

**READING AND COMPOSING SKILLS**  
**POST-TEST A**  
**ANSWER RATIONALES**

**1. Correct Response: C**

**Skill Tested:** UNDERSTANDING DIRECT STATEMENTS

This question asks you to *understand direct statements* about César Chávez’s efforts on behalf of migrant workers. The third sentence says that Chávez “began a movement to unionize California grape pickers” (A). The next-to-last sentence says that “adopting a nonviolent strategy” (D), he organized “sit-ins and protest demonstrations” (B). Although he also “organized a nationwide boycott of table grapes,” the passage never says that he trained “national Hispanic leaders” (C). In fact, Chávez’s work is presented as an example of “regional [rather than “national”] efforts.” Because the question asks you which strategy is not mentioned, (C) is the correct answer.

**2. Correct Response: B**

**Skill Tested:** UNDERSTANDING DIRECT STATEMENTS

This question asks you to *understand a direct statement* about why the efforts discussed in the passage “were mainly regional.” (B), the best choice, restates the reason given in the second sentence: different Hispanic groups “generally lived in different parts of the country.” It is true that “César Chávez worked throughout the southwestern United States” (A), but this is an *example* of regional efforts, not a *cause*. The passage does not state or support the idea that “it was difficult to gain nationwide attention” (C): Chávez did organize “a nationwide boycott of table grapes.” Although migrant agricultural workers were not unionized before Chávez, it does not logically follow that “Hispanic people in industrial urban areas were already unionized” (D).

**3. Correct Response: C**

**Skill Tested:** REASONING FROM THE TEXT

This question asks you to *reason from the text* in concluding why Americans use zippers. The next-to-last sentence says that the zipper’s popularity reflects “society’s desire for ease and speed.” Other details indicate that we value zippers because they “[hurry] us along” in various ways. It is reasonable to think, then, that Americans use zippers because “speed and efficiency are hallmarks of the American way of life.” (C). The passage says that the zipper was invented in the United States, but it does not suggest that Americans use zippers primarily for this reason. It may be true that Americans pay a lot of attention to clothing (B), but the passage never says so or offers this as an explanation for the zipper’s popularity. (D) is untrue, as the counterexample of buttons proves. (A *counterexample* is an example that helps to disprove or qualify a statement.)

**4. Correct Response: D**  
**Skill Tested: RECOGNIZING PURPOSE AND STRATEGY**

This question asks you to *recognize the author's purpose and strategy* in creating a certain tone. A tone in writing, like a tone of voice in speaking, expresses the author's attitude toward the subject and often the audience. Here, from the beginning of the passage, the author attempts to be informal, funny, and entertaining—often by using phrases that can be understood in different ways. For example, “they never will let us down” can mean “they will never disappoint or embarrass us” and “they will never come unzipped.” Being “let down” by a zipper that is down can be comical—at least if it happens to someone else. (D), then, is the best answer. Although the author does go on after sentence two to cite historical events (A), the tone is not serious and formal. The remark that zippers “will never let us down” suggests that “potential mishaps” (B) won't occur, and in any case the statement is hardly “cautionary”—a serious warning. Far from being “neutral and objective” (C), the author expresses great appreciation for zippers.

**5. Correct Response: C**  
**Skill Tested: REASONING FROM THE TEXT**

This question asks you to *reason from the text* in seeing which figurative expression is most like “we trust our zippers with our modesty and our money.” This statement achieves a humorous tone in part because the verb “trust” applies at once to two very different sorts of things, one intangible and the other tangible: “modesty” and “money.” The same pattern applies in (C), the best choice: “took” applies to both “my advice” and “my car keys.” The other choices do not use verbs this way, although they are figures of language and not meant to be taken literally: laughter does not run (A); the person in question is not actually a knife, be it sharp or dull (B); and if you “literally died” (C) you would not be telling us so.

**6. Correct Response: A**  
**Skill Tested: IDENTIFYING IMPORTANT IDEAS**

This question asks you to identify the main point the passage makes about zippers. Sentence one says that we trust zippers “every day,” and sentence two notes that we have been doing so “for over 100 years.” During that time, “the zipper has grown to such popularity that it is now part of the fabric of our lives,” as the author says with double meaning in the next-to-last sentence. Finally, the last sentence lists a number of familiar and daily uses for the zipper. The whole passage, then, develops the idea that zippers have become “a common and ordinary part of our existence” (A). The passage distinguishes between the “primitive zipper” of 1893 and the zipper patented in 1917, but it does not describe how zippers have become “more and more simplified” over time (B). The passage says that “we trust zippers with...our money,” but not that zippers are “the safest way to protect valuables” (C)—better than a locked drawer or safe, for instance. Similarly, the passage suggests that zippers are a quick, easy, and convenient way to hold cloth together, but not that they are the “strongest” way (D).

**7. Correct Response: C**  
**Skill Tested: REASONING FROM THE TEXT**

This question asks you to *reason from the text* by recognizing something that the passage suggests but does not state directly. The passage discusses the problems inherent in obtaining accurate records of the world’s population before the eighteenth century: figures from historians conflict and are based on limited data. Moreover, “statisticians working from the same data can draw varying conclusions.” Therefore, (C), which states that “a given set of figures can yield different statistical conclusions,” is the best answer. The passage offers no evidence that statisticians are actively trying to disprove (or to prove) the population estimates of historians, so (A) is incorrect. We can presume that statisticians *do* have confidence in their own conclusions, even if they differ from the conclusions drawn by other statisticians, so (B) is not an appropriate answer. (D) is outside of the scope of the passage, which only discusses population estimates before the eighteenth century, not population estimates today.

**8. Correct Response: B**  
**Skill Tested: REASONING FROM THE TEXT**

This question asks you to *reason from the text* by recognizing something that the passage suggests but does not state directly. The passage says that the population estimates provided to us by historians are “uncertain, frequently conflicting, and based on limited data.” It is reasonable to conclude that the problem would be less acute if the data were less limited; (B), therefore, is the correct response. (A) is incorrect: nowhere does the passage suggest that the currency rather than the amount of data is the problem. Although (C) might initially appear plausible, the passage offers no real suggestion that historians were not cooperating with statisticians—only that statisticians often drew different conclusions from the same data. (D) is illogical: if the historians believed that their work was not worthwhile, they probably would not have made the effort.

**9. Correct Response: C**  
**Skill Tested: IDENTIFYING IMPORTANT IDEAS**

This question asks you to *identify an important idea* in the passage. The passage discusses some of the problems in obtaining reliable records of the world’s population prior to the eighteenth century, concluding that “we may never have precise and widely accepted population estimates for earlier times.” (C), which states that the world’s past population has not yet been determined, is therefore the correct response. (A), which states that statisticians and historians disagree about the best methods of obtaining population estimates, is never implied in the passage. Although the passage states that statisticians working from the same data can draw different conclusions, it never asserts that researchers in different fields—for example, history and statistics—use different research methods (B). Because we can’t know for certain what the world population was before the eighteenth century, we can’t say whether it “was smaller than previously believed” (D).

**10. Correct Response: B**

**Skill Tested:** RECOGNIZING PURPOSE AND STRATEGY

This question asks you to determine the author’s *purpose* in describing the behavior of a “small child.” The author begins the passage by stating that exclamation marks “are annoying.” These annoying exclamation marks, according to the passage, are “like being forced to watch” an especially irritating and demanding small child relentlessly attempting to gain the attention of others. The author uses the analogy of the small child’s behavior to make it clear just how annoying exclamation marks can be. (B), which states that the description is used to “highlight the idea that exclamation marks are unpleasant and distracting,” is therefore the correct answer. Nothing in the passage implies that small children enjoy using exclamation marks, and so (A) is not the correct answer. Since the small child’s behavior is described quite negatively, in no way could the author be seen as recommending that behavior as an effective strategy (C). (D) is wrong because the *purpose* of the description is to explain the author’s feeling about exclamation marks, not small children.

**11. Correct Response: C**

**Skill Tested:** IDENTIFYING IMPORTANT IDEAS

This question asks you to understand the author’s attitude toward exclamation marks. The author initially claims that exclamation marks are “annoying,” likening them to a small, obnoxious child clamoring for attention. The passage concludes by arguing that sentences with something truly important to say do not need exclamation marks to point it out to readers. (C), which contends that exclamation marks are “bothersome and unnecessary,” is therefore the correct answer choice. The passage argues against using exclamation marks, not for using them “consistently” (A). If author viewed exclamation marks as “optional” (B), he or she would have to see them as neutral—not negative. (D) is incorrect because the passage does not imply in any way that exclamation marks can be an aid to readers.

**12. Correct Response: D**

**Skill Tested:** RECOGNIZING PURPOSE AND STRATEGY

This question asks you to recognize the *purpose* of the last sentence of the passage: “If a sentence has something of importance to say, something quite remarkable, it doesn’t need an exclamation mark to point it out.” In other words, good writing should stand alone by the force of its content, without embellishments by punctuation or other forms of emphasis. (D), which states that “significance is best conveyed through content,” is therefore the correct response. The last sentence offers an alternative way to convey meaning in writing rather than an explanation of why some writers overuse exclamation marks; therefore (A) is incorrect. The passage never emphasizes the importance of having something remarkable to say; it merely points out that if you do have something remarkable to say, you don’t need exclamation marks. Since the entire passage is a criticism of the exclamation mark, the author would not wish to point out the exclamation mark’s “remarkable function”; therefore (C) is also incorrect.

**13. Correct Response: C**

**Skill Tested:** FINDING MEANING IN CONTEXT

This sentence indicates that there is a “difference” between a severe sprain and a broken bone. It also implies that x-rays enable an orthopedic surgeon to recognize the difference and treat each problem appropriately. Since medical x-rays are primarily used to recognize, or “detect,” problems in the skeletal system, “detected” (C) is the correct answer. (A) and (B) do not make sense with the sentence subject, “difference”: you can treat or cure a sprain or a broken bone, but you cannot treat or cure the “difference” between them. Since an orthopedic surgeon can “describe” either problem without an x-ray—that is, say what the problems are and how they are different— (D) is also incorrect.

**14. Correct Response: D**

**Skill Tested:** FINDING MEANING IN CONTEXT

Because Sojourner Truth was “herself a freed slave,” it stands to reason that she argued for women’s rights and emancipation, the freeing of enslaved people. Since an “advocate” is someone who speaks in favor of a cause, (D) is the best word to substitute for gliff. The Latin root *voc* in “advocate” suggests someone who is *vocal* on an issue. A “mentor” (A) is a guide or teacher; Sojourner Truth may have been a mentor to others in the struggle for women’s rights and emancipation, but she was not a “mentor of” the causes themselves. Substituting “protester” (B) produces an unidiomatic statement: you can say that someone protests for or against a cause, but not of a cause. In (C), “presents” is vague: it does not express Sojourner Truth’s attitude toward the causes.

**15. Correct Response: D**

**Skill Tested:** FINDING MEANING IN CONTEXT

“Because” tells you that the word to substitute for gliff must give the reason why Bob and Charlotte will never be “content,” or satisfied with things the way they are. (D) is the best choice, since someone who is ambitious is *not* content with things as they are but instead strives to be or achieve more. (A) is incorrect, since someone who is “competent”—good at what he or she does—can also be content. Similarly in (B) and (D), someone can be “relaxed” or “unassuming” (modest) and still be content. Therefore (A), (B), and (C) are not reasons why Bob and Charlotte “will never be content.”

**16. Correct Response: B**

**Skill Tested:** FINDING MEANING IN CONTEXT

The phrase “draw us out of our self-centeredness and into gliff” indicates that the word to substitute for gliff must mean the opposite of “self-centeredness.” Since to have “concern” for something means to care about it, even to worry about it, (B) is the best answer: someone who cares about “the common good,” or the welfare of everyone, is not self-centered. The other options do not mean the opposite of self-centered: “conflict” (A) refers to fighting or disagreement (more likely to happen when people *are* self-centered), “nostalgia” (C) means longing for the past, and “speculation” (D) suggests abstract thought rather than action on behalf of the common good.

**17. Correct Response: C**  
**Skill Tested: DEVELOPMENT AND SUPPORT**

The first sentence says that, until recently, information about women artists was often unavailable. The second states that older editions of a popular art history textbook mention no female artists at all. Since textbooks are a primary source of information about artists, the second sentence “provides an example” of the scarcity of information about women artists; hence (C) is the correct answer. The second sentence is stated as fact rather than opinion, making (A) incorrect; an opinion would present the author’s feelings about the situation described in the first sentence. The second sentence does not attempt to generalize from the older editions to make a broader, less time-specific statement, and so (B) is also incorrect. Actually, sentence one makes a generalization based on sentence two. Since the second sentence supports rather than contradicts the information provided by the first sentence, (D) is incorrect as well.

**18. Correct Response: A**  
**Skill Tested: REASONING FROM THE TEXT**

“Hard times” in sentence one and “Economic hardship” in sentence two mean the same thing—not having enough money. The first sentence says this situation “brings out the best in people,” whereas the second sentence says it makes them “selfish and suspicious.” Since these are not the best of traits, the second sentence counters the first with an opposing or “contrasting” opinion. Hence (A) is the best answer. If the second sentence were offering an explanation (B), giving an example (C), or stating a consequence (D), it would be accepting the first sentence as true, not stating the opposite.

**19. Correct Response: D**  
**Skill Tested: REASONING FROM THE TEXT**

The first sentence lists various dangers and hardships faced by medieval peasants, all of which made them more vulnerable to disease. The second sentence “states a consequence” by noting the unfortunate result: hence (D) is the best answer. (A) is incorrect: presenting an “exception” would mean discussing peasants who, despite the general rule, lived long and prospered. (B) is closer but still wrong because it does not discuss actual peasants who suffered the problems listed in sentence one. (C) is faulty because the second sentence does not make a prediction about what will happen; it describes what did happen.

**20. Correct Response: D**  
**Skill Tested: REASONING FROM THE TEXT**

The first sentence reports how many hours a day children spend watching television. By giving the figure for adults, the second sentence allows us to see who watches more; that is, it “provides a comparison” of the viewing habits of the two age groups, making (D) the right answer. The second sentence does not draw a conclusion (A), as it would if it reasoned from the first that children therefore spend at least six hours a day indoors with little exercise. It does not give supporting evidence (B) or present a contradiction (C) because it does not help to prove or disprove the statement about children’s television habits: it speaks only of adults.

**21. Correct Response: B**

**Skill Tested:** SENTENCE CONTROL AND CLARITY

The original sentence here is grammatically correct but less concise than it could be. Because it is obvious that the leopard is an animal, the first part of the sentence can be rewritten more economically to say “The powerful American leopard...” In the wordier original, the pronoun “that” refers to “leopard,” saying in effect that “the leopard wandered as far north [as the Carolinas....]” (B), the best choice, allows you to complete a sentence that also says the “leopard wandered....” (A) will not let you to say where the leopard wandered because it is already “in the Carolinas.” (C) will produce a sentence fragment: “The powerful American leopard that in the days [before the European settlers wandered as far north as the Carolinas.]” (D) will create a misplaced modifier that makes it unclear at first who is wandering: “The powerful American leopard before the European settlers [wandered....]”

**22. Correct Response: B**

**Skill Tested:** GRAMMAR, USAGE, AND IDIOM

A *clause* is a construction with a noun as subject and a verb that is conjugated to agree with it. The original sentence consists of two clauses: the main, “independent” clause, which can stand alone as a sentence (“Eddie failed his driver’s test yesterday.”), and a dependent clause, which is introduced by a *subordinating conjunction* and so cannot stand alone (*because* he forgot the hand signal for a right turn). Note that without *because*, this clause would be independent: “He forgot the hand signal for a right turn.” Sometimes you can phrase an idea more concisely by turning a dependent clause into a *phrase*, a construction without a subject noun and conjugated verb. Here the rewrite begins a phrase with the preposition “By...,” which requires a *participial* verb form ending in “*-ing*.” The resulting phrase should convey the same information as the dependent clause—that is, it should explain why Eddie failed his driving test. (B), the best answer, does so: “by forgetting” means the same as “because he forgot.” (A) illogically reverses the main action and the explanation: “By failing his [driver’s test yesterday, Eddie forgot the hand signal....]” (C) and (D) will produce awkward and wordy statements that distort the meaning of the original.

**23. Correct Response: D**

**Skill Tested:** SENTENCE CONTROL AND CLARITY

Saying “There may not be as much fact as fable” is a wordy and roundabout way of saying “There may be more fable than fact.” Also, as in question 48, a sentence beginning with “There” could be made more exact and concise by starting with a noun (for example, “story”) as the subject. Putting these two improved, more economical parts of the sentence together gives us: “The story of Cleopatra may be more fable than [fact].” Hence (D), which allows you to complete this construction, is best. In (A), “in” is unnecessary and imprecise: the story may *be* a fable, but it is not *in* a fable. (B) produces an illogical statement: “The story of Cleopatra may be less factual than that of [a fable].” (C) produces a very awkward sentence that is not properly punctuated: “The story of Cleopatra may be rather than factual [a fable].” At the very least, commas are required to set off “rather than factual.” Still, the word order is clumsy, and the adjective “factual” is not parallel with the noun “fable.”

**24. Correct Response: A**

**Skill Tested:** SENTENCE CONTROL AND CLARITY

The rewritten sentence replaces the initial modifier (“Realizing that Central High’s injured athletes quickly returned to action”) by beginning with “Coaches at other schools,” the subject of the original sentence. There the initial modifier clarified the circumstances that caused the coaches at the other schools to take a particular action: that is, when those coaches realized that the injured athletes at Central High healed quickly, they decided to send their own athletes to Dr. Harrison (presumably the physician in charge of the athletes at Central High). (A), which describes those circumstances in a subordinate clause (“when they realized...”), is the best answer. (B) does not use a subordinate clause to link the circumstances clearly to the idea of the main clause: it doesn’t say *who* made the realization *when*. The coordinating conjunction “and” in (C) provides a weaker link between ideas than the subordinating conjunction “when”: it merely says that two things happened, without showing the timing or the causal relationship between them. (D) does not provide an antecedent for “their” in “realizing their quick return”; that is, we do not know that “their” refers to Central High’s injured athletes.

**25. Correct Response: A**

**Skill Tested:** SENTENCE CONTROL AND CLARITY

The rewritten sentence reverses the order in which the information is presented in the original sentence by beginning with a prepositional phrase (“between” is a preposition) that needs a subject to modify. This particular prepositional phrase logically modifies the children who develop the ability to shed tears. (A), the best answer, provides the noun that is modified by the phrase and that also serves as the subject of the clause that follows (“children [develop the ability to shed tears]”). (B) is incorrect because “when” is unnecessary after “sometime”; also, it creates a subordinate clause where an independent clause is needed. The phrase “when crying” in (C) distorts the meaning of the original sentence, since it implies that something happens between the second twelfth weeks after birth while children are in the process of crying. (D) would produce a very awkward and wordy construction: “to be able [to shed tears is what children become able to do]”).

**26. Correct Response: B**

**Skill Tested:** GRAMMAR, USAGE, AND IDIOM

The original contains no verb that works with the subject “increase” to make a complete sentence: “The increase...making it necessary to build a new hospital” is a fragment. (B), the best choice, substitutes the verb “made” for the present participle “making” and thereby produces a complete sentence: “The increase...made it necessary to build a new hospital.” (C) is wrong because “and” properly joins similar parts of speech (for example, *noun and noun*, *verb and verb*); it should not join a noun to a verb: “The increase...and made it necessary to build a new hospital.” (D), like (A), offers a present participle (“necessitating”) where a main verb is needed.

**27. Correct Response: B**

**Skill Tested:** GRAMMAR, USAGE, AND IDIOM

An *idiom* is a pattern of language usage that cannot be explained by a general rule of grammar—it just *is*. In English, it is “idiomatic” to say “interested in acquiring” rather than “interested to acquire.” Hence (B), the best answer, is idiomatic and (A) is not; “for” is also more idiomatic here than “toward.” If the original sentence had used “eager” in place of “interested,” then just the opposite would be the case—“to acquire” would be idiomatic and “in acquiring” would not; if it had used “committed,” then “to acquiring” would be idiomatic; if it had used “intent,” then “on acquiring” would be idiomatic. Nobody can really explain why these different idioms developed as they did. They just did. Idioms have to be “acquired” one by one, not learned from a general rule. (C) and (D), like (A), are less idiomatic and precise than (D).

**28. Correct Response: A**

**Skill Tested:** SENTENCE CONTROL AND CLARITY

Here the original phrasing represented by (A) is best: the coordinating conjunction “but” links the two clauses in a way that suggests an opposition or contrast between what “many people think” and what really “is.” (B) is wordy and awkward, and the semicolon is used incorrectly; a semicolon should link independent clauses, and the last part of this sentence lacks the necessary verb. (C) also lacks the ingredients needed to make a clause: saying “but it is located...” would be grammatical but wordier than (A). In (D), “instead of which” is less concise and precise than “but.”

**29. Correct Response: B**

**Skill Tested:** GRAMMAR, USAGE, AND IDIOM

(B) is correct because it expresses the meaning of the sentence directly and economically. (A) is incorrect because it has two competing subjects for the main clause: “A word” and “the word processor. Additionally, “and occurs” is not necessary to convey the meaning of the sentence. (C) contains a dangling modifier: since the phrase “In misspelling a word...” modifies “the word processor,” it conveys the erroneous sense that the word processor has done the misspelling. (D) is also incorrect because it creates illogical modification: the phrase “the same way throughout at text” should modify the immediately preceding word—that is, it should describe “misspelled,” as in (B), not “word.”

**30. Correct Response: B**

**Skill Tested:** GRAMMAR, USAGE, AND IDIOM

(B) is the best response because it uses correct verb tenses and clearly conveys the timeline of military fortifications in the San Francisco Bay Area. (A) is incorrect because the verb tenses are not parallel (i.e., they do not have the same grammatical form): beginning in 1794 needs to be paired with continuing rather than continues. Also, the construction “beginning...to” is not idiomatic; “from...to” in (B) is correct. (C) does not give a sense of the flow of time as beginning at a particular point and continuing at another; “when” does not refer to any specific event mentioned in the preceding clause, and the weak passive construction (“silos were built”) is not parallel with the active construction (“the Spanish built”). Although (D) conveys the general meaning of the sentence, it expresses that meaning awkwardly and imprecisely: it’s not immediately clear whether “which” refers to “history” or “fortifications,” and “started...to” is not idiomatic.

**31. Correct Response: C**  
**Skill Tested: IDENTIFYING IMPORTANT IDEAS**

The topic sentence here must reflect the idea that the people being described do not keep much of their own, probably because they move around a lot (sentence two) and have no permanent homes (sentence three). (C) is the best overall statement of these ideas: because the Australian Aborigines are “nomadic,” moving from place to place with no fixed home, they can bring very little along with them. The passage does not speak of the Aborigines’ “social responsibilities” (A); their history, myths, and legends (B); or when they came to Australia (D).

**32. Correct Response: A**  
**Skill Tested: IDENTIFYING IMPORTANT IDEAS**

Sentence two describes Elvis Presley’s popular success in “his early years”; sentences three and four say that despite changing times, Elvis remained a popular success in his “later years.” The topic sentence, then, should speak of Elvis’s popularity over the course of his entire career, as (A) does. (B) raises an issue, the reaction to Elvis’s death, that the other sentences don’t develop. (C) tends to contradict sentences three and four. (D) is true but not as good a topic sentence as (A) here because it does not introduce the subject of stages in Elvis’s career.

**33. Correct Response: A**  
**Skill Tested: ORGANIZATION AND COHERENCE**

This question asks you to find the sentence that connects the two halves of the passage *logically and coherently*. The first sentence introduces the topic of the passage by stating that video games create a world in which success is clearly defined. The final sentence tells us that some group of people can escape from the real world into a place where their actions always allow them to succeed. The passage’s middle sentence, then, should tell us how the world of video games described in the first sentence connects to the group discussed in the final sentence. (A) is the best choice because it asserts that players (the “they” referred to in the third sentence) can control the world of video games discussed in the first sentence. Since the subject of (B) is “video games,” it does not offer a reasonable antecedent for the pronoun “they” in the third sentence, which clearly refers to a group of people. The fact that the video games are expensive does not follow logically from the first sentence and is not developed in the third; therefore, (C) is incorrect. Similarly, (D) is incorrect because the improved graphic quality of new video games is irrelevant to the argument developed in the first and third sentences of the passage.

**34. Correct Response: B**  
**Skill Tested: ORGANIZATION AND COHERENCE**

The first sentence states that recycling has cut down on trash discarded in local landfills. The third sentence tells us, however, that large items such as furniture can be found in dumps or discarded along the roadside. The final sentence concludes that our efforts to recycle seem essentially inadequate. The final two sentences offer a distinct contrast to the statement of the first sentence. The connecting sentence should, therefore, provide a transitional bridge from the optimistic views of the first sentence to the more pessimistic views expressed later in the passage. (B), the best choice, begins with “Nevertheless” to signal the transition to the idea that our society still discards too much trash. (A) mentions the role of local government in planning for garbage disposal, an idea that does not connect the two halves of the passage. Although (C) might offer a reasonable way to introduce the final two sentences of the passage, it does not follow logically from the idea expressed in the first sentence that recycling has cut down on the amount of trash in landfills. (D), which concerns the methods used to recycle large items, reflects ideas not discussed anywhere in the passage.

**35. Correct Response: B**  
**Skill Tested: ORGANIZATION AND COHERENCE**

The first two sentences describe a problem (sudden frosts), and the third sentence describes a new approach (the weather satellite). The concluding sentence should say whether the new approach helps with the problem. (B), the best choice, does so by stating that “the satellite’s detailed reports are far more useful than traditional weather data” of the sort mentioned in sentence two. (A), (B), and (C) may all be true, but they don’t complete the line of thought by saying how the satellite affects the problem discussed in the rest of the passage.

**36. Correct Response: A**  
**Skill Tested: ORGANIZATION AND COHERENCE**

The first two sentences describe the purpose of the Equal Credit Opportunity Act. The third sentence says what the Act does not do. Logically, the final sentence should explain what the Act does do. (A), the best choice, uses the transitional word “however” to switch focus from what the Act does not do to what it does: it ensures that a woman’s application for credit is evaluated in exactly the same manner as a man’s. (B) is incorrect because the passage does not discuss the “several other bills” passed in 1975. (C) makes little sense in the context of the passage: since we have just been informed that the Act does not mean everyone will automatically qualify for credit, it is illogical to be told that “Nevertheless” (in other words, despite that fact), it is important to establish a good credit record. It would have been more logical to learn that because the Act provides no guarantees, establishing a good credit record becomes even more important. (D) fails to bring the discussion back to the details of the Equal Credit Opportunity Act, the subject of the passage.

**37. Correct Response: A**  
**Skill Tested: DEVELOPMENT AND SUPPORT**

The topic sentence says in effect that there is enough food for the people of the world. (A) best supports this claim by showing that the world produces enough grains alone to feed everyone. (B) and (D) do not help to show that we have *enough* food, and (C) tends to counter the topic sentence by mentioning parts of the world where there is not enough.

**38. Correct Response: C**  
**Skill Tested: DEVELOPMENT AND SUPPORT**

(C) provides the best support for the topic sentence because it mentions specific “fire-prevention steps” that can help protect homes from wildfires. (A) and (B) show that wildfires are a problem but do not support the topic sentence because they do not discuss fire-prevention steps. (D) offers little real support because it focuses on insurance discounts rather than fire prevention: smoke detectors don’t stop fires from happening, and smoking in the house does not typically cause “wildfires.”

**39. Correct Response: A**  
**Skill Tested: DEVELOPMENT AND SUPPORT**

The topic sentence states that the automobile industry hopes to increase the sale of luxury cars by advertising their technical improvements. (A) directly supports this statement by giving specific examples of technical improvements that the industry will emphasize in its ads: that is, GPS navigational systems, rear-view cameras, and state-of-the-art sound. (B) suggests a reason that the automobile industry might want to increase sales of luxury cars (especially if they are more likely than economy cars to be “gas-guzzlers”), but it does not refer to advertisements based on technical improvements. (C) is incorrect because it discusses the “contemporary look” of the new models rather than their technical improvements. Although (D) gives specific examples of desirable features, these are more matters of “appearance” than technical improvements, and they are not linked to ads for luxury cars.

**40. Correct Response: B**  
**Skill Tested: DEVELOPMENT AND SUPPORT**

The topic sentence states that hobbies can sometimes provide good sources of income. (B) supports this statement by building on it logically: because hobbies can be good sources of income, many people have actually been able to turn their hobbies into their livelihoods (that is, a way to make a living). (A) offers weak support: the policies of the Internal Revenue Service do not prove that hobbies provide a “good” source of income since people still have to pay taxes on small amounts. (C) and (D) do not discuss anything related to the income potential of hobbies and therefore do not offer support for the topic sentence.