

**Massachusetts  
Tests for Educator Licensure<sup>®</sup> (MTEL<sup>®</sup>)**



**Communication  
and Literacy  
Skills (01)  
PRACTICE TEST**

**BOOKLET 1  
Reading Subtest**



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## **INTRODUCTION**

This document is a printable version of the Massachusetts Tests for Educator Licensure® (MTEL®) Communication and Literacy Skills (01) Online Practice Test.

The MTEL Communication and Literacy Skills test consists of a reading subtest and a writing subtest. To pass the Communication and Literacy Skills test, you must pass both the reading and writing subtests.

This practice test for the Communication and Literacy Skills reading subtest is a sample test consisting of 42 multiple-choice questions.

To assist you in recording and evaluating your responses on the practice test, a [Multiple-Choice Answer Sheet](#), an [Answer Key Worksheet](#), and an [Evaluation Chart](#) by test objective are included for the multiple-choice items. Lastly, there is a [Practice Test Score Calculation Worksheet](#).

## **PURPOSE OF THE PRACTICE TEST**

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL Communication and Literacy Skills (01) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

## **TAKING THE PRACTICE TEST**

In order to maximize the benefits of the practice test, it is recommended that you take this test under conditions similar to the conditions under which the official MTEL tests are administered. Try to take the practice test in a quiet atmosphere with few interruptions and limit yourself to the four-hour time period\* allotted for the official test administration. You will find your results to be more useful if you refer to the answer key only after you have completed the practice test.

## **INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN**

Although the primary means of preparing for the MTEL is your college education, adequate preparation prior to taking or retaking the MTEL test is strongly recommended. How much preparation and study you need depends on how comfortable and knowledgeable you are with the content of the test.

The first step in preparing to take the MTEL is to identify what information the test will address by reviewing the objectives for your field. A complete, up-to-date list of the [Test Objectives](#) is included in the Test Information Booklet for each test field. The test objectives are the core of the testing program and a helpful study tool. Before taking or retaking the official test, focus your study time on those objectives for which you wish to strengthen your knowledge.

\* For the Communication and Literacy Skills test, candidates may take one or both subtests during the four-hour session.

## **Communication and Literacy Skills (01) Practice Test: Reading**

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This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official MTEL Communication and Literacy Skills (01) test, it is not possible to predict precisely how you might score on an official MTEL Communication and Literacy Skills (01) test. Refer to the Test Information Booklet for additional information about how to prepare for the test.

**COMMUNICATION AND LITERACY SKILLS (01)  
PRACTICE TEST  
READING SUBTEST**

## **GENERAL TEST DIRECTIONS**

This practice test consists of two subtests: reading (booklet 1) and writing (booklet 2). Each multiple-choice question on the practice test has four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on the answer sheet provided.

- Sample Question:
1. What is the capital of Massachusetts?
    - A. Worcester
    - B. New Bedford
    - C. Boston
    - D. Springfield

The correct answer to this question is C. You would indicate that on the answer sheet.

The short-answer and open-response items on this practice test require written responses. Directions for the open-response items appear immediately before those assignments.

You may work on the multiple-choice questions and open-response items in any order that you choose. You may wish to monitor how long it takes you to complete the practice test. When taking the actual MTEL Communication and Literacy Skills (01) test, you will have one four-hour test session in which to complete the test.

**MULTIPLE-CHOICE ANSWER SHEET**

**Reading Subtest**

<b>Question Number</b>	<b>Your Response</b>
1	
2	
3	
4	
5	
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11	
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27	
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30	

<b>Question Number</b>	<b>Your Response</b>
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	

## **DIRECTIONS FOR THE READING SUBTEST**

The reading subtest consists of seven reading selections. Each reading selection is followed by several multiple-choice questions related to the selection. Read each question carefully and choose the ONE best answer based on the information contained in the selection you have just read. You may refer back to the selection to answer the questions.

There are a total of 42 multiple-choice questions in this section of the reading subtest, numbered 1 to 42. Record your answer to each question on the answer sheet provided in this booklet.

In the multiple-choice section of the reading subtest, the order of information requested by the questions does not necessarily correspond to the order of information in a given selection.

## MULTIPLE-CHOICE QUESTIONS

Read the passage below; then answer the six questions that follow.

### Ibn Battuta

- 1 Anyone who has traveled by plane, train, or automobile might find it hard to imagine what travel was like seven hundred years ago. One way to find out is by reading the memoirs of Abu Abdullah Muhammad Ibn Battuta, who covered approximately 75,000 miles between 1325 and 1353. Fortunately for historians, Ibn Battuta was an attentive observer of people and their customs, and the written record of his travels has long been an invaluable source of information about everyday medieval life in places as diverse as India, Egypt, and China.
- 2 Born in Tangier, Morocco, in 1304, Ibn Battuta initially planned to follow family tradition by pursuing a law career. His life was changed forever by a pilgrimage to Mecca that he made at age twenty-one. The journey took him across North Africa through Egypt. At the ruins of the ancient lighthouse in Alexandria, a stranger asked him to visit the man's brothers in India and China. Suddenly, Ibn Battuta was seized with a wanderlust that lasted his entire life.
- 3 One of Ibn Battuta's most memorable trips took him to India. Sailing across the Mediterranean to Turkey, he encountered four-wheeled, covered carriages for the first time. He was so impressed that he had one outfitted for himself before continuing on in comfort to Constantinople. There he gained the trust of the emperor, who presented him with a guide and an umbrella, a sign of royal protection. He also visited Persia, where he observed a cooking competition in which two men attempted to outdo each other's culinary skills, serving gorgeously prepared dishes on beautiful table settings. When Ibn Battuta finally arrived at the court of the reigning sultan in Delhi, India, he was enthralled by the magnificent surroundings. Among the remarkable scenes he recorded in his journal was the sultan's returning to court amid a procession of elephants outfitted with catapults that tossed gold coins into the crowds.
- 4 Ibn Battuta stayed in Delhi for ten years and was eventually appointed Indian ambassador to China. As he sailed eastward, however, a series of misadventures caused him to abandon his mission and sail instead to the Maldiv Islands, from which he traveled to Southeast Asia. Eventually he boarded a boat for China, a country he found particularly enjoyable because of the settled conditions established by government authorities. He might have stayed there some time, but after arriving in Beijing, the inveterate traveler became homesick. Shortly afterward, he began the slow westward journey toward home, arriving in Morocco five years later.
- 5 Ibn Battuta's travels, however, were not yet over. In later years, he made two more trips—one across the Sahara Desert to what is now Mali, and the other to Spain—all the while continuing to take careful notes about the people, customs, and lands that he visited. When his touring days had finally come to an end, he dictated his travel memoirs to a scribe. The finished product is a fascinating look at what the world was like before planes, trains, and automobiles. Without his informative account, we would know much less about the world of the fourteenth century than we do and be much the poorer for it.



1. Which of the following words is closest in meaning to enthralled as it used in the third paragraph of the passage?
  - A. appalled
  - B. amused
  - C. bewildered
  - D. delighted
  
2. Information presented in which of the following paragraphs best supports the author's statement that Ibn Battuta was "an attentive observer of people and their customs"?
  - A. Paragraph 2
  - B. Paragraph 3
  - C. Paragraph 4
  - D. Paragraph 5
  
3. The author's main purpose in this passage is to:
  - A. analyze the observations of Ibn Battuta.
  - B. raise questions about the writings of Ibn Battuta.
  - C. describe the journeys of Ibn Battuta.
  - D. evaluate the travel memoirs of Ibn Battuta.
  
4. Which of the following lists the correct order of Ibn Battuta's first visits to the countries and regions listed below?
  - A.
    1. Egypt and the Middle East
    2. India and the Maldiv Islands
    3. China and Southeast Asia
    4. Mali and Spain
  - B.
    1. India and the Maldiv Islands
    2. Egypt and the Middle East
    3. Mali and Spain
    4. China and Southeast Asia
  - C.
    1. Mali and Spain
    2. Egypt and the Middle East
    3. China and Southeast Asia
    4. India and the Maldiv Islands
  - D.
    1. China and Southeast Asia
    2. Mali and Spain
    3. India and the Maldiv Islands
    4. Mali and Spain

5. Which of the following statements provides the best evaluation of the author's objectivity in the passage?
- A. The excessive amount of space devoted to Ibn Battuta's travels in Asia raises questions of authorial bias.
  - B. The author provides a straightforward, unbiased account of Ibn Battuta's travels and writings.
  - C. The author provides a more evenhanded account of the places Ibn Battuta visited than of the people he met.
  - D. The account is somewhat subjective, with the author clearly overstating the significance of Ibn Battuta's writings.
6. Which of the following types of graphics could best be used to present information contained in the passage?
- A. a timeline of the period from 1325 to 1353
  - B. a flowchart of the stages of a trip
  - C. a circle graph of countries visited by Ibn Battuta
  - D. a map of Asia, Africa, and Europe

Read the passage below; then answer the six questions that follow.

### Rainbows

1 Does a rainbow point the way to a pot of buried gold, as claimed in popular folklore? Or is it the multicolored serpent some people in Asia, Australia, and Brazil see streaking across the sky? Others see a rainbow as a heavenly bridge connecting this world and the world beyond. Among Arabs and some Bantu in central Africa, it is the bow for God's arrow; to early Christians, it was the throne of Christ; and among the Nandi, Masai, and California Yuki, it is the robe of God. To twenty-first-century scientists, it is something quite different. For them, the band of soft colors that arcs across the sky simply shows the spectrum of the colors in sunlight spread out by raindrops.

2 How does it happen? Perhaps the best place to begin is by understanding that sunlight is white light. Although white light contains colors, they are blended together; no color is visible until the light strikes an object. When that occurs, the object struck reflects one or more colors in the light while absorbing or refracting the others. The reflected light is the color the object appears to be when viewed with the human eye. Whereas solid objects send unabsorbed colors back to the eye, transparent objects such as glass or water bend the light as it passes through them. This bending is called refraction. A rainbow is caused by drops of water that both refract and reflect the light rays that enter them.

3 Of the two processes, refraction plays a particularly important role in the formation of rainbows. When light is refracted, each color

is bent at a slightly different angle. As a result, the colors in the light separate, and it is then that the eye sees the spectrum of light we call a rainbow. In the spectrum, red light bends the least and violet light bends the most. Orange, yellow, green, and blue—always in that order—range between them. Hence, a rainbow is red along the top and violet on the inner side of the arc. In every rainbow, whether caused by sunlight striking raindrops high in the sky or water dripping from a garden hose in the backyard, the colors appear in the same order.

4 Rainbows appear only when the viewer is between the sun and the moist air. They are, therefore, most often seen early or late in the day, when the sun is low and there is rain in the area of the sky toward which the sun is shining. Each point on a rainbow is caused by the interaction of sunlight with a different drop of water. Sometimes only a short length of color is visible, which means that no drops of water are in adjacent areas of the sky.

5 As to the pot of gold, even if such a treasure were buried at the end of a rainbow, it could never be found. Any effort to discover this treasure is doomed to failure: whenever a viewer moves underneath the drops that form a rainbow, it disappears. Rainbows exist only when the positions of the light rays, the raindrops, and the observer align in the proper angles. When the angles change, the spectrum of visible colors vanishes.



7. Which of the following words is the best meaning of adjacent as it is used in the fourth paragraph of the passage?
- A. higher
  - B. nearby
  - C. damper
  - D. observable
8. Which of the following statements from Paragraph 2 of the passage best expresses the main idea of that paragraph?
- A. Although white light contains colors, they are blended together; no color is visible until the light strikes an object.
  - B. The reflected light is the color the object appears to be when viewed with the human eye.
  - C. Whereas solid objects send unabsorbed colors back to the eye, transparent objects such as glass or water bend the light as it passes through them.
  - D. A rainbow is caused by drops of water that both refract and reflect the light rays that enter them.
9. Which of the following phrases best describes the author's main purpose in the passage?
- A. to explore the significance of rainbows in various cultures
  - B. to analyze a popular fable about rainbows
  - C. to describe how rainbows are formed and appear to the human eye
  - D. to examine the spectrum of colors revealed in rainbows
10. According to information presented in the passage, all rainbows are red along the top because the color red:
- A. is more visible to the eye than other colors in a rainbow.
  - B. is refracted less than other colors in a rainbow.
  - C. is both refracted and reflected by the water in a rainbow.
  - D. is the brightest of the different colors in a rainbow.

11. Which of the following facts best supports the author's contention that even if a pot of gold were buried at the end of a rainbow, it could never be found?
- A. When light is refracted, each of the colors in the light is bent at a slightly different angle.
  - B. Regardless of where a rainbow appears, its range of colors will always be in the same order.
  - C. Whenever a viewer moves underneath the raindrops that form a rainbow, it disappears.
  - D. Each of the points on a rainbow is formed by the interaction of sunlight with a different drop of water.
12. Which of the following lists best outlines the main topics addressed in the passage?
- A. — The folklore of rainbows  
— The formation and arrangement of the colors in a rainbow  
— When rainbows appear  
— The reason why one can never see the end of a rainbow
  - B. — The fable of the pot of gold buried at the end of a rainbow  
— Conditions under which reflected and refracted light are visible to the eye  
— Rainbows and the interaction of sunlight and drops of water
  - C. — The scientific definition of a rainbow  
— The different colors in white light  
— The different colors in a rainbow  
— When rainbows are most visible
  - D. — Pots of gold and multicolored serpents  
— The bending of light as it passes through transparent objects  
— The different colors in a rainbow  
— Looking at rainbows from different perspectives

Read the passage below; then answer the six questions that follow.

### 365 Days/365 Plays

1 Playwright Suzan-Lori Parks has never been one to take the easy route. Her plays are renowned for their challenging poetic dialogue and provocative viewpoints on African-American culture, U.S. history, and the idea of family. After winning the 2001 Pulitzer Prize for drama, however, she embarked on a project that seemed unconventional even for her. Rather than write a single play, Parks decided to compose 365 of them—one for each day of the year. The completed manuscript consisted of a thick pile of text that would take nearly a day to perform. The plays themselves varied greatly. Some of the longer pieces contained distinct characters and fully developed stories; others were no more than a paragraph or so of stage directions. The characters, themes, images, and ideas that appeared in the work reflected what was happening in the news or in Parks's life at the time each play was written.

2 Since it would be nearly impossible for any one company to perform this mammoth work, Parks and her producing partner Bonnie Metzger decided to turn the play cycle into the largest collaboration in theater history. The original idea was to form seven regional networks. Each network would consist of 52 theaters, with each theater company performing one week of plays. This initially seemed like an impossible feat of coordination, and the logistics of organizing, publicizing, and funding so many different groups threatened to sink the project before it got started. But as the two women described their vision to performance groups around the country, everything began to fall into place. In time, 17 networks emerged in locales ranging from major urban centers such as New York and Los Angeles to medium-sized cities and small towns in Texas, Colorado, and the

Carolinas. Large theaters with substantial resources volunteered to serve as network hubs, helping to recruit local performance groups and to distribute each week's plays.

3 A major turning point was the decision to open the project up to the larger community, rather than confine it to theater companies. As word spread, groups as disparate as middle school classes, social service organizations, nursing homes, a mayor's office, and a roller-derby team signed up to perform a week of plays. Performances could be staged wherever and in whatever manner each group wished. Plays were performed everywhere from gas stations to pedestrian bridges, from private homes to community ice rinks, from museums to public restrooms. Some groups even broadcast their work using alternative media such as shortwave radio stations and cable access television shows.

4 As the cycle of plays progressed, it became clear that the project was helping both to forge new artistic communities and to strengthen those already in place. Best of all, it leveled the economic and geographic playing field for participants. A community theater group from tiny Marfa, Texas, received the same attention and respect within the project as one of New York City's off-Broadway theatrical powerhouses. Just as important were the hidden talents and resources revealed by the project. The plays that Suzan-Lori Parks spent a year writing have powerful things to say, but their message became in some ways secondary to the discoveries made on their way to the stage. This remarkable journey uncovered a rich store of creativity and innovation in towns and cities across the country—an accomplishment that may be worth even more than a Pulitzer.



13. Which of the following words is the best **synonym** for the word disparate as it is used in the third paragraph of the passage?
- A. informal
  - B. inexperienced
  - C. diverse
  - D. dispersed
14. In Paragraph 4 of the passage, the author asserts that the powerful message of the plays "became in some ways secondary to the discoveries made on their way to the stage." This statement is most likely a reference to the playwright's decision to:
- A. include in the project a play for each day of the year.
  - B. form 17 networks in different parts of the country.
  - C. have theaters with substantial resources serve as network hubs.
  - D. open the project up to the larger community.
15. Information included in the second paragraph of the passage is primarily intended to:
- A. analyze relations among different groups involved in the project.
  - B. describe efforts to organize the project.
  - C. identify major institutions that participated in the project.
  - D. raise questions about the objectives of the project.
16. Information presented in the passage best supports which of the following conclusions?
- A. Where a play is staged is frequently more important than the content of the play.
  - B. Many people have the desire and ability for artistic expression.
  - C. A major shortcoming of most plays is their failure to address controversial themes.
  - D. Shorter plays are generally more successful than longer performances.

17. In which of the following statements from Paragraph 1 of the passage does the author most clearly express an opinion rather than state a fact?
- A. Playwright Suzan-Lori Parks has never been one to take the easy route.
  - B. Rather than write a single play, Parks decided to compose 365 of them—one for each day of the year.
  - C. The plays themselves varied greatly.
  - D. Some of the longer pieces contained distinct characters and fully developed stories.
18. Which of the following summaries best captures the most important ideas in the passage?
- A. Although the large theaters that served as network hubs played a major role in the 365 plays project, the contributions of numerous local groups added considerably to the success of the venture.
  - B. By developing a project that included a separate play for every day of the year, Parks and Metzger demonstrated that the public was eager to embrace unfamiliar and unconventional forms of theater.
  - C. A major organizational feat that involved theater companies and local groups across the country, the 365 plays project helped forge new communities and released hidden stores of creativity and innovation.
  - D. The Parks-Metzger project had a universal appeal that enlisted the assistance of organizations ranging from New York City's off-Broadway theaters to community groups in Texas and Colorado.

Read the passage below; then answer the six questions that follow.

### Population Decline

- 1 If you have ever felt a little cramped, you are not alone. Between 1900 and 2000, the world's population rose by almost 400 percent. Many people in the last few decades of the twentieth century observed this dramatic increase and began to worry that the earth's resources would soon be strained to the point of exhaustion. How long would it be, they asked, before we had bulldozed all the forests, dried out all the rivers, and poisoned the oceans, and had left ourselves with nothing? The loss of natural resources was an understandable cause for concern, and one that played a major role in the growth of the environmental movement.
- 2 Few in those decades could have predicted the end of rapid population growth. Today, however, for the first time in over 4,000 years, the rate of population growth has begun to slow. This phenomenon is unprecedented, and many people are unsure how to respond. Should we applaud the initiatives of countries such as Italy and Japan that are introducing incentives for people to have more babies? Or is it better to embrace the decline as nature's way of giving the planet a chance to recover from years of heavy use? Although it is unclear whether a smaller global population will have positive effects in the long term, there are steps we can take now to ensure that this transition occurs as smoothly as possible.
- 3 If the world population is to remain steady, the birthrate needs to average 2.1 children for every woman. When the birthrate drops below 1.5 for any significant length of time, and a substantial proportion of adults leave their childbearing years, it becomes increasingly difficult for the population to recover. One of the countries facing the greatest challenge is Japan, where the birthrate has fallen to 1.2 children per woman. (See the population pyramids at the end of the passage.) The government vowed to spend more than 100 million dollars to reverse the trend, but their early attempts—offering cash incentives and free car leases when a family has a fourth child—have not been successful. Fortunately, the country has another twenty or thirty years before the proportion of retirees to working people threatens to put a major strain on the system.
- 4 One of the best ways for any country to avoid this strain is to encourage people to retire later in life. Mandatory retirement ages should be replaced by policies that evaluate employees solely on performance. Age is rarely a good reason to discard a capable and experienced worker in favor of a new hire. A second option for countries with declining populations is to increase immigration. Even though it can be a divisive policy, opening the doors to immigrants is a proven method for keeping economies strong and generating additional tax revenue. Finally, troubled countries should look at those nations that are still expanding and identify what has helped them grow. One likely factor may be policies that relax the burden of being a working parent. Access to quality child care and a generous amount of leave time can make all the difference in letting men and women know that work life and family life do not need to be mutually exclusive.
- 5 Finding the best ways to reverse population decline will take many years and a considerable amount of social and economic experimentation. It is, after all, an unprecedented challenge. Is it better for us and our environment for our numbers to dwindle slowly, or to regain the rapid growth of the past? Ultimately, the most sensible goal is likely to be a stable population that is neither rising nor falling. We may still feel cramped every now and then, but that is not nearly as bad as being lonely.

Japan's Changing Population Structure



19. Which of the following words best defines embrace as it is used in the second paragraph of the passage?

- A. excuse
- B. welcome
- C. justify
- D. perceive

20. Which of the following statements best expresses the main idea of the passage?

- A. Extending the retirement age is the most effective way to deal with population decline.
- B. Countries with birthrates below 1.5 children per woman are likely to face serious problems during the next hundred years.
- C. Finding effective answers to the problem of population decline will require a process of trial and error over a considerable period of time
- D. Other countries would be well advised to adopt Japan's population policies.

21. This passage was most likely written for an audience of:
- A. government policymakers.
  - B. high school students.
  - C. professional demographers.
  - D. educated general readers.
22. According to information presented in this passage, a likely difference between countries with declining and expanding populations is that countries experiencing population growth are more inclined to adopt policies that:
- A. help people increase their average annual income.
  - B. encourage early retirement.
  - C. help people combine work and parenting responsibilities.
  - D. facilitate geographic mobility.
23. Which of the following assumptions most influenced the author's argument in the passage?
- A. Elderly people will be most adversely affected by population decline.
  - B. Population decline is not necessarily beneficial.
  - C. Efforts to promote population growth are unlikely to be successful everywhere.
  - D. Global resources can support high levels of population growth.
24. Information presented in the population pyramids best supports which of the following conclusions?
- A. By 2050, the proportion of people over 65 in Japan is projected to be more than six times greater than it was a century earlier.
  - B. An imbalance in the proportion of males and females in the Japanese population has been a major cause of population decline.
  - C. By 2050, a substantial proportion of government spending in Japan will likely be devoted to finding and creating jobs for young workers.
  - D. The proportion of Japanese in the national workforce is projected to begin growing again at some point in the next half-century.

Read the passage below; then answer the six questions that follow.

Nellie Bly

- 1 When Nellie Bly (1867–1922) landed her first job as a reporter for the *Pittsburgh Dispatch* in 1885, investigative journalism was not widely practiced. But over the next 35 years, Bly's ingenuity and her focus on issues of social justice brought investigative reporting to new prominence and helped transform journalism in the United States.
- 2 As a reporter for the *Dispatch*, Bly quickly demonstrated the resourcefulness that would later make her famous. Entering the city's most impoverished areas, she conducted interviews with working women and other residents. The sessions provided the basis for a series of stories on underreported topics such as poverty, divorce, and factory work. Bly's reputation was enhanced by an 1886–87 trip to Mexico, where she investigated political corruption and the problems of that nation's poor. But it was not until she went to work for Joseph Pulitzer's *New York World* that she began filing the stories that would make her a household name.
- 3 Pulitzer, who had recently moved to New York from St. Louis, was a major figure in U.S. journalism. Although mainly interested in selling newspapers, he understood how the power of the press could be employed to create public support for social reform. And the late nineteenth century was a time when much needed to be reformed. This need for reform was especially so in large urban centers such as New York City, where poorly paid working people, many of them recent immigrants from southern and eastern Europe, often lived in filthy, crowded tenements without any of the social services available today. As the publisher of the *World*, Pulitzer promised to use his newspaper to "expose all fraud and sham, fight all public evils and abuses, and do battle for the people."
- 4 Through her pioneering undercover work for the *World*, Bly would help him carry out that promise. Her first assignment, an exposé of the notorious New York City Lunatic Asylum on Blackwell's Island, provides a particularly good example. Feigning mental illness, Bly had herself committed for ten days in order to experience the conditions from an inmate's point of view. The resulting story caused a sensation that, in addition to selling countless newspapers, prompted urgently needed changes in the treatment of patients.
- 5 Bly was soon filing a new story every week as a crusading "stunt" reporter, adopting a journalistic approach that was a forerunner of the investigative reporting of a later period. On one occasion, she posed as a maid for a story on employment agencies that took advantage of poor, uneducated women. On another occasion, she posed as an unwed mother for a story on trafficking in newborn babies and revealed they could be purchased from brokers for as little as ten dollars without any questions being asked. She also went undercover to investigate bribery in the New York State Legislature, where she exposed the illegal operations of political lobbyists, at least one of whom was forced to leave the state.
- 6 Not all of Bly's stories advanced the crusade against injustice and corruption. She also did her share of lightweight reporting. Indeed, the story for which she is best known was a pure publicity stunt. In November 1889, she traveled around the world in an attempt to beat the fictional record set in Jules Verne's novel, *Around the World in Eighty Days*. She made it in seventy-two—to the accompaniment of two-and-a-half months of extravagant coverage in Pulitzer's paper. Nevertheless, championing the cause of poor working women was a prominent theme in

Bly's reporting. Along the way, she brought significant changes to her profession. In addition to her groundbreaking work as an investigative reporter, she helped remove

barriers to women's employment as journalists and served as a model for other women seeking work in the field.



25. Which of the following words or phrases is the best meaning of a household name as it is used in the second paragraph of the passage?

- A. well known
- B. accomplished
- C. well informed
- D. successful

26. Which of the following statements best expresses the main idea of this passage?

- A. Despite the sensation Bly's exposé of the New York City Lunatic Asylum caused, she is best remembered for her trip around the world.
- B. Bly's reporting not only contributed to the development of innovative journalistic techniques, it also helped effect important social changes.
- C. Although readers thought highly of the investigative reporting Bly did for the *Pittsburgh Dispatch*, she was most celebrated for the stories she published in the *New York World*.
- D. During her 35 years as a crusading reporter, Bly filed numerous stories that exposed the exploitation of working women and the poor.

27. Which of the following phrases best describes the author's main reason for writing about Bly's "resourcefulness" in the second paragraph of the passage?

- A. to inform readers about Bly's level of education
- B. to help readers understand the difficulties women journalists faced in the late nineteenth century
- C. to stress the importance of objectivity in journalism
- D. to emphasize the intelligence and imagination that Bly brought to her work

28. Information presented in the passage best supports which of the following conclusions?

- A. Bly had little respect for the ordinary journalism of her day.
- B. Bly's concerns about social injustice diminished after she left the *Pittsburgh Dispatch*.
- C. Bly was willing to take considerable risks for the sake of a story.
- D. Bly's reporting made Joseph Pulitzer a leading personality in U.S. journalism.

29. Which of the following statements from the passage expresses an opinion rather than stating a fact?
- A. And the late nineteenth century was a time when much needed to be reformed.
  - B. On one occasion, she posed as a maid for a story on employment agencies that took advantage of poor, uneducated women.
  - C. Not all of Bly's stories advanced the crusade against injustice and corruption.
  - D. Nevertheless, championing the cause of poor working women was a prominent theme in Bly's reporting.
30. Which of the following lists best outlines the main topics addressed in the passage?
- A. — Reporting for the *Pittsburgh Dispatch*  
— Joseph Pulitzer and U.S. journalism  
— Bly's most widely read story
  - B. — Establishing a reputation as a resourceful reporter  
— Bly's undercover work for the *New York World*  
— Assessment of Bly's journalistic contributions
  - C. — From Pittsburgh to Mexico  
— Exposing the New York City Lunatic Asylum  
— Bly's work as a "stunt" reporter
  - D. — Obtaining a position with the *New York World*  
— Late-nineteenth-century urban problems  
— How Bly helped Pulitzer promote social reform

Read the passage below; then answer the six questions that follow.

### A Native American Heritage

- 1 By the beginning of the twentieth century, far fewer Native Americans lived in New England than had inhabited the region three centuries earlier. Many of these people lived in small groups on portions of the vast lands that their ancestors had long occupied. Though fewer in number, they honored their tribal identities, cherished their ancestral homelands, and wanted to keep what they had. To help insure the survival of their heritage, Native Americans eventually turned to the U.S. legal system.
- 2 Leading the way were two Maine tribes, the Penobscots and the Passamaquoddies, whose history differed little from that of most other Native Americans in the region. Like other tribes, their populations had decreased markedly over the centuries; so had the amount of land they controlled. After the American Revolution, state governments had imposed treaties that transferred much of the Native Americans' land to state and private ownership. With the loss of their land base and its resources, tribal populations tended to disperse as individuals sought opportunities elsewhere. In Maine, the Penobscots and Passamaquoddies held only two small reservations by the early twentieth century.
- 3 Thus matters stood for the next half-century. Then, in 1957, a federal program designed to encourage the assimilation of Native American peoples threatened to terminate the Penobscot and Passamaquoddy tribal governments. Tribal leaders resisted. With the help of other Native American activists, they thwarted the attempt and in the process strengthened tribal authority. It was a small victory, but one that encouraged them to seek other ways of asserting their rights.
- 4 The changing social and political climate of the 1960s and 1970s prompted many Native American groups to insist that the federal government live up to its treaty commitments. Alert to the claims being made by other Native Americans, Penobscot and Passamaquoddy leaders saw their opportunity. The two tribes had fought for the colonists in the American Revolution, and in return the Continental Congress had promised protection of their hunting grounds. By the twentieth century, those vast tracts had become extremely valuable. The two tribes decided to sue the federal government for the return of about two-thirds of the state of Maine.
- 5 The land, they claimed, had been taken illegally, first by Massachusetts (of which Maine formed a part until 1820) and then by Maine. They based their case on the Indian Trade and Intercourse Act of 1790. That law, which made the federal government a trustee of Native American property, declared that no transfers of Indian land were valid unless approved by Congress. Since the tribes could demonstrate that state treaties involving more than 1,200,000 acres of land taken from them had never been submitted to Congress, they had a strong case. Much to the surprise and chagrin of many observers, the suit was successful. In 1980, the Maine Indian Settlement Act awarded the tribes a substantial monetary settlement that enabled them to buy land, develop tribal businesses, and provide employment for tribal members.
- 6 In winning the case, the Penobscots and Passamaquoddies had established an important legal precedent. Other New England tribes would soon use that precedent to assert their own rights and to reassert the full dimensions of the cultural heritage their forebears had handed down to them.



31. Which of the following words is the best meaning of terminate as it is used in the third paragraph of the passage?
- A. weaken
  - B. eliminate
  - C. transfer
  - D. revise
32. Which of the following statements from the first paragraph of the passage best expresses the main idea of that paragraph?
- A. By the beginning of the twentieth century, far fewer Native Americans lived in New England than had inhabited the region three centuries earlier.
  - B. Many of these people lived in small groups on portions of the vast lands that their ancestors had long occupied.
  - C. Though fewer in number, they honored their tribal identities, cherished their ancestral homelands, and wanted to keep what they had.
  - D. To help insure the survival of their heritage, Native Americans eventually turned to the U.S. legal system.
33. Which of the following statements best expresses the author's point of view?
- A. The author has tremendous respect for the basic fairness of the U.S. legal system.
  - B. The author is surprised that the Native Americans of New England took so long to assert their rights.
  - C. The author admires what the Penobscots and Passamaquoddies were able to accomplish.
  - D. The author believes that the lawsuits brought by the Penobscots and Passamaquoddies had little merit.
34. According to information presented in the passage, which of the following most influenced Penobscot and Passamaquoddy leaders to sue the federal government?
- A. their continuing opposition to federal efforts to encourage the assimilation of Native American groups
  - B. changes in the federal law governing the transfer of tribally owned lands
  - C. demands by other Native American groups during the 1960s and 1970s that the government honor its treaty commitments
  - D. the tribes' contributions to the patriot cause during the American Revolution

35. Which of the following statements provides the best evaluation of the author's credibility?
- A. The author's misconceptions about Native American history strongly detract from the credibility of the passage.
  - B. Despite confusion about how the U.S. legal system works, the author presents an informed account of the lawsuits discussed in the passage.
  - C. The author's bias against the federal government strongly detracts from the credibility of the passage.
  - D. Although clearly sympathetic to Native Americans, the author presents a balanced account of their efforts to assert their rights.
36. Which of the following statements best summarizes the main points of the passage?
- A. After centuries of population decline and land loss, Native Americans in New England employed the legal system to assert their rights and strengthen the economic bases of their communities.
  - B. The 1960s and 1970s marked an important turning point in Native American history, particularly in New England, where major tribes reclaimed lands they had lost centuries earlier.
  - C. Even though the Penobscots' and Passamaquoddies' lands had been reduced to two small reservations, the tribes assumed an important leadership role among the Native Americans of New England.
  - D. The legal initiatives of the Penobscots and Passamaquoddies made the state of Maine a leading center of Native American activism throughout the closing decades of the twentieth century.

Read the passage below; then answer the six questions that follow.

### Sleeping with NASA

1 Some people love to spend Sunday mornings lounging around in bed, eating breakfast and reading the newspaper, maybe even taking a nice morning nap. Being able to spend seven mornings a week in bed might sound like a dream come true. This is not how participants in the National Aeronautics and Space Administration's (NASA) bed-rest study would see it, however. For them, not getting out of bed in the morning is more like a recurring nightmare. The study is designed to help scientists understand how the body reacts to extended periods without gravity. Participants spend three months lying in a bed with their heads tilted six degrees lower than their feet. All of their daily activities—eating, bathing, and even going to the bathroom—occur in bed. Sitting up is against the rules, as is reaching over the side of the bed or moving unnecessarily. It is a challenge that puts even the proudest idler to the test.

2 Most of us have seen pictures of astronauts effortlessly floating inside a space capsule. Weightlessness may look like fun, but it can be hazardous to astronauts' health. Without gravity, muscles in the legs and back atrophy, the heart weakens, the immune system is compromised, blood volume decreases, bones waste away, and the sinuses become congested. Three weeks in antigravity conditions affect the body more severely than three decades of aging. By conducting bed-rest studies on ordinary people, doctors can analyze these effects firsthand and experiment with possible methods of reducing the associated trauma. Some participants in the studies are given nutritional supplements, some are made to exercise on vertically mounted treadmills, and some spend an hour each day on a spinning centrifuge that creates artificial gravity. Although the results from

these studies will be used to help astronauts on future missions, including a planned Mars landing in 2030, they also have applications to anyone who has a sedentary lifestyle. For example, a European version of NASA's study found that lying around for extended periods of time can increase the risk of back pain. The studies have also confirmed that doctors who regularly prescribe bed rest as a form of recovery are making a mistake. In most cases, patients would be better off moving around as soon as they are physically able.

3 Knowing that the bed-rest studies will be helpful to others does not make the experience any less taxing for the participants. Why do they voluntarily put their lives on hold to spend three months in bed? Some cite the appeal of finally having time to read books they have never read, or even to write one. Others are simply fascinated by the space program and are eager to help out in any way they can. As the three months in bed slowly pass, NASA does as much as possible to make the experience bearable. Participants are given regular massages to help keep their blood flowing, and volunteers are available to visit anyone who is feeling lonely. Astronauts occasionally drop by to express their appreciation and provide encouragement. Many participants find that the strangest part of the study is when they realize how fully they have adjusted to their horizontal lifestyle. There comes a point, usually halfway through, when the idea of sitting up or walking begins to loom as something undesirable. When it is finally time for participants to get out of bed, they spend another ten days at the NASA facility, readjusting to vertical life. Like the first men on the moon, these bed-rest pioneers are willing to go a great distance to take one small step, and one long nap, for humankind.



37. Which of the following words best defines the word taxing as it is used in the third paragraph of the passage?
- A. displeasing
  - B. demanding
  - C. disappointing
  - D. depressing
38. Which of the following statements best expresses the main idea of the passage?
- A. After three months of lying in bed, participants in NASA bed-rest studies are more than happy to resume their everyday lives.
  - B. Being able to participate in some facet of the space program is ample reward for most people involved in NASA bed-rest studies.
  - C. Despite the discomforts experienced by participants, NASA bed-rest studies produce valuable findings that have various useful applications.
  - D. Whatever reasons people have for participating in NASA bed-rest studies, few volunteers are prepared for the experience.
39. Information included in Paragraph 2 of the passage is primarily intended to:
- A. discuss various applications of data gathered in NASA bed-rest studies.
  - B. describe the types of equipment used in NASA bed-rest studies.
  - C. show the precautions taken by doctors in charge of NASA bed-rest studies.
  - D. assess the effects of NASA bed-rest studies on participants' health.
40. Information presented in the passage best supports which of the following conclusions?
- A. Even the most carefully designed studies fail to anticipate certain adverse consequences.
  - B. The more time people spend in bed, the more difficult it is for them to obtain the benefits of sleep.
  - C. Some types of space activities are impossible to reproduce in studies conducted on earth.
  - D. Spending excessive amounts of time lying in bed is detrimental to the health of ordinary people.

41. Which of the following facts included in the passage best supports the author's assertion that "not getting out of bed in the morning is more like a recurring nightmare" for participants in NASA's bed-rest study?
- A. Some participants spend an hour daily on a spinning centrifuge.
  - B. Participants are not allowed to sit up or reach over the side of the bed.
  - C. Some participants are given nutritional supplements.
  - D. Participants receive regular massages to keep their blood flowing.
42. Which of the following lists best outlines the main topics addressed in this passage?
- A. — physical reactions to long periods without gravity  
— effects of weightlessness on the immune system  
— participants' readjustment to being on their feet again
  - B. — duration and aims of the bed-rest studies  
— study data and the 2030 Mars landing  
— NASA efforts to ease participants' discomfort
  - C. — rules imposed on participants in the bed-rest studies  
— aging and exposure to antigravity conditions  
— astronauts' appreciation of the sacrifices of study participants
  - D. — purpose and design of the bed-rest studies  
— uses of data obtained in the bed-rest studies  
— motives and experiences of study participants

## **PRACTICE TEST RESULTS**

## PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL Communication and Literacy Skills (01): Reading subtest. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

### Multiple-Choice Questions

A Multiple-Choice Question Answer Key Worksheet is provided to assist you in evaluating your multiple-choice responses. The worksheet contains five columns. The first column of the worksheet indicates the multiple-choice question number, the second column indicates the objective to which the test question was written, and the third column indicates the correct response. The remaining columns are for your use in calculating the number of multiple-choice questions you answered correctly or incorrectly.

An Evaluation Chart for the multiple-choice questions is also provided to help you assess which content covered by the test objectives may require additional study.

### Total Test

Practice Test Score Calculation information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official MTEL Communication and Literacy Skills: Reading subtest, you may be able to determine your degree of readiness to take an MTEL test at an operational administration. No passing score has been determined for the practice test.

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
1	0001	D		
2	0002	B		
3	0003	C		
4	0004	A		
5	0005	B		
6	0006	D		
7	0001	B		
8	0002	D		
9	0003	C		
10	0004	B		
11	0005	C		
12	0006	A		
13	0001	C		
14	0002	D		
15	0003	B		
16	0004	B		
17	0005	A		
18	0006	C		
19	0001	B		
20	0002	C		
21	0003	D		
22	0004	C		
23	0005	B		
24	0006	A		
25	0001	A		
26	0002	B		
27	0003	D		
28	0004	C		
29	0005	A		
30	0006	B		

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
31	0001	B		
32	0002	C		
33	0003	C		
34	0004	C		
35	0005	D		
36	0006	A		
37	0001	B		
38	0002	C		
39	0003	A		
40	0004	D		
41	0005	B		
42	0006	D		

**Count the number of multiple-choice questions you answered correctly:**

\_\_\_\_\_ of 42 multiple-choice questions

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART**

In the evaluation chart that follows, the multiple-choice questions are arranged in numerical order and by test objective. Check your responses against the correct responses provided to determine how many questions within each objective you answered correctly.

<b>Objective 0001: Determine the meaning of words and phrases in the context in which they occur.</b>							
1D	7B	13C	19B	25A	31B	37B	____/7

<b>Objective 0002: Understand the main idea and supporting details in written material.</b>							
2B	8D	14D	20C	26B	32C	38C	____/7

<b>Objective 0003: Identify a writer's purpose, point of view, and intended meaning.</b>							
3C	9C	15B	21D	27D	33C	39A	____/7

<b>Objective 0004: Analyze the relationships among ideas in written material.</b>							
4A	10B	16B	22C	28C	34C	40D	____/7

<b>Objective 0005: Use critical reasoning skills to evaluate written material.</b>							
5B	11C	17A	23B	29A	35D	41B	____/7

<b>Objective 0006: Apply skills for outlining and summarizing written materials and interpreting information presented in graphic form.</b>							
6D	12A	18C	24A	30B	36A	42D	____/7

## **PRACTICE TEST SCORE CALCULATION**

The practice test score calculation information will be available in winter 2010, following the setting of qualifying scores.