

25. B

e
ii- Within the context of the sentence, *them* has no clear antecedent. However, it is clear from the first sentence that *them* refers to *liberal arts*, so B is correct.

26. D

a
n Since the second paragraph refutes the idea stated in the first paragraph, a sentence that sets up this contrast, as D does, best links the two paragraphs. A, B, and E elaborate on why liberal arts are irrelevant and therefore do not logically lead to the second paragraph, which debunks this notion. C comes out of nowhere: The passage concerns the value of studying liberal arts, not the writer's struggles with schoolwork.

27. C

: Choice C provides a smooth and effective variation in sentence structure by transforming the second sentence into a clause modifying the first sentence. Choice A incorrectly strings two clauses together with a comma. B's use of *although* is illogical. D is unnecessarily wordy and contains an error in tense. E is awkwardly worded and is incorrect in the context of the paragraph because it changes the meaning of the original sentence.

28. E

In the second paragraph, the writer recounts a personal anecdote that refutes the first paragraph's claim that studying liberal arts is a waste of time. She includes many specific details and creates suspense as she tells the story ("... it was time for the tie-breaker question. The host pulled the card from the envelope."). She does not, however, list jobs that require knowledge of liberal arts, so E is correct.

29. C

In sentence 5, the shift to the passive voice makes it sound as if it was the supervisors whose bathroom visits were restricted. Only C fixes this error. In addition to the other choices' incorrect use of the passive voice, B is inconsistent in tense, D is unnecessarily wordy and needlessly substitutes *given permission* for *allowed*, and E splits an infinitive.

30. B

From the context, it is clear that the author means that the factories belong to the retail chain, but the use of the word *their* incorrectly conveys the idea that they belong to the consumers. Substituting *its* for *their* fixes this problem.

31. C

As written, the sentence incorrectly connects two clauses with a comma and is inconsistent in tense; it also contains a misplaced modifier (which appears to refer to the chain when it should refer to the letter) and an unnecessary shift to the passive voice (*he was urged*). C fixes these errors. B is incorrect in context; the use of the past progressive (*were agreeing*) changes the meaning of the sentence. D, too, changes the meaning: Consumers agreed to stop patronizing the store, not to write letters to the president. E likewise changes the original meaning and is repetitive and awkward.

32. E

Choice E works well as a concluding sentence because it provides a nice summary of the author's main point and ties the second and third paragraphs together with the reference to "a bunch of teenagers." Choice A does not logically follow from the essay; it is never stated whether consumers were willing to pay more. B comes out of left field, and choices C and D are just wrong: the students did devise a plan of action (boycotting) and they did listen to the factory worker.