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Version Demo

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Topic Break Down

Topic	No. of Questions
Topic 1, Literal Comprehension	31
Topic 2, Critical and Inferential Comprehension	73
Total	104

QUESTION NO: 1

Read the following passage and answer the question.

The following passage is from a discussion of various ways that living creatures have been classified over the years.

The world can be classified in different ways, depending on one's interests and principles of classification. The classifications (also known as taxonomies) in turn determine which comparisons seem natural or unnatural, which literal or analogical. For example, it has been common to classify living creatures into three distinct groups — plants, animals, and humans. According to this classification, human beings are not a special kind of animal, nor animals a special kind of plant. Thus, any comparisons between the three groups are strictly analogical. Reasoning from inheritance in garden peas to inheritance in fruit flies, and from these two species to inheritance in human beings, is sheer poetic metaphor. Another mode of classifying living creatures is commonly attributed to Aristotle. Instead of treating plants, animals, and humans as distinct groups, they are nested. All living creatures possess a vegetative soul that enables them to grow and metabolize. Of these, some also have a sensory soul that enables them to sense their environments and move. One species also has a rational soul that is capable of true understanding. Thus, human beings are a special sort of animal, and animals are a special sort of plant. Given this classification, reasoning from human beings to all other species with respect to the attributes of the vegetative soul is legitimate, reasoning from human beings to other animals with respect to the attributes of the sensory soul is also legitimate, but reasoning from the rational characteristics of the human species to any other species is merely analogical. According to both classifications, the human species is unique. In the first, it has a kingdom all to itself; in the second, it stands at the pinnacle of the taxonomic hierarchy. Homo sapiens is unique. All species are. But this sort of uniqueness is not enough for many (probably most) people, philosophers included. For some reason, it is very important that the species to which we belong be uniquely unique. It is of utmost importance that the human species be insulated from all other species with respect to how we explain certain qualities. Human beings clearly are capable of developing and learning languages. For some reason, it is very important that the waggle dance performed by bees not count as a genuine language. I have never been able to understand why. I happen to think that the waggle dance differs from human languages to such a degree that little is gained by terming them both

"languages", but even if "language" is so defined that the waggle dance slips in, bees still remain bees. It is equally important to some that no other species use tools. No matter how ingenious other species get in the manipulation of objects in their environment, it is absolutely essential that nothing they do count as "tool use." I, however, fail to see what difference it makes whether any of these devices such as probes and anvils, etc. are really tools. All the species involved remain distinct biological species no matter what decisions are made. Similar observations hold for rationality and anything a computer might do.

In the third paragraph, the author criticizes those who believe that:

A. The similarities between Homo sapiens and other species are more significant than their differences

B. The differences between Homo sapiens and other animals are those of degree, not kind

C. Homo sapiens and animals belong to separate and distinct divisions of the living world

D. Homo sapiens and animals have the ability to control their environment

E. Homo sapiens and other organisms can be arranged in Aristotelian nested groups

ANSWER: C

Explanation:

The correct answer is *Homo sapiens and animals belong to separate and distinct divisions of the living world*. In the third paragraph, the author turns from describing alternative taxonomic systems to criticizing the desire to make human beings “uniquely unique.” The author says that some people want the human species to be “insulated from all other species” in explanations of such capacities as language, tool use, and rationality. That insistence reflects a belief that humans must be categorically separate from other animals rather than understood in relation to them.

The author’s tone makes the criticism clear. Phrases such as “for some reason, it is very important,” “I have never been able to understand why,” and “I fail to see what difference it makes” show skepticism toward efforts to deny that animals’ sophisticated behaviors can count as language or tool use. The author maintains that the biological distinctness of species remains intact regardless of how these terms are applied, so there is no need to protect an absolute human–animal division. This question therefore tests identifying an author’s attitude and the belief being challenged, skills assessed in Praxis reading preparation materials. See ETS Praxis preparation materials and ETS Core Academic Skills for Educators: Reading study companion.

QUESTION NO: 2

Read the following passage and answer the question.

Equal Opportunity is the expressed policy of SmithCo. Our policy is to select the best-qualified person for each position in the organization and to conduct all business relationships without prejudice. SmithCo is committed to the principles of equal employment opportunity for all employees and applicants for employment. Advancement opportunities and employment decisions will be made without regard to race, creed, color, religion, sex, national origin, ancestry, age, physical or mental handicap, veteran or military status, or any other characteristic protected under federal, state, or local law. Managers are expected to seek out a diverse pool of candidates for consideration when making hiring decisions. SmithCo also develops an annual Affirmative Action program, which is a federal requirement due to our status as a government contractor. The leadership team plays an active role in demonstrating SmithCo's commitment by providing equal employment opportunities at all levels of employment. Managers and employees are advised to meet with the HR manager for assistance in meeting the standards set in this policy. Equal Employment Opportunity applies throughout the employment process to advance the principles of equal employment opportunity. SmithCo also extends this policy to every phase of the employment process including, but not limited to, recruitment, selection, placement, transfer, training and development, promotion, compensation, benefits, layoffs, termination, and all other conditions or benefits of employment. All employees are expected to abide by and promote this policy of equal employment opportunity within the organization, as well as with those who have a business relationship with SmithCo. Equal Employment Opportunity requires the participation of all associates. While overall authority for implementing an Equal Employment Opportunity policy is assigned to the Vice President of Human Resources, an effective equal employment opportunity program cannot be achieved without the support of all associates. Any associate who feels they have been denied equal opportunity or subjected to discrimination should consult with their manager or HR representative. SmithCo's Employee Assistance Program also provides assistance with these matters.

If you owned SmithCo and you wanted to hire someone to enforce these rules, what primary characteristic would you want in this potential employee?

A. knowledge about the SmithCo's product

B. communication skills

C. human relations skills

D. honesty and integrity

E. familiarity with your employees

ANSWER: D

Explanation:

honesty and integrity is the primary characteristic because enforcing an equal-employment-opportunity policy requires someone who will apply standards consistently, impartially, and according to the organization's stated commitments. The passage makes clear that employment decisions must be free from prejudice and must protect applicants and employees throughout every stage of employment. A person responsible for enforcement may need to address complaints, review decisions, ensure managers follow requirements, and uphold protections even when doing so is difficult or unpopular. Integrity is essential in those situations: it supports fair fact-finding, confidentiality, resistance to favoritism, and faithful adherence to legal and organizational standards. Honesty is similarly necessary for credible reporting, documentation, and communication about whether policies are being followed. Together, these traits establish trust that the policy is more than a statement and that concerns will receive fair treatment. This focus aligns with the U.S. Equal Employment Opportunity Commission's description of employment discrimination protections and enforcement responsibilities: https://www.eeoc.gov/overview. For federal contractors, equal-opportunity and affirmative-action obligations are also overseen through the U.S. Department of Labor's Office of Federal Contract Compliance Programs: https://www.dol.gov/agencies/ofccp.

QUESTION NO: 3

Read the following passage and answer the question.

In her first months as a newspaper editor, Lila corrected every awkward phrase herself before an article went to print. The work was efficient in the short term, but reporters began sending her unfinished drafts because they expected her to solve every problem. Lila then began returning articles with questions in the margins instead of immediate rewrites. At first the process took longer, but the reporters gradually learned to identify weaknesses in their own work before submitting it.

The structure of the passage is best described as:

A. A historical event is compared with a current event.

B. A problem is presented, followed by a revised approach and its result.

C. Several unrelated examples are grouped by topic.

D. A scientific theory is tested through an experiment.

E. A process is described in chronological steps without evaluating it.

ANSWER: B

Explanation:

The passage first presents a problem: Lila's complete rewrites make reporters dependent on her. It then presents a change in method—returning drafts with questions—and concludes with the positive result that reporters learn to evaluate their own work. Therefore, the passage is organized as a problem, a revised approach, and its outcome.

QUESTION NO: 4

Read the following passage and answer the question.

"I am sorry you have lost the watch, Luke," said the teacher, after Randolph's departure. "You will have to be satisfied with deserving it." "I am reconciled to the disappointment, sir," answered Luke. "I can get along for the present without a watch." Nevertheless, Luke did feel disappointed. He had fully expected to have the watch to carry home and display to his mother. As it was, he was in no hurry to go home, but remained for two hours ice-skating with the other boys. He used his friend Linton's skates, Linton having an engagement that prevented his remaining. It was five o'clock when Luke entered the little cottage which he called home. His mother, a pleasant woman of middle age, was spreading the cloth for supper. She looked up as he entered.

Why is the teacher sorry that Luke has lost the watch?

A. He feels that Luke deserves the watch.

B. He likes Luke better than the other students.

C. He knew Luke needed a watch.

D. He dislikes the boy who has won the watch.

E. He dislikes Luke.

ANSWER: A

Explanation:

The correct answer is *He feels that Luke deserves the watch.* The teacher’s own words provide the clearest evidence: after expressing sympathy for Luke’s loss, he tells Luke that he will have to be satisfied with “deserving it.” This statement directly shows that the teacher believes Luke earned, or merited, the watch even though he did not receive it. The teacher’s regret is therefore based on a sense of fairness: Luke is worthy of the prize, and the teacher is sorry that circumstances resulted in Luke’s disappointment. Luke’s response—saying he is reconciled to the disappointment—also confirms that both characters understand he has missed out on something he had expected to receive. In reading-comprehension questions, the strongest answer is the one supported explicitly by the passage’s language, rather than one requiring assumptions about personal preferences or unstated facts. Here, the phrase “deserving it” states the teacher’s reason plainly. For guidance on identifying directly stated ideas and drawing conclusions grounded in textual evidence, see ETS Praxis Core Academic Skills for Educators Study Companion and Reading Rockets: Close Reading.

QUESTION NO: 5

Read the following passage and answer the question.

Early Populism in the United States. In the years following the Civil War, the US heartland suffered from an overabundance of wheat and rice; these surpluses, coupled with the advances in transportation and communication, drove prices down. Farmers were forced into high debt which they could never repay, leading to deflation and a scarcity of currency. Since many farmers didn't own the land that they worked, the banks often had to foreclose when farmers were unable to pay their debts. Farmers blamed their problems on a number of different factors. They blamed the railroads, which usually gave discount rates to bigger shippers. They blamed the banks, who loaned money to the rich but were unforgiving of farmers' economic plight. They also blamed the tax system, claiming that it was easy for businesses to hide their assets, and impossible for farmers to do so. They also blamed the tariff, which discouraged other countries from buying US goods. The Patrons of Husbandry (Grange) organization was founded in 1867 by Oliver Kelley to establish cooperatives, in which individuals bought goods directly from the wholesale distributor. His group was also responsible for the Granger Laws, which attacked railroad and grain elevator interests. The Grange, however, had basically disappeared by 1875. The National Farmer's Alliance and Industrial Union pursued a number of different initiatives: more national banks; cooperatives; a federal storage system for non-perishable items; more currency; free coinage of silver; reduction of tariff; direct election of senators; 8-hour workday; government control of railroads and telegraphs; and one term for the president. This group's success led to the formation of the Populist Party in 1890. This party aimed to speak for the farmers, and included all of the farmer's unions as well as some labor unions, the Greenbackers, and the Prohibitionists. The party suffered from internal divisions from its inception.

Who founded the Grange organization?

A. Oscar King

B. John Tyler

C. James Kelley

D. Oliver Kelley

E. William Tyler

ANSWER: D

Explanation:

Oliver Kelley is correct because the passage explicitly identifies him as the person who founded the Patrons of Husbandry, commonly called the Grange, in 1867. The question is a direct-detail reading item, so the answer comes from locating the sentence that names the organization's founder rather than drawing an inference from the discussion of farmers' debts, railroads, tariffs, or the later Populist Party. The passage further connects Kelley's organization to cooperative purchasing, an effort intended to help farmers obtain goods more directly and economically, and to the Granger Laws addressing railroad and grain-elevator interests. These details establish that the named individual is associated specifically with the Grange rather than with another agricultural or political movement described in the selection. Historical reference sources likewise identify Oliver Hudson Kelley as the founder of the Patrons of Husbandry. The Encyclopaedia Britannica overview of the Granger movement describes the organization's founding, and the Library of Congress record for Oliver Hudson Kelley documents the founder associated with the Grange. Therefore, selecting Oliver Kelley accurately answers the question using the passage's stated information.

QUESTION NO: 6

Read the following passage and answer the question.

During the first week of rehearsal, the director asked the cast to perform the play without costumes or props. Some actors were unsettled by the bare stage, but the director explained that the restriction would reveal whether each scene could be understood through dialogue, movement, and pacing alone. Only after the actors had clarified these elements did the production team begin adding furniture, sound effects, and lighting.

Why did the director initially prohibit costumes and props?

A. to reduce the cost of the production

B. to ensure that the scenes worked without relying on stage effects

C. to allow the audience to imagine the setting

D. to give the actors time to design their own costumes

E. to prevent the production team from changing the script

ANSWER: B

Explanation:

The director wanted the actors and production team to determine whether the essential action of each scene was clear without visual additions. The passage explicitly states that the restriction would reveal whether dialogue, movement, and pacing alone made the scenes understandable. Costumes and props were added later, after those basic elements had been clarified.

QUESTION NO: 7

Read the following passage and answer the question.

While Thomas Edison was a newsboy on the train, a request came to him one day to go to the office of E.

B. Ward & Company, at that time the largest owners of steamboats on the Great Lakes. The captain of their largest boat had died suddenly, and they wanted a message taken to another captain who lived about fourteen miles from Ridgeway station on the railroad. This captain had retired, taken up some lumber land, and had cleared part of it. Edison was offered $15 by Mr. Ward to go and fetch him, but as it was a wild country and would be dark, Edison stood out for $25, so that he could get the companionship of another lad. The terms were agreed to. Edison arrived at Ridgeway at 8.30 P.M., when it was raining and as dark as ink. Getting another boy with difficulty to volunteer, he launched out on his errand in the pitch-black night. The two boys carried lanterns, but the road was a rough path through dense forest. The country was wild, and it was a usual occurrence to see deer, bear, and coon skins nailed up on the sides of houses to dry. Edison had read about bears, but couldn't remember whether they were day or night prowlers. The farther they went the more apprehensive they became, and every stump in the ravished forest looked like a bear. The other lad proposed seeking safety up a tree, but Edison demurred on the plea that bears could climb, and that the message must be delivered that night to enable the captain to catch the morning train. First one lantern went out, then the other. We leaned up against a tree and cried. I thought, if I ever got out of that scrape alive, I would know more about the habits of animals and everything else, and be prepared for all kinds of mischance when I undertook an enterprise. However, the intense darkness dilated the pupils of our eyes so as to make them very sensitive, and we could just see at times the outlines of the road. Finally, just as a faint gleam of daylight arrived, we entered the captain's yard and delivered the message. In my whole life, I never spent such a night of horror as this, but I got a good lesson.

In contrast to the other boy, Edison was:

A. frightened of bears.

B. able to see the road.

C. a newsboy.

D. determined to get the job done.

E. afraid of the dark.

ANSWER: D

Explanation:

“determined to get the job done.” is supported directly by Edison’s actions and stated reasoning. Although both boys are frightened during the dangerous nighttime trip, Edison keeps the central purpose of the errand in mind: the captain must receive the message in time to catch the morning train. When his companion suggests climbing a tree for safety, Edison does not abandon the mission. Instead, he explains that the message has to be delivered that night and continues onward despite the darkness, the rough forest path, extinguished lanterns, and their fear. The passage concludes with the boys arriving at the captain’s yard at daybreak and successfully delivering the message. This outcome confirms that Edison persists through the hardship to fulfill his responsibility. For reading-comprehension questions of this type, the best answer is the one grounded in explicit details and the character’s demonstrated behavior, rather than a broad fact about the character or an isolated emotional reaction. ETS describes Praxis reading preparation and test materials at ETS Praxis preparation

materials; its test-preparation guidance also emphasizes using textual evidence to answer questions accurately: ETS Reading Study Companion.

QUESTION NO: 8

Read the following passage and answer the question.

When the town council first proposed replacing several downtown parking spaces with protected bicycle lanes, merchants objected that customers would no longer be able to reach their stores. Six months after the lanes opened, however, pedestrian traffic had increased, and a survey found that many cyclists and walkers visited more than one business during a trip. Although a few delivery drivers still complained about reduced curb access, the council voted to extend the lanes to the library district.

Which statement best expresses the main idea of the passage?

A. Merchants successfully prevented changes to downtown parking.

B. Protected bicycle lanes can benefit nearby businesses despite initial objections.

C. Delivery drivers are the most important users of downtown streets.

D. The library district has fewer parking spaces than the downtown area.

E. Most shoppers prefer to travel by bicycle rather than by car.

ANSWER: B

Explanation:

The passage shows that the council’s initial bicycle-lane proposal was controversial but gained support after evidence suggested that the lanes increased visits to local businesses. The final decision to extend the lanes follows from those results. The delivery concerns are acknowledged, but they are not the central focus of the passage.

QUESTION NO: 9

Read the following passage and answer the question.

Disequilibrium at the interface of water and air is a factor on which the transfer of heat and water vapor from the ocean to the air depends. The air within about a millimeter of the water is almost saturated with water vapor and the temperature of the air is close to that of the surface water. Irrespective of how small these differences might be, they are crucial, and the disequilibrium is maintained by air near the surface mixing with air higher up, which is typically appreciably cooler and lower in water vapor content. The turbulence, which takes its energy from the wind mixes the air. As the speed of wind increases, so does the turbulence, and consequently the rate of heat and moisture transfer. We can arrive at a detailed understanding of this phenomenon after further study. The transfer of momentum from wind to water, which occurs when waves are formed is an interacting-and complicated phenomenon. When waves are made by the wind, it transfers important amounts of energy-energy, which is consequently not available for the production of turbulence.

This passage principally intends to:

A. resolve a controversy

B. attempt a description of a phenomenon

C. sketch a theory

D. reinforce certain research findings

E. tabulate various observations

ANSWER: B

Explanation:

The passage principally aims to *attempt a description of a phenomenon*. Its central subject is the physical process by which heat and water vapor move from the ocean into the atmosphere. The author describes the conditions immediately above the water's surface, including near-saturation of the air and the small but essential temperature and moisture differences between the air and water. The passage then traces how wind-driven turbulence mixes surface air with cooler, drier air above it, sustaining the imbalance that permits transfer. It also describes the related interaction between wind, waves, turbulence, and energy. This organization is explanatory and descriptive: it identifies the components of a natural process and explains how they relate. The statement that a detailed understanding will require further study reinforces that the passage offers an account of the phenomenon rather than presenting a settled research conclusion. Identifying the author's primary purpose requires focusing on the passage's overall function and main idea, a core reading-comprehension skill assessed in Praxis preparation materials. See the ETS Praxis overview and ETS's Reading specialist assessment study companion for information on analyzing texts and determining central ideas.

QUESTION NO: 10

Read the following passage and answer the question.

During the first week of rehearsal, the director asked the cast to perform the play without costumes or props. Some actors were unsettled by the bare stage, but the director explained that the restriction would reveal whether each scene could be understood through dialogue, movement, and pacing alone. Only after the actors had clarified these elements did the production team begin adding furniture, sound effects, and lighting.

The structure of the passage is best described as:

A. a comparison of two competing productions

B. a rehearsal method, its purpose, and its later result

C. a chronological account of the history of a theater

D. a problem followed by several unrelated solutions

E. a description of an actor's personal conflict

ANSWER: B

Explanation:

The passage first presents an unusual rehearsal restriction and then gives the director's reason for it. It concludes by showing the next step in the process: stage elements were added after the performers had clarified the scenes. Therefore, the passage follows a method, explanation, and result sequence.