

**Massachusetts  
Tests for Educator Licensure® (MTEL®)**



**Communication and  
Literacy Skills (01)**

**PRACTICE TEST  
APPENDIX:  
Multiple-Choice  
Question Analyses**

Version 2  
BOOKLET 1  
Reading Subtest



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## MULTIPLE-CHOICE QUESTION ANALYSES

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

### Elinor Ostrom and Resource Management

- 1 Human life depends on using natural resources such as water, land, and minerals and the plants and animals they sustain, as well as cultural resources such as knowledge and skills. Learning how to manage these resources wisely is, therefore, a task of great importance to the survival of the human species. At least since the beginning of the twentieth century, the study of resource management has been dominated by two overarching ideas, one centering on government, the other on free-market economics. The former idea proposes that resources ought to be managed in the interest of the general public by the centralized authority of the state, its elected officials, and bureaucratic agencies. The latter idea assumes that the most efficient management is achieved when resources are privatized and then traded among sellers and buyers in a free-market system.
- 2 In recent decades, a growing number of scientists and scholars have begun to develop an alternative approach to resource management that involves politics as well as economics but centers on the community of users rather than the state apparatus or privatized, free markets. One of the most important contributions to the community-centered approach to resource management was made by the political scientist Elinor Ostrom, who in 2009 became the first woman to win the Nobel Prize in economic sciences for her achievements in this field.
- 3 Ostrom's work stems from the basic idea that the social nature of human beings, and especially their ability to collaborate voluntarily, is critical to their survival. It follows from this idea that the efficiency of resource management depends on the active participation of stakeholders in formulating and enforcing rules for using the resource. This basic strategy applies to small groups as well as to complex organizations that are formed by a network of many teams of stakeholders with diverse interests who take part in a complex system of social division of labor. However large an organization is, it can be designed to enable its members to participate in the management of resources and negotiate rules that protect their diverse interests. In this respect, the collaborative effort to achieve optimal use of resources does not require a centralized authority that is exercised either by a political government or by private ownership.
- 4 Part of the evidence supporting Ostrom's work predates the rise of modern state bureaucracies and large private businesses. For thousands of years, small autonomous farming communities all over the globe developed local cultures of collaborative management of natural resources, such as grazing livestock on common grounds and building and maintaining sources of freshwater, irrigation systems, and transportation infrastructures. A modern case that Ostrom studied was the initiative taken by a group of communities in coastal Southern California to develop ways to avoid overpumping the communities' shared aquifer. Ostrom's research extended beyond natural resource systems, too. In a comparative study of police departments serving large urban communities, Ostrom demonstrated that police departments divided into small, decentralized units often outperformed large, centralized police forces.

5 As the Norwegian Nobel Prize committee stated in its official announcement, what made Ostrom's achievement outstanding was the challenge it posed to conventional wisdom. At a time when the majority of economists centered their research interests on the market economy, Ostrom, using the research tools of political science and sociology, demonstrated

that privatization of resources is not necessary for the optimal management of complex resource systems. Her success in illuminating the power of associations to manage scarce resources shows, in addition, that the weaknesses of big government can be overcome by the collective entrepreneurial effort of citizens.



1. Which of the following words is the best **antonym** for the word overarching as it is used in Paragraph 1 of the passage?
  - A. complete
  - B. important
  - C. flexible
  - D. specific

**Correct Response: D.** The word "overarching" means comprehensive and all-embracing, or general. An appropriate antonym, or word opposite in meaning, is "specific." "Complete" (A) is more appropriate as a synonym, and the words "important" (B) and "flexible" (C) have different meanings from "overarching".

2. Which of the following statements from the passage most expresses the main idea of the passage?
- A. At least since the beginning of the twentieth century, the study of resource management has been dominated by two overarching ideas, one centering on government, the other on free-market economics.
  - B. In this respect, the collaborative effort to achieve optimal use of resources does not require a centralized authority that is exercised either by a political government or by private ownership.
  - C. Part of the evidence supporting Ostrom's work predates the rise of modern state bureaucracies and large private businesses.
  - D. As the Norwegian Nobel Prize committee stated in its official announcement, what made Ostrom's achievement outstanding was the challenge it posed to conventional wisdom.

**Correct Response: B.** The passage focuses on presenting and explaining Ostrom's ideas for resource management, and this statement provides a summary of that main idea: effective management of resources need not come from a government entity or private entity. Mentioning pre-existing approaches (A) provides a context against which Ostrom's ideas are contrasted. Discussion of evidence that supports Ostrom's work (C) contributes to explaining her ideas but does not express the main point of the passage. Mention of her Nobel Prize award (D) offers an understanding of the value of her ideas, and also supports the main point that her work contrasts to previous ideas about resource management.

3. The author's main purpose in this passage is to:
- A. take a position on Elinor Ostrom's views about resource management.
  - B. provide a brief history of resource management techniques.
  - C. explain Elinor Ostrom's unique take on the subject of resource management.
  - D. express the need for effective resource management.

**Correct Response: C.** The author's main purpose is to explain Ostrom's ideas and the ways they contrast to previous ideas on resource management. The author does not take a strong position (**A**) about her views, but rather presents them in primarily factual terms. The passage provides a brief history of Ostrom's work, but does not focus on a discussion of resource management techniques (**B**). The need for resource management (**D**) is discussed in the first paragraph and provides the context for discussing Ostrom's work, which is the focus of the remainder of the passage.

4. Information presented in the passage best supports which of the following conclusions?
- A. Resource management is a critical issue that requires the efforts of many stakeholders.
  - B. Resources were managed more equitably before the relatively modern concept of privatization appeared in many societies.
  - C. Neither government nor private markets should play a part in resource management.
  - D. Community-based resource management can apply to nonnatural resources but is most impactful when applied to natural resources.

**Correct Response: A.** The author clearly presents resource management as a significant issue and cites the involvement of government, business, and local community members in different management strategies. The author does not conclude that privatization has led to less equitable management in many societies (**B**), and describes Ostrom's ideas as an approach that involves both government and private resources (**C**) with a community of users at the center. The author describes research by Ostrom that indicates community-based strategies are useful for both natural and non-natural resource management (**D**).

5. Which of the following statements best evaluates the author's objectivity in the passage?
- A. The author is somewhat subjective and overstates the significance of Ostrom in her field.
  - B. The author explains resource management ideas but indicates a preference for privatization.
  - C. The author provides a straightforward, unbiased account of Ostrom's work and success.
  - D. The author's clear dislike of economists casts doubt on the objectivity of the passage.

**Correct Response: C.** This passage presents a factual account of existing approaches to resource management, with a focus on Ostrom's ideas as a recent and valuable contribution to the field. Ostrom won a Nobel Prize, so calling her work "one of the most important contributions" is not an overstatement, and when the author also refers to Ostrom's work as "outstanding," the author is citing a statement made by the Nobel Prize committee, not expressing a subjective view or personal opinion (**A**). The author does not indicate a preference for privatization (**B**) or express dislike of economists (**D**).



6. Which of the following outlines best represents the main topics addressed in the passage?
- A. — the resource management issue  
— Elinor Ostrom's approach  
— challenging conventional wisdom
  - B. — pros and cons of privatization and government control  
— Elinor Ostrom's emphasis on using history as a guide  
— environmental concern of resource depletion
  - C. — Elinor Ostrom's unique educational background  
— the tragedy of the commons  
— human beings' social nature
  - D. — the future of resource management strategies  
— the significance of winning a Nobel Prize  
— effectively managed organizations of any size

**Correct Response: A.** The main points that structure this passage are the issue of resource management, the new approach suggested by Ostrom, and the challenge that new approach poses to conventional wisdom. The passage does not focus on pros and cons of traditional approaches (**B**), does not focus on Ostrom's educational background or the tragedy of the commons (**C**), and does not discuss the future of resource management or focus on the significance of winning the Nobel Prize (**D**).

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

### Gumbo

- 1 New Orleans is famous for many things, among them its unbridled and unrivaled joy of living, jazz, brass bands, wrought-iron balconies, and, of course, its cuisine. Crawfish, red beans and rice, po'boys, muffuletta, beignets—the list goes on. But perhaps no dish better describes the rich culinary and cultural history of the Big Easy than gumbo, the flavorful soup-like *mélange* served over rice. Its exact origins are somewhat hazy, but in gumbo one can get a taste of the historical complexities of New Orleans and relish the city's passion for good food.
- 2 While every gumbo aficionado seemingly has his or her own unique recipe, most constituents would agree on at least two essential components: a vegetable base of chopped bell peppers, onions, and celery, and a thickening agent. Okra is one traditional gumbo thickener, probably the original. Enslaved West Africans, who arrived shortly after New Orleans's establishment as a French settlement in 1718, brought okra with them. Okra is known as "ki ngombo" in West Africa, or "gombo" in its shortened form. Evidence suggests that the West Africans not only contributed the ingredient that gave the dish its name, but they also were the first to cook it in New Orleans.
- 3 Another traditional gumbo thickener comes to us from the Choctaws, a Native American people who were already living in and around the land that would become New Orleans when it was founded. The Choctaws used a thickening ingredient called *filé*—dried and ground sassafras leaves—in their cooking. Like okra, *filé* is also a seasoning agent that adds flavor to gumbo. It was probably used in gumbo when okra was not available. A third thickener, roux, appeared in the gumbo pot near the end of the nineteenth century. Roux is a staple of French cooking that is a combination of flour and fat. Typically, the flour is cooked slowly with oil until it is golden or light brown in color and whisked into a pasty texture. By the 1950s, roux was the standard gumbo thickener in New Orleans.
- 4 After the vegetable base and choice of thickening agent, all bets are off. Gumbo recipes with a wide variety of ingredients appeared in cookbooks throughout the nineteenth century. By the 1840s, meats and seafood were appearing. By the mid-twentieth century, local seafood such as shrimp, crab, and oysters was the standard protein added to gumbo. Meat became the standard in the 1980s when a Cajun chef named Paul Prudhomme used andouille sausage and chicken in a popular gumbo served at New Orleans's famous Commander's Palace restaurant. Cajun cuisine—born of French *émigrés* from a part of Canada known as Acadia, who were deported by England in the mid-eighteenth century and founded permanent settlements in several regions, including the swamps and bayous outside of New Orleans—was obscure until Prudhomme started incorporating it into New Orleans restaurants with great success. Cajun gumbo tends to be heavily seasoned and hearty and may be made with game meats instead of pork or chicken.
- 5 Still other cultural traditions can be found in gumbo. Spicy seasonings typical of subtropical cuisines probably reflect Afro-Caribbean influences. Tomatoes used in gumbos reflect Italian and Spanish influences.

The practice of using potato salad as a gumbo side dish in parts of southern Louisiana probably comes from German immigrants. Sometimes a scoop of potato salad goes in the stew itself. For all the unwritten rules of

gumbo preparation, the long history of the dish in New Orleans shows that while it is ever changing, it has always been a delicious blending of many culinary cultures.



7. Which of the following words is closest in meaning to the word unbridled as it is used in Paragraph 1 of the passage?
- A. uncouth
  - B. unrestrained
  - C. uncommon
  - D. undervalued

**Correct Response: B.** The word "unbridled" means uncontrolled or unrestrained. "Uncouth" suggests unrefined or rough (A), which does not fit the context of "joy of living" presented in the sentence. The words "uncommon" (C) and "undervalued" (D) are not synonyms for unbridled.

8. Which of the following statements from the passage best expresses the main idea of the passage?
- A. New Orleans is famous for many things, among them its unbridled and unrivaled joy of living, jazz, brass bands, wrought-iron balconies, and, of course, its cuisine.
  - B. While every gumbo aficionado seemingly has his or her own unique recipe, most constituents would agree on at least two essential components: a vegetable base of chopped bell peppers, onions, and celery, and a thickening agent.
  - C. After the vegetable base and choice of thickening agent, all bets are off.
  - D. Still other cultural traditions can be found in gumbo.

**Correct Response: D.** The passage describes gumbo as representative of the many cultures that have contributed to New Orleans' cuisine and, after describing in detail the contributions of a few, points out that many other cultures have also contributed various ingredients to the stew. The passage does not discuss in detail other cultural characteristics (A) of the city. B and C mention ingredients without addressing the main idea that gumbo has a long history as a multicultural New Orleans dish.

9. Information included in Paragraph 3 is primarily intended to:
- A. explain other types of gumbo thickening agents.
  - B. note that gumbo thickening agents also serve as flavoring agents.
  - C. explain how to prepare gumbo thickening agents.
  - D. note that nontraditional thickening agents can be used in gumbo.

**Correct Response: A.** The purpose of the third paragraph is to describe the use of filé and roux as alternatives to okra for thickening gumbo. It mentions that filé also contributes flavor to the stew (**B**) as a detail, but not a focus, of the paragraph. The paragraph explains the use of both thickening agents but is more concerned with their cultural sources than preparation, discussing that only for roux (**C**) as a means to explaining what it is. The passage clearly states that filé was another traditional thickening agent (**D**) used when okra was not available.

10. According to information presented in the passage, there was a cause-and-effect relationship between Paul Prudhomme and:
- A. the first appearance of meat in gumbo.
  - B. the popularity of Cajun cuisine.
  - C. the use of roux as a gumbo thickener.
  - D. the heavy seasoning in Cajun cuisine.

**Correct Response: B.** As the passage states, until Paul Prudhomme incorporated ideas from Cajun cuisine into the recipes he used in his restaurant, Cajun cuisine was relatively unknown outside the communities that developed it. Meat appeared in gumbos starting in the 1840s, so Prudhomme did not introduce meat to gumbo (A), but popularized its use in the 1980s. Roux was the standard thickener by the 1950s, and Prudhomme was cooking and serving gumbo in his restaurant in the 1980s (C). The use of heavy seasonings was a characteristic of the Cajun gumbo that Prudhomme adopted (D).

11. According to the passage, gumbo requires which of the following ingredients?
- A. filé
  - B. andouille sausage and chicken
  - C. okra
  - D. chopped bell peppers, onions, and celery

**Correct Response: D.** As the passage states in paragraph 2, most cooks agree that bell peppers, onions, and celery are essential ingredients in gumbo. Gumbo typically requires a thickening agent, of which several can be used (**A** and **C**). A variety of protein sources (**B**) can be used in gumbo, including andouille sausage and chicken, but neither is required.

12. Which of the following graphic formats could best be used to present information contained in the passage?
- A. pie chart
  - B. flowchart
  - C. horizontal bar graph
  - D. time line

**Correct Response: D.** A timeline would be an effective complement to the passage because a timeline charts events as they happen across a chronological range of time, and the passage discusses the cultural ties to the history of gumbo. The passage does not contain comparisons or quantifiable developments that could be appropriately presented in a pie chart (A), flowchart (B), or horizontal bar graph (C).



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

### Sponge Cities

1 Managing water flow, supply, and quality is a major urban challenge in the twenty-first century. Much of the fresh rainwater that falls on a city goes down the drain, a lost opportunity for improving water security for the city's population. And all too often, on its way to the drain, rainwater floods streets and buildings, causing destruction and picking up pollutants that it carries into local rivers and bays. To develop systems that collect rainwater, some planners are drawing on knowledge of nature's own processes.

2 Unpaved ground serves as a sponge. Rain filters through grass, soil, and rocks and collects in underground cracks and pores known as unconfined aquifers, which can be tapped for human needs. Buildings and pavement in urban areas seal off much of the sponge. Rainwater hits these impenetrable surfaces, runs off, and often pools up. Water collection systems, built to alleviate floods, channel runoff into storm drains that carry the runoff into rivers and bays, well away from aquifers that can provide potable water to cities. Twenty-first-century urban planners are re-creating the sponge, designing systems that replicate natural absorption processes to make cities more porous so water can be soaked up and collected.

3 Urban sponges are taking many forms. A cluster of buildings at the City University of Hong Kong has rooftop gardens that soak up rainwater and provide half the toilet water used in the buildings. Permeable paving stones are another form of sponge. In Shenzhen, China, they're being used to prevent a plaza from flooding. In Los Angeles, a city with chronic water shortages and heavy flooding when it does rain, planners turned a neighborhood street into a kind of sponge by installing permeable walkways and bioswales.

The bioswales are essentially shallow ditches built adjacent to the neighborhood's street that are filled with drought-resistant plants. When it rains, water collects in the bioswales and filters down into cisterns. In an average year, this system collects enough water to provide for the needs of the families living on the street.

4 Catch basins also take many forms. An old quarry in Chicago stores storm water that used to flood the city's South Side and surrounding suburbs. Sealed to create a watertight basin and connected to storm drainage systems by a 30-foot-high tunnel, the quarry provides a reservoir that holds the runoff from major storms until it can be sent to treatment plants and processed for use. In the Sun Valley Watershed of northwest Los Angeles, about two-thirds of the ground is paved and tends to flood extensively, so the city created Sun Valley Park to alleviate flooding and retain water. Drainage systems deliver runoff to the park, where it is treated and sent to underground basins that filter it before it is recharged into the groundwater aquifer. The process occurs silently belowground while city residents enjoy the park aboveground, creating an unobtrusive water retention system that is a model of efficiency.

5 Urban planners imagine an entire "sponge city" that would capture and reuse almost every drop of rainwater that falls on it. Such a city would have bioswales in every neighborhood, rooftop gardens, roofs that are cupped to capture water rather than peaked to shed it, and acres of porous pavement to soak up rainwater instead of sending it to the sea. Quarries and parks that incorporate wetlands, filtration ponds, and underground filters and basins would hold the water until it is needed.

Transforming cities into sponges requires new approaches to urban design and major investment to build systems that accommodate

water rather than shed it. But as urban populations continue to grow, capturing rainwater becomes increasingly important.



13. Which of the following words best defines cisterns in Paragraph 3 of the passage?
- A. rivers
  - B. trenches
  - C. tanks
  - D. holes

**Correct Response: C.** A cistern is a tank that is used for storing water. Rivers and trenches (**A** and **B**) do not function as storage facilities, and while a cistern may be placed in a hole, the idea of a hole (**D**) also does not imply the facility for storage, as water would filter out from an unlined hole.

14. Which of the following statements best expresses an important idea implied but not explicitly stated in the passage?
- A. More scientific research is needed to determine the value of "sponge cities."
  - B. Efficient water collection systems will likely require the use of public funds and private donations.
  - C. Traditional water diversion systems may be harmful to the environment.
  - D. If fully implemented, "sponge cities" will likely stop the construction of new buildings in cities.

**Correct Response: C.** In the first paragraph, the author states that rainwater can pick up pollutants as it floods urban streets. The second paragraph describes the way existing water collection systems carry runoff into rivers and bays. Taken together, these paragraphs imply that traditional systems contribute to environmental harm. The author clearly suggests that urban planners recognize the value of sponge cities and no mention is made of a need for scientific research to determine their value (**A**). In the final paragraph, the author explicitly states that major investment will be needed to develop sponge cities (**B**) but no mention is made of where financing will come from. The passage makes no claim or suggestion that sponge cities will stop construction of new buildings (**D**).

15. The last sentence of the passage is most clearly designed to:
- A. encourage readers' consideration.
  - B. sound a warning for readers.
  - C. evoke readers' sympathy.
  - D. persuade readers to take action.

**Correct Response: A.** In stating that captured rainwater will be increasingly important for growing populations, the author is suggesting that readers consider the future. The statement is not a strongly worded warning (**B**), an appeal to readers' emotions (**C**), or a call to action (**D**).

16. According to information presented in the passage, a major difference between a bioswale and a quarry is that a bioswale is primarily intended to:
- A. serve recreational purposes.
  - B. store rainwater.
  - C. improve curb appeal.
  - D. filter rainwater.

**Correct Response: D.** In paragraph 3, the author describes the function of bioswales in Los Angeles as filters for rainwater. Rainwater is not stored in the bioswale itself (**B**). Though plants could result in attractive-looking bioswales, they are functional, not ornamental (**C**) and are not intended as means for recreation (**A**).

17. In which of the following statements from the passage does the author most clearly express an opinion rather than state a fact?
- A. Much of the fresh rainwater that falls on a city goes down the drain, a lost opportunity for improving water security for the city's population.
  - B. Rainwater hits these impenetrable surfaces, runs off, and often pools up.
  - C. The process occurs silently belowground while city residents enjoy the park aboveground, creating an unobtrusive water retention system that is a model of efficiency.
  - D. Transforming cities into sponges requires new approaches to urban design and major investment to build systems that accommodate water rather than shed it.

**Correct Response: C.** In describing the function of Sun Valley Park in filtering and collecting water, the author concludes by assessing the park's dual use and stating the opinion that it is a "model of efficiency," a claim that can't be simply proven as true. In the other statements, the author presents information as statements of fact and descriptions of processes (**A**, **B**, and **D**).

18. Which of the following statements best summarizes the main points of the passage?
- A. Examples of new and innovative water retention systems are appearing in urban areas all over the world.
  - B. To address the significant issue of water retention in urban areas, many planners are designing systems that absorb water rather than shed it.
  - C. The primary need for water retention systems in urban areas is that urban populations continue to grow.
  - D. A combination of design elements used to retain water in urban areas is likely to be more effective than one design element.

**Correct Response: B.** A summary generally captures the main idea and main points of a passage rather than the details that contribute to or support the main idea. The focus of the passage is on the development of new ideas and systems for managing rainwater runoff and collection in urban areas. Though the passage refers to examples of new and innovative systems (A), they are presented as examples that support the main idea. In discussing existing problems with flooding and water shortages, the author makes it clear that the need for new water retention system designs already exists (C) and is not just a problem that will result from population growth. The author's discussion of a variety of new design ideas (D) illustrates and contributes to strengthening the main idea that urban planners are developing new systems for water management.

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

### Collaborative Efforts

- 1 Since his first appearance in 1939, Batman has become one of the world's most popular and iconic superheroes. In contrast to the colorful Superman, Batman and his world are both darker and more human, his adventures owing more to noir films than science fiction. And somewhere in every Batman comic is a credits page with the words, "Batman created by Bob Kane."
- 2 Bob Kane was one of many young New York artists working for DC Comics in the 1930s. In an attempt to create a new character as popular as the recently debuted Superman, Kane drew a sketch of a superhero wearing a domino mask and a red and black costume, with bat-like wings. He showed it to a writer, Bill Finger, who suggested that the character wear the now iconic cowl and scalloped cape, as well as changing the red parts of the costume to gray. He also created Batman's origin story and gave him the secret identity of Bruce Wayne. All of his contributions are essential aspects of the character, yet Finger never received a creator's credit for Batman in his lifetime.
- 3 Part of the reason for this lies in how intellectual property has been handled in the comic book industry. For decades, artists and writers were only paid on a page-by-page basis, and it was common practice for comic book publishers to retain control of any characters created by the artists and writers working for them. Bob Kane's contract, which provided him with a creator's credit, was the exception to a rule in which hundreds of writers and artists like Bill Finger never received royalties or recognition for the characters they created or co-created. Another complication is that new writers and artists are constantly creating new stories for established characters, stories that often change important components of the characters. The version of Batman seen in today's comics and movies, for example, has far more in common with Frank Miller's more psychologically developed Batman stories of the 1980s than with any of the stories Bob Kane or Bill Finger created. How the character was created therefore becomes somewhat less important than how the character has evolved and been reinterpreted over the years. This is part of what accounts for the enduring popularity of characters like Batman—they can be adapted to appeal to each new generation. But it further reduces the incentive for publishers to give creators the credit and financial compensation many feel they deserve.
- 4 Things began to change in the 1980s, when the biggest comic book publishers, Marvel and DC, instituted a new policy that gave royalties to creators working on comics featuring company-controlled characters (like Batman) whose sales reached a certain threshold. Furthermore, DC now offers small royalty rights to writers and artists for new characters that they create. The creators of the 1990s Batman villain Bane, for example, receive royalties on toys and other merchandise featuring the character. Some believe this addresses the main concern that creators are being exploited. Others point out that these royalties only apply to creators working on the most popular comic book titles, and that creators still get no royalties when their story lines get adapted to different (and more lucrative) media like film, TV, and video games.
- 5 The challenge for comic book publishers going forward is to maintain the unique flexibility of their genre, and their ability to generate profits, while still being fair to the creators whose words and artwork bring their



characters to life. The good news is that, with so many writers and artists now taking on editorial and managerial roles, more attention is being paid to the issue. In October of 2015,

for the first time since the character's creation, the credits page of Batman's monthly comic books had a new name at the end: "Batman created by Bob Kane with Bill Finger."



19. Which of the following words is closest in meaning to the word intellectual as it is used in Paragraph 3 of the passage?
- A. smart
  - B. creative
  - C. thoughtful
  - D. innovative

**Correct Response: B.** In the context of the passage, the term "intellectual property" is used to refer to a creative product (in this case, comic book artists' and writers' creations). Although "smart" (A) and "thoughtful" (C) could be used as synonyms for "intellectual" depending on context, they are not suitable to the context of this passage. "Innovative" (D) can refer to creativity but does not convey the broader idea of a creative product.

20. Which of the following statements from the passage most directly elaborates on the author's main idea?
- A. In contrast to the colorful Superman, Batman and his world are both darker and more human, his adventures owing more to noir films than science fiction.
  - B. He showed it to a writer, Bill Finger, who suggested that the character wear the now iconic cowl and scalloped cape, as well as changing the red parts of the costume to gray.
  - C. For decades, artists and writers were only paid on a page-by-page basis, and it was common practice for comic book publishers to retain control of any characters created by the artists and writers working for them.
  - D. The good news is that, with so many writers and artists now taking on editorial and managerial roles, more attention is being paid to the issue.

**Correct Response: D.** In this passage, the author is primarily concerned with the credit and compensation provided to artists in the unique structure of the comic book industry. The correct response (**D**) elaborates on the main idea by addressing new attention paid to the issue of intellectual property in the comic book industry. The descriptions of the character Batman (**A** and **B**) provide evidence of the creative input of early artists but do not elaborate on the main idea of the passage. Past practices (**C**) help to explain the main idea but do not elaborate on it.

21. This passage was most likely written for which of the following audiences?
- A. comic book writers
  - B. history buffs
  - C. comic book publishers
  - D. general readers

**Correct Response: D.** This is an informative passage that introduces and discusses a topic that general readers are likely not familiar with. A discussion of the issue of artists' credit and compensation that was written for people involved in the industry, such as writers (**A**) and publishers (**C**), would most likely need less general background information and be more focused on details of the issues involved. The passage is more an exploration of an issue than a discussion of historical developments (**B**).

22. According to information presented in the passage, there was a cause-and-effect relationship between:
- A. changes in the comic book industry's copyright practices and the evolution of a psychologically developed Batman character.
  - B. new roles for comic book creators and increasing awareness of unfair crediting practices in the comic book industry.
  - C. the explosion in popularity of movies based on comics and the comic book industry's giving writers more creative freedom.
  - D. policies that provide royalty rights for comic book creators and the financial well-being of the comic book industry.

**Correct Response: B.** The passage notes that copyright practices began to change in the 1980s and goes on to state that more attention is being paid to the issue because writers and artists have taken on managerial roles. According to the passage, Batman was a psychologically developed character before, not after, changes in copyright practices (A). The passage does not discuss a connection between movies based on comics and writers' creative freedom (C), nor does it address the general financial health of the industry (D).

23. Which of the following facts is *least* relevant to the main idea of the passage?
- A. Bob Kane showed his draft of the Batman character to Bill Finger.
  - B. Bill Finger now receives credit for his role in the creation of Batman.
  - C. Bob Kane wanted to create a character as popular as Superman.
  - D. Bill Finger added distinctive characteristics to Batman.

**Correct Response: C.** Because the passage is concerned with the complexities involved in a system in which multiple artists contribute to the creative development of comic books and the related credit and compensation issues, the fact the Bill Kane wanted to create a popular character is not as relevant to the discussion as information related to the collaborative work of two artists (**A**), the contributions of new artists to existing characters (**D**), or the credit that Bill Finger now receives for his original creation (**B**).

24. Which of the following outlines best represents the main topics addressed in the passage?
- A. — Bill Finger's instrumental role in creating Batman
    - comic book publishers' history of not providing rights to artists
    - changes in the intellectual property practices of comic book industry
  - B. — New York during the 1930s a hotbed for many young comic book artists
    - Batman as a more psychologically complex character
    - the injustice of no royalties when creators' storylines adapted to other media
  - C. — Batman's status as one of the world's most popular superheroes
    - new artists constantly creating new stories for established characters
    - the challenge for publishers moving forward
  - D. — Bob Kane's original idea for Batman
    - the uniqueness of characters adapted to each new generation
    - Bane creators' royalties on merchandise

**Correct Response: A.** The main topics that structure this passage are the contributions of individual artists to the creation of comic book characters, the industry's history of not providing rights to credit and compensation to artists, and the changes in those practices in the recent history of the industry. The passage mentions other points, such as Batman's more complex character (**B**), changes in the representation of characters over different generations (**C** and **D**), and the granting of royalties in some instances primarily to explain and strengthen the main topics.

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

### Education in the Animal Kingdom

- 1 One significant characteristic of the human species is its interest in education and instinct to educate the young. The teacher-student relationship has traditionally seemed to require moral, behavioral, and cognitive dispositions that evolve culturally rather than genetically, and therefore education has been considered a distinctively human phenomenon. In recent decades, the growth of research in animal behavior has led scientists to consider how nonhuman animals educate their young. New studies are based on a definition of education that highlights biological functions that depend on innate physiological characteristics rather than the explicit intention to teach or follow principles. According to this definition, education involves two specific behavioral functions. First, adult animals modify their behaviors in the presence of the young, even at a cost to themselves, in order to demonstrate a beneficial behavioral trait. Second, the young gradually emulate the demonstrated behavior and thereby acquire knowledge and skills more efficiently than they would on their own. Studies show that the concept of education, defined in this manner, is not uniquely human.
- 2 A notable example of nonhuman animal education pertains to teaching and learning hunting skills. Some carnivorous species feed on a range of unwieldy prey that can be dangerous, especially to the young. In some of these species, notably meerkats, cheetahs, and seals, animal parents set a "lesson plan" for their young to gradually develop hunting skills in a relatively safe and secure environment. For instance, an elder meerkat, usually the mother, will first bring dead prey to the young. Next, she brings live prey that she kills in front of the young and allows them to eat. Then she brings live prey that the young catch and kill, perhaps with some assistance from her. Eventually the mother's assistance is limited to preventing the prey from escaping as the young become more adept at killing. In cases where the prey is too large to carry, the mother emits a call that summons the young to her. She may incapacitate the prey just enough to allow the young to kill it.
- 3 A perhaps more compelling way of making sense of the prevalence of education in nonhuman animals is that the social environments animals form trigger and facilitate the development of some behavioral patterns even though these patterns are genetically programmed. Many species of hens, for example, are genetically geared to feed on high-protein plants, and yet some mature hens have displayed distinctive feeding gestures toward high-protein plants in the presence of chicks. These gestures draw the chicks' attention to the plants, and, in this respect, serve an instructional function. The habitual inclusion of specific plants in the chicks' diet has been determined to be directly related to the frequency of maternal feeding gestures associated with those plants. In many species of mammals, notably elephants, rats, mice, monkeys, otters, and dolphins, the young are genetically inclined to pay special attention to their maternal parent, and the parent's behavior, in turn, provides a source of signals that stimulate behavioral preferences that pertain to the quality and location of specific foods, objects that should be avoided or feared, or environmental resources that promote survival skills.
- 4 In many different animal species, then, social learning, which is a key element of human education, complements processes of

genetic inheritance and development. For this reason, diverse forms of learning by instruction are a prevalent characteristic of the development of animals that live in groups. Undoubtedly, our unique intellectual capacities as human beings enable us to create highly diverse and novel forms of thinking and behavior that nonhuman animals are not capable of, and then to transmit the highly

diverse and novel forms of thinking from one generation to another. The similarity between nonhuman animals and humans is in genetic codes that promote the cultural transmission of knowledge from one generation to the next. Until recently, we have not realized the extent to which nonhuman animals and humans share this foundation of education.



25. Which of the following words is closest in meaning to the word dispositions as it is used in Paragraph 1 of the passage?
- A. beliefs
  - B. inclinations
  - C. settlements
  - D. terms

**Correct Response: B.** The word "disposition" can refer to an individual's emotional perspective, temperament, or character, or to an arrangement or positioning of something. In the context of paragraph 1, the term is used in the former sense, referring to the cognitive perspectives or inclinations of human behavior. Although "beliefs," "settlements," and "terms" (A, C, D) could be used in place of "disposition" in some instances, they do not fit the use of the word in this context.



26. Which of the following statements best expresses an important idea implied but not stated in the passage?
- A. Nonhuman animals adhere to a different set of ethical principles than humans do.
  - B. Humans are fascinated by the similarities between humans and nonhuman animals.
  - C. Nonhuman animals have reasoning skills that are not as advanced as human reasoning skills.
  - D. Humans are inclined to educate their young in ways that will ensure the young's survival.

**Correct Response: C.** In stating that research into animal education focuses on "innate physiological characteristics rather than the explicit intention to teach" and that humans' intellectual capabilities enable more diverse and novel forms of thinking and behavior, the author implies that the reasoning skills of nonhuman animals are not as advanced as those of humans. The passage discusses animal parents' education of their young in important survival skills, but does not address the role of ethical values (**A**) in the process, nor refer to a fascination among humans about similarities in the practices of animals to humans (**B**). The passage states that goals of animals' education are ensuring the young's survival, but presents the goals of human education as focused on cultural knowledge and social learning (**D**).

27. Based on the content expressed in the passage, which of the following statements best characterizes the author's point of view?
- A. More studies will show that nonhuman animals approach education the same way humans do.
  - B. Just like humans, nonhuman animals will always seek new and better ways to educate their young.
  - C. The roots of some fundamental human education principles can be seen in nonhuman animals.
  - D. Humans cannot learn much about education by observing how nonhuman animals educate their young.

**Correct Response: C.** The author states that the similarities in nonhuman animal and human approaches to educating the young are in genetic impulses, which is at the root of some aspects of human education, but does not suggest that other similarities exist (**B**) or will be found (**A**). The author makes no claim that humans can or can't learn much about education by observing nonhuman animals educating their young (**D**).

28. The author mentions genetic inheritance and cultural inheritance in the first paragraph primarily for which of the following reasons?
- A. to establish a clinical tone
  - B. to elaborate on the main idea
  - C. to provide an anecdotal detail
  - D. to illustrate a seeming contrast

**Correct Response: D.** The mention of the cultural rather than genetic development of knowledge and behaviors at the start of the passage establishes the comparison that the author uses to examine the sources of human and nonhuman animal teaching practices and helps clarify what is meant by genetic contributions to the process as they are discussed in the passage. The passage is not characterized by a clinical tone (**A**). The terms introduce the main idea, rather than elaborate on it (**B**) or offer anecdotal detail (**C**).

29. Which of the following facts from the passage best supports the author's argument in the passage?
- A. One significant characteristic of the human species is its interest in education and instinct to educate the young.
  - B. According to this definition, education involves two specific behavioral functions.
  - C. Some carnivorous species feed on a range of unwieldy prey that can be dangerous, especially to the young.
  - D. Many species of hens, for example, are genetically geared to feed on high-protein plants, and yet some mature hens have displayed distinctive feeding gestures toward high-protein plants in the presence of chicks.

**Correct Response: D.** The author's argument that nonhuman animals are genetically geared to do certain things for survival but also seem to use genetic impulses to teach offspring is clearly supported by the example of hens' behavior in encouraging chicks to feed on high-protein plants. The interest of the human species in educating the young (**A**) and the potential danger to animals from some prey (**C**) do not support the central point of the argument. The two behavior functions (**B**) through which nonhuman animal education takes place describe processes animals use, rather than the genetic disposition to provide education that triggers those processes, which is the focus of the passage.

30. Which of the following statements best summarizes Paragraph 3?
- A. Even though they are genetically prone to certain habits, many nonhuman animals learn from others.
  - B. Hens are genetically geared to a specific diet, while the young of many mammal species are genetically geared to observe their parents.
  - C. In mammals, the young exhibit a strong tendency to follow the guidance of their elders.
  - D. The parent-offspring learning relationship is as important for nonhuman animal species survival as it is for human animals.

**Correct Response:** **A.** Paragraph 3 mentions the social environments of group animals and argues that they contribute to teaching and learning in ways that may differ from genetic programming. The author suggests that it is the hens' parental instincts in the group environment, not the chicks' genetic programming, that promotes learning in the young (**B**). The fact that young birds and animals tend to follow the guidance of their elders (**C**) in part illustrates the main point of the paragraph. The paragraph does not involve a comparison with human learning and survival (**D**).

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

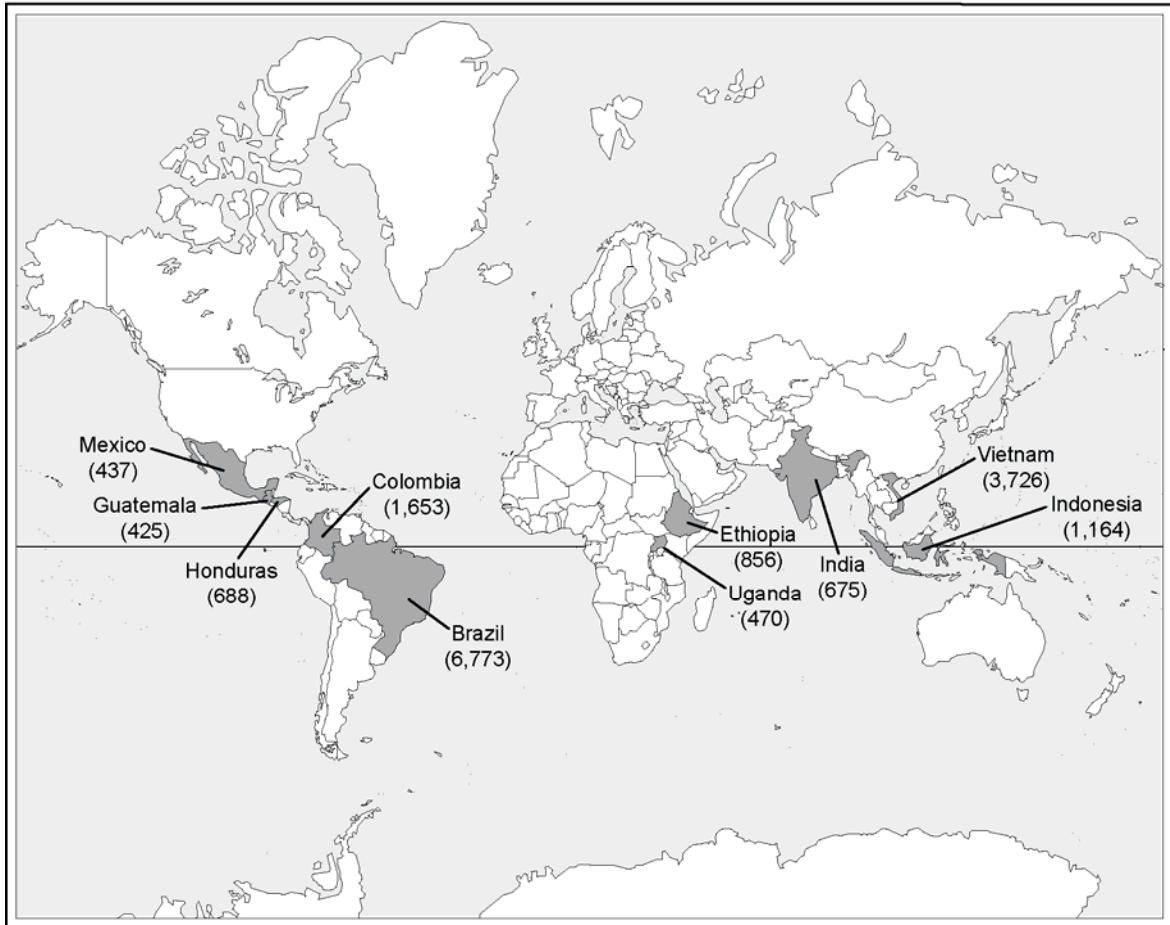
### Coffee

- 1 Coffee is virtually ubiquitous. In the United States, it is so entrenched in daily life that furniture is dedicated to it (coffee table), a type of food is named after it (coffee cake), and without it the workday would be unbearable for many people (coffee break). Coffee was not always an unquestioned fact of daily life, however. It has a long history of migration, from Africa and the Middle East to Asia, Europe, and the Americas, taking on different meanings and provoking various responses in each context along the way.
- 2 Several legends illustrate coffee's possible origins in or around Ethiopia. The most famous story, taking place as much as 1,200 years ago, tells of an Ethiopian goatherd named Kaldi who witnessed his goats become unusually energized after consuming a red berry. Kaldi tried the berry himself and experienced the same rush of vitality he had seen in his goats. Whatever the true story of coffee's beginnings, the first reliable evidence for the beverage's cultivation and consumption is from the fifteenth century, in Yemen. Muslim mystics, known as Sufis, would drink it for increased concentration and wakefulness in all-night prayer and meditation sessions. Coffee's use was not confined to religious settings for long, however, nor to the borders of Ethiopia and Yemen.
- 3 By the sixteenth century, the Middle East was full of coffee shops. Patrons enjoyed the drink's stimulating effects while engaging in intellectual and political discussions, playing chess, and listening to music. Although authorities attempted to maintain their monopoly on coffee by preventing its export, it nevertheless reached India by the seventeenth century and Europe at roughly the same time. While some in Europe derided coffee as a "devil's drink," Pope Clement VIII liked it so much that he baptized it. The first European coffeehouses opened in the mid- to late seventeenth century and served as meeting places for people to discuss the new Enlightenment ideas of the day. Coffee's economic potential was quickly recognized, and Europeans soon planted it in their colonies as a cash crop.
- 4 Today, coffee is often cited as the world's most popular drink after water. It is a staggering \$100 billion worldwide industry. Ninety percent of the coffee beans consumed annually are produced in developing countries. That fact would seem to position coffee as a vehicle for improving the economies of developing countries and perhaps improving the overall quality of living for coffee growers in those countries. Unfortunately, many hands are involved in the chain of production from the time the grower picks the green coffee bean to the time a hot cup is served in a coffee shop. Traders, roasters, distributors, and retailers all take a cut, often at the expense of the growers, who are generally paid low prices for the valuable commodity they provide. Some efforts have been made in recent decades to address this issue and establish fair trading practices, but inequities still exist in the coffee production chain. As the world increasingly industrializes and turns to coffee to fuel its workforce, the commodity will become even more valuable than it already is, but this will only help the developing countries that grow the world's coffee if they're treated fairly.
- 5 With so much coffee being consumed, the question arises: What does it really do for us? There are signs that coffee has many positive health attributes, such as protection against certain diseases, but studies on coffee's health effects are inconclusive. Perhaps its greatest

contribution to life on earth lies in its rich and varied history, from a pleasant experience for goats to a vehicle for spiritual transcendence, a lubricant for intellectual discourse, a target of scorn as the "devil's drink," and finally its

status as one of the most lucrative trade goods of all time. And perhaps that rich history is explained by the simple fact that most people who try it enjoy its stimulating effect, pleasant aroma, and taste.

**Top 10 Coffee-Producing Countries and Quantity Produced, 2014–2015**  
(in millions of pounds)



31. Which of the following words is closest in meaning to the word lubricant as it is used in Paragraph 5 of the passage?
- A. protector
  - B. vessel
  - C. guide
  - D. prompt

**Correct Response: D.** In referring to coffee as a "lubricant for intellectual discourse," which refers back to coffeehouses described in paragraph 3 as "meeting places for people to discuss the new Enlightenment ideas of the day," the passage suggests that drinking coffee encourages or prompts the intellectual exchange of ideas. The term "guide" (C) would suggest a particular direction in the course of a conversation, which is not the meaning intended here. "Protector" (A) can be synonymous with "lubricant," but not in this context, and "vessel" (B) has an entirely different meaning.



32. Which of the following statements from Paragraph 4 best expresses the main idea of the passage?
- A. It is a staggering \$100 billion worldwide industry.
  - B. Ninety percent of the coffee beans consumed annually are produced in developing countries.
  - C. That fact would seem to position coffee as a vehicle for improving the economies of developing countries and perhaps improving the overall quality of living for coffee growers in those countries.
  - D. Unfortunately, many hands are involved in the chain of production from the time the grower picks the green coffee bean to the time a hot cup is served in a coffee shop.

**Correct Response: D.** The paragraph discusses the economics of coffee production in the countries in which it is grown and establishes the main idea that too many layers of the production process has led to unfair trade practices, an idea that is best expressed in the correct response. The global value of the industry (**A**) and the quantity produced in developing countries (**B**) are facts that provide context for the discussion in the paragraph. Speculation about the significance of the role of coffee production in improving the economies of developing countries (**C**) sets up the transition to the main idea rather than express the main idea.

33. The author's main purpose in this passage is to:
- A. imply that drinking coffee can lead to better health.
  - B. discuss the history and relevance of coffee.
  - C. draw attention to negative impacts of globalization.
  - D. predict the future economic value of coffee.

**Correct Response: B.** The passage explains the rich and varied history of coffee that includes discussion of significant uses of the drink over time and its importance in global and local economies. Discussion of the potential health benefits (**A**) is a detail and not the main purpose of the passage. Globalization (**C**) is not widely or even specifically discussed in the passage, and the future economic value of coffee (**D**) is not discussed.

34. Which of the following lists accurately arranges events and details in the order in which they occurred historically?
- A.
    1. the fabled experience of the goatherd Kaldi
    2. the baptizing of coffee by Pope Clement VIII
    3. the arrival of coffee in Europe
  - B.
    1. the cultivation and consumption of coffee in Yemen
    2. the arrival of coffee in India
    3. the effort to create fair pricing
  - C.
    1. the fabled experience of the goatherd Kaldi
    2. the arrival of coffee in European colonies
    3. the opening of European coffeehouses
  - D.
    1. the cultivation and consumption of coffee in Yemen
    2. the effort to create fair pricing
    3. the arrival of coffee in India

**Correct Response: B.** According to the passage, the first reliable information about coffee use comes from Yemen. By the seventeenth century it had arrived in India and Europe, and after it had developed widespread popularity, issues related to fair trade developed. Pope Clement baptized coffee only after it became available in Europe (A). After coffee became popular in European coffeehouses, Europeans spread its popularity to their colonies (C). Questions of fair pricing did not arise until after coffee had gained a widespread global market (D).

35. Which of the following statements from the passage is an expression of opinion rather than a statement of fact?
- A. It has a long history of migration, from Africa and the Middle East to Asia, Europe, and the Americas, taking on different meanings and provoking various responses in each context along the way.
  - B. Patrons enjoyed the drink's stimulating effects while engaging in intellectual and political discussions, playing chess, and listening to music.
  - C. As the world increasingly industrializes and turns to coffee to fuel its workforce, the commodity will become even more valuable than it already is, but this will only help the developing countries that grow the world's coffee if they're treated fairly.
  - D. And perhaps that rich history is explained by the simple fact that most people who try it enjoy its stimulating effect, pleasant aroma, and taste.

**Correct Response:** C. Because the future is an unknown, not a fact, the mention of the future of coffee pricing is an expression of the author's opinion about what may happen. The uses and significance of the drink in different situations (A and B) are facts related to the history of coffee. The reasons offered for coffee's rich history summarize many of the facts presented earlier in the passage about coffee's uses (D).

36. Information presented in the map supports the conclusion that the amount of coffee a country can produce depends primarily on which of the following factors?
- A. proximity to trade routes
  - B. population
  - C. proximity to Ethiopia
  - D. climate

**Correct Response: D.** A study of the map reveals that global coffee-growing regions are all located in subtropical and tropical zones near the equator. The map does not offer information about trade routes (**A**) or population (**B**). Most coffee-growing regions and countries are at a considerable distance from Ethiopia (**C**).

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

### What Becomes of Trash?

- 1 In 2013 Americans produced an astonishing 254 million tons of municipal solid waste (MSW), also known as trash or garbage. Clearly, this huge quantity of trash does not simply disappear after we leave it on the curb. How is it disposed? In the United States, there are three primary disposal methods: containment in landfills, heat-based techniques like incineration, and recycling. Facilities specializing in each of these techniques do the dirty work behind the scenes to take care of our garbage.
- 2 Landfills, the most prevalent method of waste disposal, are large holes in the ground located in wide, open spaces. In order to protect the contained waste from the surrounding environment, a ceramic or plastic liner covers the landfill's bottom and sides. Trucks unload their waste into the landfill, and then bulldozers and compactor machines spread and pack it, distributing it evenly and minimizing its volume. Before trucks leave the site, their wheels are washed so as to avoid spreading waste residue beyond the landfill area. The landfill is covered overnight with soil and other biodegradable matter, foam, or blankets, protecting the waste from animals and the elements. Once the landfill is filled to capacity, it is covered with a plastic cap and then a layer of soil planted with shallow-rooted plants like grass and kudzu. Groundwater-monitoring stations then record the presence of pollutants around the landfill's perimeter. The groundwater is monitored for a minimum of 30 years after the landfill is closed.
- 3 Incineration and related methods rely on heat to reduce the mass and volume of trash. Because they often produce useful resources in the process, like fuel and electricity, they are termed waste-to-energy techniques. In a typical incinerator, waste is first sorted upon arrival and possibly shredded, to ensure even burning. The waste then enters the primary combustion chamber, a rotary kiln, which turns to distribute the heat, with temperatures ranging from 1,470 to 2,900 degrees Fahrenheit. While ash settles at the bottom of the kiln, the resulting heavy gases enter an afterburner, the secondary combustion chamber. There they are refined into lighter, more useful gases, like carbon dioxide. Gas may also be burned in order to boil water, which powers steam generators, in turn producing electricity and heat for many purposes.
- 4 The third major form of waste disposal, recycling, operates by turning a used material into something usable again. The type of material—whether paper, glass, steel, plastics, aluminum cans, electronics, rubber tires, or organic waste—determines the recycling process employed. For example, paper arrives at a recycling facility and is subsequently sorted by weight, use, and color. Hot chemicals and water turn the paper into pulp and then magnets, gravity, and filters remove excess materials, such as staples and glue. The pulp is then sprayed onto a flat surface and rolled over to form long, wide sheets. The sheets are pressed and dried, and then cut to size for sale. While the processes used to recycle other materials, such as metals and plastics, differ widely, the basic principle of recycling—transforming a used material into something usable—remains the same for all materials.
- 5 Governing all methods of waste disposal are considerations such as cost, feasibility, pollution, and resource consumption. While the present methods will surely continue to develop, it is also likely that entirely new

forms of disposal will supplement—or even replace—them in the future, as disposal methods struggle to keep up with the world's

ever-expanding volume of waste. Someday, there may not be any more land to fill.



37. Which of the following words is the best **synonym** for the word governing as it is used in Paragraph 5 of the passage?
- A. summoning
  - B. ordering
  - C. claiming
  - D. influencing

**Correct Response: D.** As it is used in the passage, "governing" refers to the fact that various factors influence what type of waste disposal methods are used. "Summoning" (**A**), which means to call for, "ordering" (**B**), meaning to command something or organize something, and "claiming" (**C**), meaning to state or assert, are not synonymous with "governing" in this context.

38. Which of the following statements best expresses an important idea implied but not explicitly stated in the passage?
- A. Recycling and incineration are preferable to landfills because they turn something used into something usable.
  - B. The growing world population may outpace the ability to dispose of trash in an ecologically responsible manner.
  - C. Existing methods of waste disposal are likely to be altered as needed but will remain the best methods.
  - D. The United States' production of trash exemplifies one of the drawbacks of its consumer-driven society.

**Correct Response: A.** Although the passage describes the production of secondary products through incineration and recycling, it does not make an explicit judgement of the value of those results but rather implies the value by describing potential uses of them. The passage clearly states that future waste volume may pose a challenge to current waste disposal practices (**B**) but does not consider the ecological impacts of the different processes or imply that existing methods will be the best methods (**C**). The passage does not comment on the United States' consumer-driven culture (**D**).



39. This passage was most likely written for an audience of:
- A. waste disposal professionals.
  - B. government experts on waste disposal.
  - C. waste disposal industry lobbyists.
  - D. people interested in waste disposal.

**Correct Response: D.** With its factual explanation of approaches to waste disposal, the passage is clearly written for general readers who are unfamiliar with the scope of the subject. The passage contains primarily basic information that would likely be already familiar to industry professionals (A). A piece written for government leaders (B) or lobbyists (C) would more likely be written to educate or persuade decision makers about issues in the industry.

40. Information presented in the passage best supports which of the following conclusions?
- A. Unlike incineration and recycling, landfills do not have useful by-products.
  - B. Developing countries do not produce as much trash as developed countries.
  - C. Cost is the biggest determiner of the type of waste disposal method cities and towns use.
  - D. Incineration is the most technologically complex of the waste disposal methods.

**Correct Response: A.** The passage clearly states that waste materials brought to a landfill are buried and does not mention useful by-products as it does with respect to recycling and incineration. The passage makes no reference to differences in levels of waste production among different countries (**B**), which factors influencing choice of disposal methods are actually chosen in any given circumstance (**C**), or whether one method of disposal is more technologically complex than another (**D**).

41. The author's view that the waste disposal industry will experience ever-increasing challenges in the future is based on primarily which of the following assumptions?
- A. Political will for green solutions to waste disposal problems is inert.
  - B. Waste disposal is a relatively low priority for some local governments.
  - C. Overpopulation is making waste disposal increasingly unsustainable.
  - D. Technological innovators are not attracted to waste disposal problem solving.

**Correct Response: C.** The author's conclusion that the volume of waste produced in the world is constantly expanding implies that population size is directly related to global waste volume and reflects the assumption that overpopulation is making waste disposal increasingly unsustainable. The author does not incorporate political concerns into the discussion (**A** and **B**) or consider any factors that contribute to the development of waste-handling technologies (**D**).

42. Which of the following graphic formats would best present information about each of the waste disposal methods described in the passage?
- A. circle graph
  - B. flowchart
  - C. bar graph
  - D. pie chart

**Correct Response: B.** A flowchart is a visual representation of a process chain. A flowchart could be used to visually present the various steps involved in each method of waste disposal and the connections among them. The different processes are not comparable in a quantitative sense, at least as described in the passage, so a circle graph (A), bar graph (C), or pie chart (D) would not be useful.