help Navigate in the Digital Age

In recent years, public libraries in the United States have experienced **1** reducing in their operating funds due to cuts imposed at the federal, state, and local government levels. **2** However, library staffing has been cut by almost four percent since 2008, and the demand for librarians continues to decrease, even though half of public libraries report that they have an insufficient number of staff to meet their patrons’ needs. Employment in all job sectors in the United States is projected to grow by fourteen percent over the next

1

- A) NO CHANGE
- B) reductions
- C) deducting
- D) deducts

2

- A) NO CHANGE
- B) Consequently,
- C) Nevertheless,
- D) Previously,

decade, yet the expected growth rate for librarians is predicted to be only seven percent, or half of the overall rate. This trend, combined with the increasing accessibility of information via the Internet, **3** has led some to claim that librarianship is in decline as a profession. As public libraries adapt to rapid technological advances in information distribution, librarians' roles are actually expanding.

The share of library materials that is in nonprint formats **4** is increasing steadily; in 2010, at least 18.5 million e-books were available **5** for them to circulate. As a result, librarians must now be proficient curators of electronic information, compiling, **6** catalog, and updating these collections. But perhaps even more importantly, librarians function as first responders for their communities' computer needs. Since

3

- A) NO CHANGE
- B) have
- C) which have
- D) which has

4

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

—e-books, audio and video materials, and online journals—

Should the writer make this addition here?

- A) Yes, because it provides specific examples of the materials discussed in the sentence.
- B) Yes, because it illustrates the reason for the increase mentioned later in the sentence.
- C) No, because it interrupts the flow of the sentence by supplying irrelevant information.
- D) No, because it weakens the focus of the passage by discussing a subject other than librarians.

5

- A) NO CHANGE
- B) to be circulated by them.
- C) for their circulating.
- D) for circulation.

6

- A) NO CHANGE
- B) librarians cataloging,
- C) to catalog,
- D) cataloging,

one of the fastest growing library services is public access computer use, there is great demand for computer instruction. **7** In fact, librarians' training now includes courses on research and Internet search methods. Many of whom teach classes in Internet navigation, database and software use, and digital information literacy. While these classes are particularly helpful to young students developing basic research skills, **8** but adult patrons can also benefit from librarian assistance in that they can acquire job-relevant computer skills. **9** Free to all who utilize their services, public libraries and librarians are especially valuable, because they offer free resources that may be difficult to find elsewhere, such as help with online job

7

Which choice most effectively combines the underlined sentences?

- A) In fact, librarians' training now includes courses on research and Internet search methods; many librarians teach classes in Internet navigation, database and software use, and digital information literacy is taught by them.
- B) In fact, many librarians, whose training now includes courses on research and Internet search methods, teach classes in Internet navigation, database and software use, and digital information literacy.
- C) Training now includes courses on research and Internet search methods; many librarians, in fact, are teaching classes in Internet navigation, database and software use, and digital information literacy.
- D) Including courses on research and Internet search methods in their training is, in fact, why many librarians teach classes in Internet navigation, database and software use, and digital information literacy.

8

- A) NO CHANGE
- B) and
- C) for
- D) DELETE the underlined portion.

9

Which choice most effectively sets up the examples given at the end of the sentence?

- A) NO CHANGE
- B) During periods of economic recession,
- C) Although their value cannot be measured,
- D) When it comes to the free services libraries provide,

searches as well as résumé and job material development. An overwhelming number of public libraries also report that they provide help with electronic government resources related to income taxes, **10** law troubles, and retirement programs.

In sum, the Internet does not replace the need for librarians, and librarians are hardly obsolete. **11** Like books, librarians have been around for a long time, but the Internet is extremely useful for many types of research.

10

- A) NO CHANGE
- B) legal issues,
- C) concerns related to law courts,
- D) matters for the law courts,

11

Which choice most clearly ends the passage with a restatement of the writer's primary claim?

- A) NO CHANGE
- B) Although their roles have diminished significantly, librarians will continue to be employed by public libraries for the foreseeable future.
- C) The growth of electronic information has led to a diversification of librarians' skills and services, positioning them as savvy resource specialists for patrons.
- D) However, given their extensive training and skills, librarians who have been displaced by budget cuts have many other possible avenues of employment.

Questions 12-22 are based on the following passage.

Tiny Exhibit, Big Impact

— 1 —

The first time I visited the Art Institute of Chicago, I expected to be impressed by its famous large paintings. **12** On one hand, I couldn't wait to view **13** painter, Georges Seurat's, 10-foot-wide *A Sunday Afternoon on the Island of La Grande Jatte* in its full size. It took me by surprise, then, when my favorite exhibit at the museum was one of **14** it's tiniest; the Thorne Miniature Rooms.

12

- A) NO CHANGE
- B) For instance,
- C) However,
- D) Similarly,

13

- A) NO CHANGE
- B) painter, Georges Seurat's
- C) painter Georges Seurat's,
- D) painter Georges Seurat's

14

- A) NO CHANGE
- B) its tiniest;
- C) its tiniest:
- D) it's tiniest,

— 2 —

Viewing the exhibit, I was amazed by the intricate details of some of the more ornately decorated rooms. I marveled at a replica of a salon (a formal living room) dating back to the reign of French king Louis XV.

15 Built into the dark paneled walls are bookshelves stocked with leather-bound volumes. The couch and chairs, in keeping with the style of the time, are characterized by elegantly curved arms and **16** legs, they are covered in luxurious velvet. A dime-sized portrait of a French aristocratic woman hangs in a golden frame.

— 3 —

This exhibit showcases sixty-eight miniature rooms inserted into a wall at eye level. Each furnished room consists of three walls; the fourth wall is a glass pane through which museumgoers observe. The rooms and their furnishings were painstakingly created to scale at 1/12th their actual size, so that one inch in the exhibit correlates with one foot in real life. A couch, for example, is seven inches long, and **17** that is based on a seven-foot-long couch. Each room represents a distinctive style of European, American, or Asian interior design from the thirteenth to twentieth centuries.

15

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

Some scholars argue that the excesses of King Louis XV's reign contributed significantly to the conditions that resulted in the French Revolution.

Should the writer make this addition here?

- A) Yes, because it provides historical context for the Thorne Miniature Rooms exhibit.
- B) Yes, because it explains why salons are often ornately decorated.
- C) No, because it interrupts the paragraph's description of the miniature salon.
- D) No, because it implies that the interior designer of the salon had political motivations.

16

- A) NO CHANGE
- B) legs, the couch and chairs
- C) legs and
- D) legs,

17

Which choice gives a second supporting example that is most similar to the example already in the sentence?

- A) NO CHANGE
- B) a tea cup is about a quarter of an inch.
- C) there are even tiny cushions on some.
- D) household items are also on this scale.

— 4 —

The plainer rooms are more sparsely **18** furnished. Their architectural features, furnishings, and decorations are just as true to the periods they represent. One of my favorite rooms in the whole exhibit, in fact, is an 1885 summer kitchen. The room is simple but spacious, with a small sink and counter along one wall, a cast-iron wood stove and some hanging pots and pans against another wall, and **19** a small table under a window of the third wall. Aside from a few simple wooden chairs placed near the edges of the room, the floor is open and obviously well worn.

18

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

- A) furnished by their
- B) furnished, but their
- C) furnished: their
- D) furnished, whereas

19

Which choice most closely matches the stylistic pattern established earlier in the sentence?

- A) NO CHANGE
- B) a small table is under the third wall's window.
- C) the third wall has a window and small table.
- D) the third wall has a small table against it and a window.

— 5 —

As I walked through the exhibit, I overheard a **20** visitors' remark, "You know, that grandfather clock actually runs. Its glass door swings open, and the clock can be wound up." **21** Dotted with pin-sized knobs, another visitor noticed my fascination with a tiny writing desk and its drawers. "All of those little drawers pull out. And you see that hutch? Can you believe it has a secret compartment?" Given the exquisite craftsmanship and level of detail I'd already seen, I certainly could.

Question 22 asks about the previous passage as a whole.

20

- A) NO CHANGE
- B) visitors remarking,
- C) visitor remarked,
- D) visitor remark,

21

- A) NO CHANGE
- B) Another visitor, dotted with pin-sized knobs, noticed my fascination with a tiny writing desk and its drawers.
- C) Another visitor dotted with pin-sized knobs noticed my fascination with a tiny writing desk and its drawers.
- D) Another visitor noticed my fascination with a tiny writing desk and its drawers, dotted with pin-sized knobs.

Think about the previous passage as a whole as you answer question 22.

22

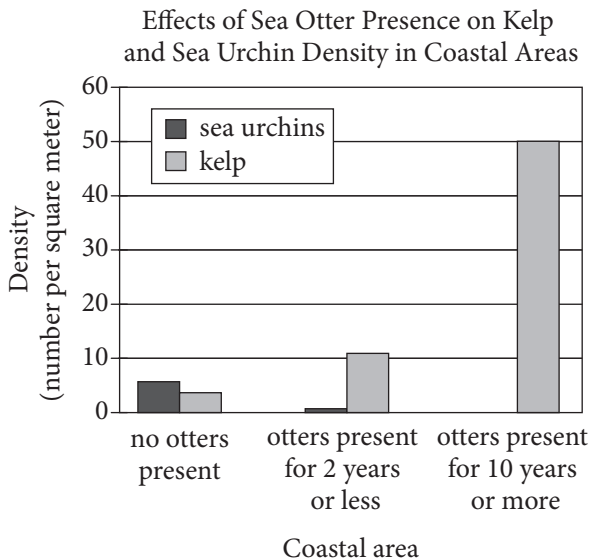
To make the passage most logical, paragraph 2 should be placed

- A) where it is now.
- B) after paragraph 3.
- C) after paragraph 4.
- D) after paragraph 5.

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

Environmentalists Otters

It has long been known that the sea otters **23** living along the West Coast of North America help keep kelp forests in their habitat healthy and vital. They do this by feeding on sea urchins and other herbivorous invertebrates that graze voraciously on kelp. With sea otters to keep the population of sea urchins in check, kelp forests can flourish. In fact, **24** two years or less of sea otters can completely eliminate sea urchins in a coastal area (see chart).



Adapted from David O. Duggins, "Kelp Beds and Sea Otters: An Experimental Approach." ©1980 by the Ecological Society of America.

Without sea otters present, **25** nevertheless, kelp forests run the danger of becoming barren stretches of coastal wasteland known as urchin barrens.

23

- A) NO CHANGE
- B) living along the West Coast of North America, they help
- C) that live along the West Coast of North America and help to
- D) that live along the West Coast of North America, where they help

24

Which choice offers an accurate interpretation of the data in the chart?

- A) NO CHANGE
- B) even two years or less of sea otter presence can reduce the sea urchin threat
- C) kelp density increases proportionally as sea urchin density increases
- D) even after sea otters were present for ten years or more, kelp density was still lower than sea urchin density

25

- A) NO CHANGE
- B) however,
- C) hence,
- D) likewise,

[1] What was less well-known, until recently at least, was how this relationship among sea otters, sea urchins, and kelp forests might help fight global warming. [2] The amount of carbon dioxide in the atmosphere has increased 40 percent **26**. [3] A recent study by two professors at the University of California, Santa Cruz, Chris Wilmers and James Estes, **27** suggests, that kelp forests protected by sea otters can absorb as much as twelve times the amount of carbon dioxide from the atmosphere as those where sea urchins are allowed to **28** devour the kelp. [4] Like **29** their terrestrial plant cousins, kelp removes carbon dioxide from the atmosphere, turning it into sugar fuel through photosynthesis, and releases oxygen back into the air.

26

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

since the start of the Industrial Revolution, resulting in a rise in global temperatures

Should the writer make this addition here?

- A) Yes, because it establishes the relationship between the level of carbon dioxide in the atmosphere and global warming.
- B) Yes, because it explains the key role sea otters, sea urchins, and kelp forests play in combating global warming.
- C) No, because it contradicts the claim made in the previous paragraph that sea otters help keep kelp forests healthy.
- D) No, because it mentions the Industrial Revolution, blurring the focus of the paragraph.

27

- A) NO CHANGE
- B) suggests—that
- C) suggests, “that
- D) suggests that

28

- A) NO CHANGE
- B) dispatch
- C) overindulge on
- D) dispose of

29

- A) NO CHANGE
- B) they’re
- C) its
- D) it’s

[5] Scientists knew this but did not recognize **30** how large a role they played in helping kelp forests to significantly decrease the amount of carbon dioxide in the atmosphere. [6] Far from making no difference to the ecosystem, the presence of otters was found to increase the carbon storage of kelp forests by 4.4 to 8.7 megatons annually, offsetting the amount of carbon dioxide emitted by three million to six million passenger cars each year. **31**

Wilmers and Estes caution, however, that **32** having more otters will not automatically solve the problem of higher levels of carbon dioxide in the air. But they suggest that the presence of otters provides a good model of how carbon can be sequestered, **33** or removed; from the atmosphere through the management of animal populations. If ecologists can better understand what kinds of impacts animals might have on the environment, Wilmers contends, “there might be opportunities for win-win conservation scenarios, whereby animal species are protected or enhanced, and carbon gets sequestered.”

30

- A) NO CHANGE
- B) how large a role that it played
- C) how large a role sea otters played
- D) that they played such a large role

31

Where is the most logical place in this paragraph to add the following sentence?

What Wilmers and Estes discovered in their study, therefore, surprised them.

- A) After sentence 1
- B) After sentence 3
- C) After sentence 4
- D) After sentence 5

32

- A) NO CHANGE
- B) increasing the otter population
- C) the otters multiplying
- D) having more otters than other locations

33

- A) NO CHANGE
- B) or removed from,
- C) or, removed from,
- D) or removed, from

Questions 34-44 are based on the following passage.

A Quick Fix in a Throwaway Culture

Planned obsolescence, a practice **34** at which products are designed to have a limited period of **35** usefulness, has been a cornerstone of manufacturing strategy for the past 80 years. This approach increases sales, but it also stands in **36** austere contrast to a time when goods were produced to be durable. Planned obsolescence wastes materials as well as energy in making and shipping new products. It also reinforces the belief that it is easier to replace goods than to mend them, as repair shops are rare and **37** repair methods are often specialized. In 2009, an enterprising movement, the Repair Café, challenged this widely accepted belief.

34

- A) NO CHANGE
- B) from which
- C) so that
- D) whereby

35

- A) NO CHANGE
- B) usefulness—
- C) usefulness;
- D) usefulness

36

- A) NO CHANGE
- B) egregious
- C) unmitigated
- D) stark

37

Which choice provides information that best supports the claim made by this sentence?

- A) NO CHANGE
- B) obsolete goods can become collectible items.
- C) no one knows whether something will fall into disrepair again.
- D) new designs often have “bugs” that must be worked out.

[1] More like a **38** fair then an actual café, the first Repair Café took place in Amsterdam, the Netherlands. [2] It was the brainchild of former journalist Martine Postma, **39** wanting to take a practical stand in a throwaway culture. [3] Her goals were **40** straightforward, however: reduce waste, maintain and perpetuate knowledge and skills, and strengthen community. [4] Participants bring all manner of damaged articles—clothing, appliances, furniture, and more—to be repaired by a staff of volunteer specialists including tailors, electricians, and carpenters. [5] Since the inaugural Repair Café, others have been hosted in theater foyers, community centers, hotels, and auditoriums. [6] While **41** they await for service, patrons can enjoy coffee and snacks and mingle with their neighbors in need. **42**

38

- A) NO CHANGE
- B) fair than
- C) fare than
- D) fair, then

39

- A) NO CHANGE
- B) whom wants
- C) who wanted
- D) she wanted

40

- A) NO CHANGE
- B) straightforward, therefore:
- C) straightforward, nonetheless:
- D) straightforward:

41

- A) NO CHANGE
- B) awaiting
- C) they waited
- D) waiting

42

To make this paragraph most logical, sentence 5 should be placed

- A) where it is now.
- B) before sentence 1.
- C) after sentence 3.
- D) after sentence 6.

Though only about 3 percent of the Netherlands' municipal waste ends up in landfills, Repair Cafés still raise awareness about what may otherwise be mindless acts of waste by providing a venue for people to share and learn valuable skills that are in danger of being lost. **43** It is easy to classify old but fixable items as “junk” in an era that places great emphasis on the next big thing. In helping people consider how the goods they use on a daily basis work and are made, Repair Cafés restore a sense of relationship between human beings and material goods.

Though the concept remained a local trend at first, international Repair Cafés, all affiliated with the Dutch Repair Café via its website, have since arisen in France, Germany, South Africa, the United States, and other countries **44** on top of that. The original provides a central source for start-up tips and tools, as well as marketing advice to new Repair Cafés. As a result, the Repair Café has become a global network united by common ideals. Ironically, innovators are now looking back to old ways of doing things and applying them in today's cities in an effort to transform the way people relate to and think about the goods they consume.

43

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

As the number of corporate and service-based jobs has increased, the need for people who work with their hands has diminished.

Should the writer make this addition here?

- A) Yes, because it provides an example of specific repair skills being lost.
- B) Yes, because it elaborates on the statistic about the Netherlands' municipal waste.
- C) No, because it blurs the paragraph's focus by introducing a topic that is not further explained.
- D) No, because it contradicts the claims made in the rest of the paragraph.

44

- A) NO CHANGE
- B) in addition.
- C) likewise.
- D) DELETE the underlined portion, and end the sentence with a period.

STOP

If you finish before time is called, you may check your work on this section only.

Do not turn to any other section.