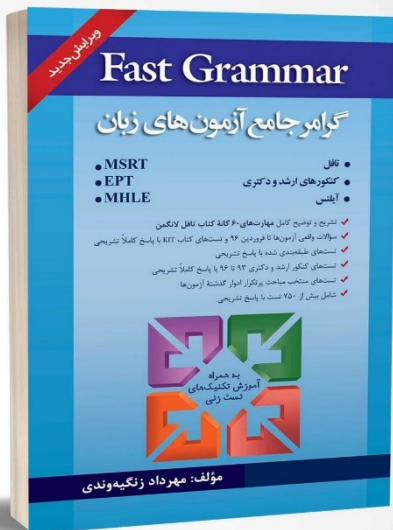


SECTION THREE

READING



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READING DIAGNOSTIC PRE-TEST (Paper) SECTION 3
READING COMPREHENSION

Time—55 minutes
(including the reading of the directions)
Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges.

Directions: In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

Line
(5)

Example I

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

Sample Answer

(A) (C) (D)

According to the passage, John Quincy Adams “dedicated his life to public service.” Therefore, you should choose (B).

Example II

In line 4, the word “unswerving” is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

Sample Answer

(A) (B) (D)

The passage states that John Quincy Adams demonstrated his unswerving belief “throughout his career.” This implies that the belief did not change. Therefore, you should choose (C).

Now begin work on the questions.



Questions 1–9

Carbon tetrachloride is a colorless and inflammable liquid that can be produced by combining carbon disulfide and chlorine. This compound is widely used in industry today because of its effectiveness as a solvent as well as its use in the production of propellants.

Line (5) Despite its widespread use in industry, carbon tetrachloride has been banned for home use. In the past, carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous: when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for the home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds.

- The main point of this passage is that
 - carbon tetrachloride can be very dangerous when it is heated
 - the government banned carbon tetrachloride in 1970
 - although carbon tetrachloride can legally be used in industry, it is not allowed in home products
 - carbon tetrachloride used to be a regular part of cleaning compounds
- The word “widely” in line 2 could most easily be replaced by
 - grandly
 - extensively
 - largely
 - hugely
- The word “banned” in line 4 is closest in meaning to
 - forbidden
 - allowed
 - suggested
 - instituted
- According to the passage, before 1970 carbon tetrachloride was
 - used by itself as a cleanser
 - banned in industrial use
 - often used as a component of cleaning products
 - not allowed in home cleaning products
- It is stated in the passage that when carbon tetrachloride is heated, it becomes
 - harmful
 - colorless
 - a cleaning compound
 - inflammable
- The word “inhaled” in line 7 is closest in meaning to
 - warmed
 - breathed in
 - carelessly used
 - blown
- The word “revoked” in line 8 could most easily be replaced by
 - gave
 - granted
 - instituted
 - took away
- It can be inferred from the passage that one role of the U.S. government is to
 - regulate product safety
 - prohibit any use of carbon tetrachloride
 - instruct industry on cleaning methodologies
 - ban the use of any chemicals
- The paragraph following the passage most likely discusses
 - additional uses for carbon tetrachloride
 - the banning of various chemical compounds by the U.S. government
 - further dangerous effects of carbon tetrachloride
 - the major characteristics of carbon tetrachloride

GO ON TO THE NEXT PAGE 

Questions 10–19

Line (5) The next artist in this survey of American artists is James Whistler; he is included in this survey of American artists because he was born in the United States, although the majority of his artwork was completed in Europe. Whistler was born in Massachusetts in 1834, but nine years later his father moved the family to St. Petersburg, Russia, to work on the construction of a railroad. The family returned to the United States in 1849. Two years later Whistler entered the U.S. military academy at West Point, but he was unable to graduate. At the age of twenty-one, Whistler went to Europe to study art despite familial objections, and he remained in Europe until his death.

(10) Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, particularly *Arrangement in Gray and Black No. 1: Portrait of the Artist's Mother* or *Whistler's Mother*, as it is more commonly known. This painting shows a side view of Whistler's mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait, with his mother seated off-center, is highly characteristic of Whistler's work.

10. The paragraph preceding this passage most likely discusses
 - (A) a survey of eighteenth-century art
 - (B) a different American artist
 - (C) Whistler's other famous paintings
 - (D) European artists
11. Which of the following best describes the information in the passage?
 - (A) Several artists are presented.
 - (B) One artist's life and works are described.
 - (C) Various paintings are contrasted.
 - (D) Whistler's family life is outlined.
12. Whistler is considered an American artist because
 - (A) he was born in America
 - (B) he spent most of his life in America
 - (C) he served in the U.S. military
 - (D) he created most of his famous art in America
13. The word "majority" in line 2 is closest in meaning to
 - (A) seniority
 - (B) maturity
 - (C) large pieces
 - (D) high percentage
14. It is implied in the passage that Whistler's family was
 - (A) unable to find any work at all in Russia
 - (B) highly supportive of his desire to pursue art
 - (C) working class
 - (D) military
15. The word "objections" in line 7 is closest in meaning to
 - (A) protests
 - (B) goals
 - (C) agreements
 - (D) battles
16. In line 8, the "etchings" are
 - (A) a type of painting
 - (B) the same as a lithograph
 - (C) an art form introduced by Whistler
 - (D) an art form involving engraving
17. The word "asymmetrical" in line 11 is closest in meaning to
 - (A) proportionate
 - (B) uneven
 - (C) balanced
 - (D) lyrical
18. Which of the following is NOT true according to the passage?
 - (A) Whistler worked with a variety of art forms.
 - (B) *Whistler's Mother* is not the official name of his painting.
 - (C) Whistler is best known for his etchings.
 - (D) *Whistler's Mother* is painted in somber tones.
19. Where in the passage does the author mention the types of artwork that Whistler was involved in?
 - (A) Lines 1–3
 - (B) Lines 4–5
 - (C) Lines 6–7
 - (D) Lines 8–10

GO ON TO THE NEXT PAGE 

Questions 20–30

The locations of stars in the sky relative to one another do not appear to the naked eye to change, and as a result stars are often considered to be fixed in position. Many unaware stargazers falsely assume that each star has its own permanent home in the nighttime sky.

Line (5) In reality, though, stars are always moving, but because of the tremendous distances between stars themselves and from stars to Earth, the changes are barely perceptible here. An example of a rather fast-moving star demonstrates why this misconception prevails; it takes approximately 200 years for a relatively rapid star like Bernard's star to move a distance in the skies equal to the diameter of the earth's moon. When the apparently negligible movement of the stars is contrasted with the movement of the planets, the stars are seemingly unmoving.

20. Which of the following is the best title for this passage?
- (A) What the Eye Can See in the Sky
(B) Bernard's Star
(C) Planetary Movement
(D) The Evermoving Stars
21. The expression "naked eye" in line 1 most probably refers to
- (A) a telescope
(B) a scientific method for observing stars
(C) unassisted vision
(D) a camera with a powerful lens
22. According to the passage, the distances between the stars and Earth are
- (A) barely perceptible
(B) huge
(C) fixed
(D) moderate
23. The word "perceptible" in line 5 is closest in meaning to which of the following?
- (A) Noticeable
(B) Persuasive
(C) Conceivable
(D) Astonishing
24. In line 6, a "misconception" is closest in meaning to a(n)
- (A) idea
(B) proven fact
(C) erroneous belief
(D) theory
25. The passage states that in 200 years Bernard's star can move
- (A) around Earth's moon
(B) next to Earth's moon
(C) a distance equal to the distance from Earth to the Moon
(D) a distance seemingly equal to the diameter of the Moon
26. The passage implies that from Earth it appears that the planets
- (A) are fixed in the sky
(B) move more slowly than the stars
(C) show approximately the same amount of movement as the stars
(D) travel through the sky considerably more rapidly than the stars
27. The word "negligible" in line 8 could most easily be replaced by
- (A) negative
(B) insignificant
(C) rapid
(D) distant
28. Which of the following is NOT true according to the passage?
- (A) Stars do not appear to the eye to move.
(B) The large distances between stars and the earth tend to magnify movement to the eye.
(C) Bernard's star moves quickly in comparison with other stars.
(D) Although stars move, they seem to be fixed.
29. The paragraph following the passage most probably discusses
- (A) the movement of the planets
(B) Bernard's star
(C) the distance from Earth to the Moon
(D) why stars are always moving
30. This passage would most probably be assigned reading in which course?
- (A) Astrology
(B) Geophysics
(C) Astronomy
(D) Geography



Questions 31–40

It has been noted that, traditionally, courts have granted divorces on fault grounds: one spouse is deemed to be at fault in causing the divorce. More and more today, however, divorces are being granted on a no-fault basis.

Line (5) Proponents of no-fault divorce argue that when a marriage fails, it is rarely the case that one marriage partner is completely to blame and the other blameless. A failed marriage is much more often the result of mistakes by both partners.

(10) Another argument in favor of no-fault divorce is that proving fault in court, in a public arena, is a destructive process that only serves to lengthen the divorce process and that dramatically increases the negative feelings present in a divorce. If a couple can reach a decision to divorce without first deciding which partner is to blame, the divorce settlement can be negotiated more easily and equitably and the postdivorce healing process can begin more rapidly.

31. What does the passage mainly discuss?
 (A) Traditional grounds for divorce
 (B) Who is at fault in a divorce
 (C) Why no-fault divorces are becoming more common
 (D) The various reasons for divorces
32. The word “spouse” in line 1 is closest in meaning to a
 (A) judge
 (B) problem
 (C) divorce decree
 (D) marriage partner
33. According to the passage, no-fault divorces
 (A) are on the increase
 (B) are the traditional form of divorce
 (C) are less popular than they used to be
 (D) were granted more in the past
34. It is implied in the passage that
 (A) there recently has been a decrease in no-fault divorces
 (B) not all divorces today are no-fault divorces
 (C) a no-fault divorce is not as equitable as a fault divorce
 (D) people recover more slowly from a no-fault divorce
35. The word “Proponents” in line 4 is closest in meaning to which of the following?
 (A) Advocates
 (B) Recipients
 (C) Authorities
 (D) Enemies
36. The passage states that a public trial to prove the fault of one spouse can
 (A) be satisfying to the wronged spouse
 (B) lead to a shorter divorce process
 (C) reduce negative feelings
 (D) be a harmful process
37. Which of the following is NOT listed in this passage as an argument in favor of no-fault divorce?
 (A) Rarely is only one marriage partner to blame for a divorce.
 (B) A no-fault divorce generally costs less in legal fees.
 (C) Finding fault in a divorce increases negative feelings.
 (D) A no-fault divorce settlement is generally easier to negotiate.
38. The word “present” in line 9 could most easily be replaced by
 (A) existing
 (B) giving
 (C) introducing
 (D) resulting
39. The word “settlement” in line 10 is closest in meaning to
 (A) development
 (B) serenity
 (C) discussion
 (D) agreement
40. The tone of this passage is
 (A) emotional
 (B) enthusiastic
 (C) expository
 (D) reactionary

GO ON TO THE NEXT PAGE 

Questions 41–50

Line (5) Whereas literature in the first half of the eighteenth century in America had been largely religious and moral in tone, by the latter half of the century the revolutionary fervor that was coming to life in the colonies began to be reflected in the literature of the time, which in turn served to further influence the population. Although not all writers of this period supported the Revolution, the two best-known and most influential writers, Ben Franklin and Thomas Paine, were both strongly supportive of that cause.

(10) Ben Franklin first attained popular success through his writings in his brother's newspaper, the *New England Current*. In these articles he used a simple style of language and common sense argumentation to defend the point of view of the farmer and the Leather Apron man. He continued with the same common sense practicality and appeal to the common man with his work on *Poor Richard's Almanac* from 1733 until 1758. Firmly established in his popular acceptance by the people, Franklin wrote a variety of extremely effective articles and pamphlets about the colonists' revolutionary cause against England.

(15) Thomas Paine was an Englishman working as a magazine editor in Philadelphia at the time of the Revolution. His pamphlet *Common Sense*, which appeared in 1776, was a force in encouraging the colonists to declare their independence from England. Then throughout the long and desperate war years he published a series of *Crisis* papers (from 1776 until 1783) to encourage the colonists to continue on with the struggle. The effectiveness of his writing was probably due to his emotional yet oversimplified depiction of the cause of the colonists against England as a classic struggle of good and evil.

41. The paragraph preceding this passage most likely discusses

- (A) how literature influences the population
- (B) religious and moral literature
- (C) literature supporting the cause of the American Revolution
- (D) what made Thomas Paine's literature successful

42. The word "fervor" in line 2 is closest in meaning to

- (A) war
- (B) anxiety
- (C) spirit
- (D) action

43. The word "time" in line 3 could best be replaced by

- (A) hour
- (B) period
- (C) appointment
- (D) duration

44. It is implied in the passage that

- (A) some writers in the American colonies supported England during the Revolution
- (B) Franklin and Paine were the only writers to influence the Revolution
- (C) because Thomas Paine was an Englishman, he supported England against the colonies
- (D) authors who supported England did not remain in the colonies during the Revolution

45. The pronoun "he" in line 8 refers to

- (A) Thomas Paine
- (B) Ben Franklin
- (C) Ben Franklin's brother
- (D) Poor Richard

46. The expression "point of view" in line 9 could best be replaced by

- (A) perspective
- (B) sight
- (C) circumstance
- (D) trait

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47. According to the passage, the tone of *Poor Richard's Almanac* is
- (A) pragmatic
 - (B) erudite
 - (C) theoretical
 - (D) scholarly
48. The word “desperate” in line 16 could best be replaced by
- (A) unending
 - (B) hopeless
 - (C) strategic
 - (D) combative
49. Where in the passage does the author describe Thomas Paine’s style of writing?
- (A) Lines 4–6
 - (B) Lines 8–9
 - (C) Lines 14–15
 - (D) Lines 18–20
50. The purpose of the passage is to
- (A) discuss American literature in the first half of the eighteenth century
 - (B) give biographical data on two American writers
 - (C) explain which authors supported the Revolution
 - (D) describe the literary influence during revolutionary America

This is the end of the Reading Diagnostic Pre-Test.



Circle the number of each of the questions that you answered incorrectly or were not sure of. Then you will see which skills you should be sure to review.

- | | | |
|--------------|--------------|--------------|
| 1. SKILL 1 | 18. SKILL 4 | 35. SKILL 9 |
| 2. SKILL 11 | 19. SKILL 12 | 36. SKILL 3 |
| 3. SKILL 10 | 20. SKILL 1 | 37. SKILL 4 |
| 4. SKILL 3 | 21. SKILL 11 | 38. SKILL 11 |
| 5. SKILL 3 | 22. SKILL 3 | 39. SKILL 10 |
| 6. SKILL 9 | 23. SKILL 9 | 40. SKILL 13 |
| 7. SKILL 10 | 24. SKILL 9 | 41. SKILL 7 |
| 8. SKILL 6 | 25. SKILL 3 | 42. SKILL 10 |
| 9. SKILL 7 | 26. SKILL 6 | 43. SKILL 11 |
| 10. SKILL 7 | 27. SKILL 11 | 44. SKILL 6 |
| 11. SKILL 2 | 28. SKILL 4 | 45. SKILL 5 |
| 12. SKILL 3 | 29. SKILL 7 | 46. SKILL 11 |
| 13. SKILL 9 | 30. SKILL 13 | 47. SKILL 3 |
| 14. SKILL 6 | 31. SKILL 1 | 48. SKILL 10 |
| 15. SKILL 10 | 32. SKILL 10 | 49. SKILL 12 |
| 16. SKILL 8 | 33. SKILL 3 | 50. SKILL 13 |
| 17. SKILL 9 | 34. SKILL 6 | |

READING DIAGNOSTIC PRE-TEST (Computer)

Longman Complete Course for the TOEFL® Test 1:10:00

Reading Diagnostic Pre-Test 1:10:00

Reading

44 questions

This section measures the ability to read and understand short passages. It contains reading passages and questions about the passages. There are several different types of questions in this section.

When you have finished reading a passage, you will use the mouse to click on Proceed. Then the questions about the passage will be presented. You are to choose the one best answer to each question. Answer all questions on the basis of what is stated or implied in the passage.


You will see the next question after you click on Next.


Click on Dismiss Directions to continue


When finished reading directions click on the icon below


Dismiss Directions

Exit
Section

Time


Help


Prev


Next


PASSAGE ONE (Questions 1–11)

The final battle of the War of 1812 was the Battle of New Orleans. This battle gave a clear demonstration of the need for effective communication during wartime; it also showed the disastrous results that can come to pass when communication is inadequate.

The War of 1812 was fought between Great Britain and the very young country of the United States only a relatively few years after the United States had won its independence from Britain. The United States had declared war against Britain in June of 1812, mostly because of interference with U.S. shipping by the British and because of the shanghaiing of U.S. sailors for enforced service on British vessels. The war lasted for a little more than two years, when a peace treaty was signed at Ghent, in Belgium, on the 24th of December, 1814.

Unfortunately, the news that the Treaty of Ghent had been signed and that the war was officially over was not communicated in a timely manner over the wide distance to where the war was being contested. Negotiations for the treaty and the actual signing of the treaty took place in Europe, and news of the treaty had to be carried across the Atlantic to the war front by ship. A totally unnecessary loss of life was incurred as a result of the amount of time that it took to inform the combatants of the treaty.

10A Early in January of 1815, some two weeks after the peace treaty had been signed, British troops in the southern part of the United States were unaware that the war had officially ended. **10B** Over 5,000 British troops attacked U.S. troops. **10C** During the ensuing battle, known as the Battle of New Orleans, the British suffered a huge number of casualties, around 2,000, and the Americans lost 71, all in a battle fought only because news of the peace treaty that had already been signed in Ghent had not yet reached the battlefield. **10D**

1. The main idea of this passage is that
 - the War of Independence was unnecessary
 - the War of 1812 was unnecessary
 - the Treaty of Ghent was unnecessary
 - the Battle of New Orleans was unnecessary
2. Look at the word **it** in paragraph 1. Click on the word or phrase that **it** refers to.
3. Look at the expression **come to pass** in paragraph 1. This expression could best be replaced by
 - happen
 - overthrow
 - self-destruct
 - circumvent
4. According to the passage, when did the United States win its independence from Britain?
 - Shortly before the War of 1812
 - During the War of 1812
 - Just after the War of 1812
 - Long after the War of 1812
5. According to the passage, some U.S. sailors were
 - taken forcibly to Shanghai
 - made to go to Ghent
 - forced to work on British ships
 - responsible for causing the War of 1812
6. Click on the sentence in paragraph 2 that indicates when the War of 1812 officially ended.
7. It is NOT stated in the passage that Ghent was
 - where negotiations took place
 - the site of the final battle
 - where the treaty was signed
 - far from the battlefield

8. Look at the word **contested** in paragraph 3. Click on the word or phrase in paragraph 4 that is closest in meaning to **contested**.
9. It can be determined from the passage that, of the following dates, the Battle of New Orleans was most probably fought
- on December 10, 1814
 - on December 24, 1814
 - on January 1, 1815
 - on January 8, 1815
10. The following sentence could be added to paragraph 4.
These U.S. troops were in fortified entrenchments outside the city.
Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
11. Click on the paragraph that describes the battle that took place after the signing of the treaty.

PASSAGE TWO (Questions 12–21)

Although only a small percentage of the electromagnetic radiation that is emitted by the Sun is ultraviolet (UV) radiation, the amount that is emitted would be enough to cause severe damage to most forms of life on Earth were it all to reach the surface of the earth. Fortunately, all of the Sun's ultraviolet radiation does not reach the earth because of a layer of oxygen, called the ozone layer, encircling the earth in the stratosphere at an altitude of about 15 miles above the earth. The ozone layer absorbs much of the Sun's ultraviolet radiation and prevents it from reaching the earth.

Ozone is a form of oxygen in which each molecule consists of three atoms (O_3) instead of the two atoms (O_2) usually found in an oxygen molecule. Ozone forms in the stratosphere in a process that is initiated by ultraviolet radiation from the Sun. UV radiation from the Sun splits oxygen molecules with two atoms into free oxygen atoms, and each of these unattached oxygen atoms then joins up with an oxygen molecule to form ozone. UV radiation is also capable of splitting up ozone molecules; thus, ozone is constantly forming, splitting, and reforming in the stratosphere. When UV radiation is absorbed during the process of ozone formation and reformation, it is unable to reach Earth and cause damage there.

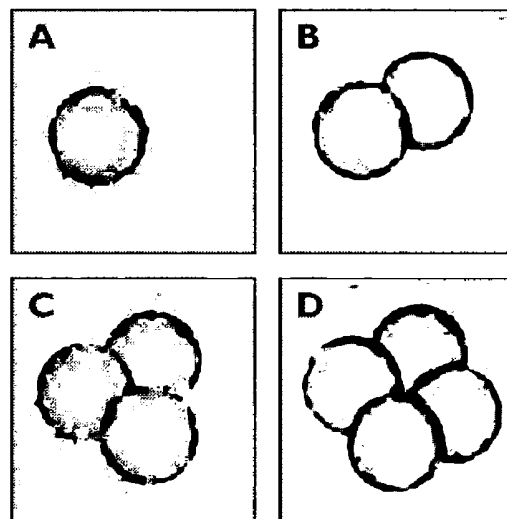
Recently, however, the ozone layer over parts of the earth has been diminishing. Chief among the culprits in the case of the disappearing ozone, those that are really responsible, are the chlorofluorocarbons (CFCs). CFCs meander up from Earth into the stratosphere, where they break down and release chlorine. The released chlorine reacts with ozone in the stratosphere to form chlorine monoxide (ClO) and oxygen (O_2). The chlorine then becomes free to go through the cycle over and over again. One chlorine atom can, in fact, destroy hundreds of thousands of ozone molecules in this repetitious cycle.

12. According to the passage, ultraviolet radiation from the Sun
- is causing severe damage to the earth's ozone layer
 - is only a fraction of the Sun's electromagnetic radiation
 - creates electromagnetic radiation
 - always reaches the earth

13. Look at the word **encircling** in paragraph 1. This word is closest in meaning to
- rotating
 - attacking
 - raising
 - surrounding

14. It is stated in the passage that the ozone layer
- enables ultraviolet radiation to reach the earth
 - reflects ultraviolet radiation
 - shields the earth from a lot of ultraviolet radiation
 - reaches down to the earth

15. Click on the drawing of the ozone molecule.



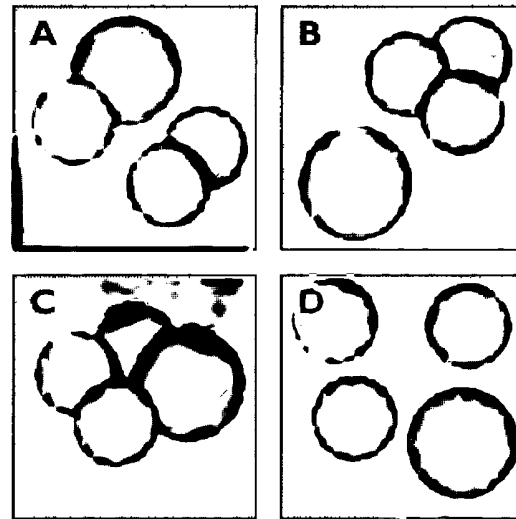
16. Look at the word **free** in paragraph 2. Click on another word or phrase in paragraph 2 that could best be replaced by **free**.
17. Ultraviolet radiation causes oxygen molecules to
- rise to the stratosphere
 - burn up ozone molecules
 - split up and reform as ozone
 - reduce the number of chlorofluorocarbons

18. Look at the word **it** in paragraph 2. Click on the word or phrase in paragraph 2 that it refers to.

19. Look at the word **culprits** in paragraph 3. This word is closest in meaning to which of the following?

- Guilty parties
- Detectives
- Group members
- Leaders

20. Click on the drawing that shows what happens after a chlorine molecule reacts with an ozone molecule.



21. Click on the sentence in paragraph 3 that explains how much damage chlorine can do.

PASSAGE THREE (Questions 22–34)

Esperanto is what is called a planned, or artificial, language. It was created more than a century ago by Polish eye doctor Ludwik Lazar Zamenhof. Zamenhof believed that a common language would help to alleviate some of the misunderstandings among cultures.

In Zamenhof's first attempt at a universal language, he tried to create a language that was as uncomplicated as possible. This first language included words such as *ab*, *ac*, *ba*, *eb*, *be*, and *ce*. This did not result in a workable language in that these monosyllabic words, though short, were not easy to understand or to retain.

Next, Zamenhof tried a different way of constructing a **simplified** language. He made the words in his language sound like words that people already knew, but he simplified the grammar tremendously. One example of how he simplified the language can be seen in the suffixes: all nouns in this language end in *o*, as in the noun *amiko*, which means "friend," and all adjectives end in *-a*, as in the adjective *bela*, which means "pretty." Another example of the simplified language can be seen in the prefix *mal-*, which makes a word opposite in meaning; the word *malamiko* therefore means "enemy," and the word *malbela* therefore means "ugly" in Zamenhof's language.

In 1887, Zamenhof wrote a description of this language and published it. He used a penname, Dr. Esperanto, when signing the book. He selected the name Esperanto because this word means "a person who hopes" in his language. Esperanto clubs began **popping up** throughout Europe, and by 1905 Esperanto had spread from Europe to America and Asia.

In 1905, the First World Congress of Esperanto took place in France, with approximately 700 attendees from 20 different countries. Congresses were held annually for nine years, and 4,000 attendees were registered for the Tenth World Esperanto Congress scheduled for 1914, when World War I erupted and forced its cancellation.

31A Esperanto has had its **ups and downs** in the period since World War I. **31B** Today, years after it was introduced, it is estimated that perhaps a quarter of a million people are fluent in it. **31C** Current advocates would like to see its use grow considerably and are taking steps to try to **make this happen**. **31D**

22. The topic of this passage is
- a language developed in the last few years
 - one man's efforts to create a universal language
 - how language can be improved
 - using language to communicate internationally
23. According to the passage, Zamenhof wanted to create a universal language
- to resolve cultural differences
 - to provide a more complex language
 - to build a name for himself
 - to create one world culture
24. Look at the word **simplified** in paragraph 3. Click on the word or phrase in paragraph 2 that is closest in meaning to **simplified**.
25. It can be inferred from the passage that the Esperanto word *malespera* means
- hopelessness
 - hope
 - hopeless
 - hopeful
26. Look at the expression **popping up** in paragraph 4. This expression could best be replaced by
- leaping
 - shouting
 - hiding
 - opening
27. Click on the sentence in paragraph 4 that explains why Zamenhof chose the name that he did for his language.

28. It can be inferred from the passage that the Third World Congress of Esperanto took place
- in 1905
 - in 1907
 - in 1909
 - in 1913
29. According to the passage, what happened to the Tenth World Esperanto Congress?
- It had 4,000 attendees.
 - It was scheduled for 1915.
 - It had attendees from 20 countries.
 - It never took place.
30. Look at the expression **ups and downs** in paragraph 6. This expression is closest in meaning to
- tops and bottoms
 - floors and ceilings
 - take offs and landings
 - highs and lows
31. The following sentence could be added to paragraph 6.
- This may seem like a large number, but it is really quite small when compared with the billion English speakers and billion Mandarin Chinese speakers in today's world.**
- Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
32. Click on the paragraph that describes the predecessor to Esperanto.
33. This passage would most likely be assigned reading in a course on
- European history
 - English grammar
 - world government
 - applied linguistics
34. The paragraph following the passage most likely discusses
- how current supporters of Esperanto are encouraging its growth
 - another of Zamenhof's accomplishments
 - the disadvantages of using an artificial language
 - attempts to reconvene the World Congress of Esperanto in the 1920s

PASSAGE FOUR (Questions 35–44)

Paul Bunyan is perhaps America's best-known folk hero. A fictional logger of incredible strength, he was most likely based on an actual nineteenth century logger from the northern United States or Canada. As a folk hero, he struck a chord with Americans on some level, perhaps because he was incredibly strong but also because he was hard-working and capable, ingenious in solving problems, and fun-loving.

Though there is evidence that Paul Bunyan tales were part of oral tradition in the nineteenth century, Paul Bunyan stories did not appear in written form until the early twentieth century. Journalist James McGillivray included descriptions of Bunyan in a series of essays entitled "The Round River Drive," which appeared in a number of Midwestern newspapers between 1906 and 1910. However, it was through an extensive advertising campaign that Paul Bunyan moved solidly into print.

Recognizing the appeal of Paul Bunyan as a figure for his company's advertising, William Laughead, an advertising executive for the Red River Lumber Company, initiated a campaign that consisted of a series of publications featuring Paul Bunyan. For several decades, the company distributed these publications free of charge and made no attempt to obtain a copyright on them. In fact, the company vigorously encouraged other writers to make use of Paul Bunyan because it felt that the use of this character enhanced the name recognition of the Red River Lumber Company inasmuch as the name of the folk hero and the name of the company had become interwoven.

41A The Bunyan stories published by Red River and further circulated by others were tall tales of gigantic proportions. **41B** In these tales, Bunyan is depicted as a man of superhuman proportions, who is strong, hard-working, entrepreneurial, and innovative. **41C** In one story, for example, Paul is credited with digging the Great Lakes in order to create a watering hole for his giant ox, Babe. **41D** In another of these tales, Paul caused an entire winter of blue snow to fall by swearing a blue streak after he injured himself by smashing his thumb with a large hammer. **41E**

Fascination with Paul Bunyan has continued to grow, and today he is a standard of American folklore. The prevalence of Bunyan as a figure of folklore today is evidenced by references to him in countless stories, cartoons, poems, and songs as well as the numerous community festivals and logging competitions featuring Paul Bunyan that can be found throughout the sections of the country where logging has a strong tradition.

35. This purpose of this passage is to
- present the actual feats of a real-life logger
 - discuss a "larger than life" folk hero
 - describe logging in North America
 - provide an overview of American folktales
36. It is NOT stated in the passage that Paul Bunyan is known for his
- unusual strength
 - dedication to work
 - ingenuity in difficult situations
 - serious nature
37. The passage states that Paul Bunyan tales first appeared
- in oral stories
 - in a series of essays
 - in newspapers
 - in advertising
38. Which of the following CANNOT be inferred about the Red River Lumber Company's advertising campaign featuring Paul Bunyan?
- It endured for quite a time.
 - The company did not protect its ownership of the stories.
 - The campaign did little to enhance the company's profitability.
 - The company wanted the name Paul Bunyan to be known as widely as possible.
39. Look at the word them in paragraph 3. Click on the word that them refers to.

40. Look at the word **interwoven** in paragraph 3. This word could best be replaced by
- unfashionable
 mixed together
 not compatible
 too separate
41. The following sentence could be added to paragraph 4.
- A third story in the series describes Paul's role in establishing the Mississippi River.**
- Where would it best fit into the paragraph?
 Click on the square (■) to add the sentence to the paragraph.
42. Click on the sentence in paragraph 4 that discusses a weather phenomenon that Paul Bunyan supposedly caused.
43. Look at the word **countless** in paragraph 5. Click on another word in paragraph 5 that is close in meaning to **countless**.
44. Click on the paragraph that describes the plots of some of the tales of Paul Bunyan.

Circle the number of each of the questions on the test that you *answered incorrectly* or *were unsure of*. Then you will see which skills you should be sure to focus on.

- | | | |
|--------------|--------------|--------------|
| 1. SKILL 1 | 16. SKILL 11 | 31. SKILL 14 |
| 2. SKILL 5 | 17. SKILL 3 | 32. SKILL 2 |
| 3. SKILL 10 | 18. SKILL 5 | 33. SKILL 13 |
| 4. SKILL 3 | 19. SKILL 8 | 34. SKILL 7 |
| 5. SKILL 3 | 20. SKILL 3 | 35. SKILL 13 |
| 6. SKILL 12 | 21. SKILL 12 | 36. SKILL 4 |
| 7. SKILL 4 | 22. SKILL 1 | 37. SKILL 3 |
| 8. SKILL 10 | 23. SKILL 3 | 38. SKILL 4 |
| 9. SKILL 6 | 24. SKILL 10 | 39. SKILL 5 |
| 10. SKILL 14 | 25. SKILL 6 | 40. SKILL 9 |
| 11. SKILL 2 | 26. SKILL 11 | 41. SKILL 14 |
| 12. SKILL 3 | 27. SKILL 12 | 42. SKILL 12 |
| 13. SKILL 9 | 28. SKILL 6 | 43. SKILL 9 |
| 14. SKILL 3 | 29. SKILL 3 | 44. SKILL 2 |
| 15. SKILL 3 | 30. SKILL 11 | |

READING

Reading is tested in the third section on both the paper TOEFL test and the computer TOEFL test. This section consists of reading passages followed by a number of questions. The paper and the computer reading sections are **similar** in the following ways:

- *the types of passages*
- *the language skills tested*
- *the ordering of the questions*

The paper and the computer reading sections are **different** in the following ways:

- *the types of questions*
- *the number of questions*
- *the amount of time*
- *the strategies and procedures*

READING ON THE PAPER TOEFL® TEST

On the paper TOEFL test, the third section is called Reading Comprehension. This section consists of five passages and fifty questions (although some tests may be longer). You have fifty-five minutes to complete the fifty questions in this section.

There is only one type of question in the Reading Comprehension section of the paper TOEFL test:

Multiple-Choice questions ask you to select the best answer to questions about the information given in the reading passages. A multiple-choice question on the paper test may ask about the main ideas, directly answered details, indirectly answered details, vocabulary, or overall review ideas.

The questions on the paper test are presented in *linear* order. The passages progress from easy to difficult, and the questions are presented in the order in which they appear in the passage.

GENERAL STRATEGIES FOR READING (Paper TOEFL® Test)

1. **Be familiar with the directions.** The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Do not spend too much time reading the passages.** You do not have time to read each passage in depth, and it is quite possible to answer the questions correctly without first reading the passages in depth.

3. **Do not worry if a reading passage is on a topic you are unfamiliar with.** All of the information that you need to answer the questions is included in the passages. You do not need any background knowledge to answer the questions.
4. **Do not spend too much time on a question you are unsure of.** If you do not know the answer to a question, simply guess and go on. You can return to this question later in the section if you have time.
5. **Guess to complete the section before time is up.** There is no penalty for guessing, so it can only increase your score to guess the answers to questions that you do not have time to complete.

Now look at a reading passage from the paper TOEFL test, followed by a number of multiple-choice questions.

Example from the Paper TOEFL Test 

Line Obsidian is a distinctive type of igneous rock that forms
(5) as a result of the melting of deep crustal granite rocks into magma. Because of the speed at which the magma cools, crystallization does not occur, and a solid, shiny, volcanic, glass-like rock results. Most commonly a solid, shiny black in color, obsidian can also take on a golden or silvery sheen or be striped in a rainbow of hues.

(10) Obsidian is generally found in small outcrops, though large masses of it can be found in a few notable locations. Two such sites are the giant Valles Caldera in New Mexico, where the obsidian flows are hundreds of feet thick, and the Glass Buttes in Oregon, which are composed entirely of obsidian.

(15) Because of its properties, obsidian was prized in many ancient cultures. Obsidian is easily worked into shapes with razor-sharp edges even sharper than the edges formed from flint and was thus used in the production of simple hunting weapons. It can also be polished to an extremely high luster and was thus held in a high regard in a number of cultures as a semiprecious stone in jewelry and other embellishments.

Now look at the first question, which is a multiple-choice question that asks about a direct detail from the passage.

1. What is stated in the passage about obsidian?
 - (A) It results from rapidly cooling magma.
 - (B) It is crystalline.
 - (C) It is a sedimentary rock.
 - (D) It has a dull finish.

To answer this question, you should find the part of the passage that states that *because of the speed at which the magma cools, crystallization does not occur, and a solid, shiny, volcanic, glass-like rock results*. From this, it can be determined that obsidian *results from rapidly cooling magma*, and that it is not crystalline, that it is a volcanic rather than sedimentary rock, and that it has a shiny finish rather than a dull finish. Answer (A) is therefore the best answer to this question.

Now look at the second question, which is a multiple-choice question that asks about a vocabulary word from the passage.

2. The word "sites" in line 10 is closest in meaning to

- (A) pieces
- (B) layers
- (C) places
- (D) distances

To answer this question, you should find the word *sites* in line 10 in the passage and read the context around it. The passage mentions *a few notable locations* and *two such sites*. From this context, you can determine that *sites* is close in meaning to *locations*, or *places*. Answer (C) is therefore the best answer to this question.

Now look at the third question, which is a multiple-choice question that asks you to infer an indirect detail from the passage.

3. It can be inferred from the passage that obsidian would least likely have been used to make

- (A) a spear
- (B) an arrowhead
- (C) a ring
- (D) a belt

The passage states that *obsidian was . . . used in the production of simple hunting weapons* and that it was *held in high regard in a number of cultures as a semiprecious stone in jewelry*. From this, it can be inferred that obsidian would likely have been used to make a *spear* or an *arrowhead*, which are types of weapons, or a *ring*, which is a type of jewelry, and that obsidian, which is a rock, would have been least likely to have been used to make a *belt*, which is an article of clothing. Answer (D) is therefore the best answer to this question.

Now look at the fourth question, which is a multiple-choice question that asks where in the passage a piece of information can be found.

4. Where in the passage does the author discuss the variety of colors in which obsidian is found?

- (A) Lines 1–3
- (B) Lines 5–7
- (C) Lines 8–9
- (D) Lines 18–20

To answer this question, you should skim each of the line numbers in the answer choices for information about the *colors* of obsidian. Lines 5–7 mention that obsidian is *black in color*, that it can *take on a golden or silvery sheen*, and that it can be *striped in a rainbow of hues*. This sentence clearly discusses the *colors* of obsidian, so answer (B) is the best answer to this question.

PROCEDURES FOR A READING PASSAGE

(Paper TOEFL® Test) 

1. **Skim the reading passage to determine the main idea and the overall organization of ideas in the passage.** You do not need to understand every detail in each passage to answer the questions correctly. It is therefore a waste of time to read the passage with the intent of understanding every single detail before you try to answer the questions.
2. **Look ahead at the questions to determine what language skills are being tested in the questions.** Questions related to different language skills are answered in different ways.
3. **Find the section of the passage that deals with each question.** The language skill tells you exactly where to look in the passage to find correct answers.
 - For *main idea* questions, look at the first line of each paragraph.
 - For *directly* and *indirectly answered detail* questions, choose a key word in the question, and skim for that key word (or a related idea) in order in the passage.
 - For *pronoun* questions, the question will tell you where the pronoun is located in the passage.
 - For *transition* questions, look at the beginning or the end of the passage.
 - For *vocabulary* questions, the question will tell you where the word is located in the passage.
 - For *where-in-the-passage* questions, the answer choices give you the four possible locations of the correct answer.
 - For *tone*, *purpose*, and *course* questions, look at the first line of each paragraph.
4. **Read the part of the passage that contains the answer carefully.** The answer will probably be in a very predictable place in the passage.
5. **Choose the best answer to each question from the four choices listed in your test book.** You can choose the best answer according to what is given in the appropriate section of the passage, eliminate definitely wrong answers, and mark your best guess on the answer sheet.

READING ON THE COMPUTER TOEFL® TEST

On the computer TOEFL test, the third section is called the Reading section. This section consists of four to five passages and forty-four to sixty questions. You have seventy to ninety minutes to complete the questions in this section.

There are three types of questions in the Reading section of the computer TOEFL test:

1. **Multiple-Choice** questions ask you to select the best answer to questions about the information given in the reading passages. A multiple-choice question on the computer test may ask about the main ideas, directly answered details, indirectly answered details, vocabulary, or overall review ideas.
2. **Click-on** questions ask you to find a word, phrase, sentence, or paragraph in a passage that answers a question and to click on that word, phrase, sentence, or paragraph. They may also ask you to click on one of four pictures following a passage. In a click-on question, you may be asked to click on a vocabulary word with a specific meaning, a reference for a particular pronoun, a sentence or picture that answers a detail question, or a paragraph that develops a main idea.
3. **Insertion** questions ask you to find the most logical place in a passage to insert a specific piece of information. In an insertion question, you may be asked to insert a sentence that expresses a main idea, a supporting detail or an example, a transition, or a concluding idea into the appropriate place in a passage.

The questions in the Reading section of the computer test are presented in *linear* order. The passages progress from easy to difficult, and the questions are presented in the order in which they appear in the passage.

GENERAL STRATEGIES FOR READING

(Computer TOEFL® Test) 

1. **Be familiar with the directions.** The directions on every computer TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Dismiss the directions as soon as they come up.** The time starts when the directions come up. You should already be familiar with the directions, so you can click on **Dismiss Directions** as soon as it appears and save all your time for the questions.
3. **Understand that this section of the test is linear rather than computer adaptive.** This means that the ordering of the passages and questions is specified (and is not based on how you have answered previous questions, as it is in the Structure section and the Listening section of the computer test). The reading passages progress from easy to difficult, and the questions are presented in the order in which they appear in the passage.
4. **Do not spend too much time reading the passages.** You do not have time to read each passage in depth, and it is possible to answer the questions correctly without first reading the passages in depth. You must scroll through each passage completely and then click on **Proceed** before you will be allowed to continue with the questions.
5. **Do not worry if a reading passage is on a topic you are unfamiliar with.** All of the information that you need to answer the questions is included in the passage. You do not need any background knowledge to answer the questions.

6. **Do not spend too much time on a question you are unsure of.** If you do not know the answer to a question, simply guess, click on **Next**, and go on. You can click on **Previous** to return to this question later while you are still working on the same passage.
7. **Monitor the time carefully on the title bar of the computer screen.** The title bar indicates the time remaining in the section, the total number of questions in the section, and the current number.
8. **Guess to complete the section before time is up.** Because this section is linear rather than adaptive, it can only increase your score to guess the answers to questions that you do not have time to complete.

Now look at an example of a passage from the computer TOEFL test, followed by the various types of questions that appear in the reading section of the computer test. The first question is a *multiple-choice* question about a stated detail from the passage.

Reading

Amelia Bloomer (1818–1894) was an important writer and crusader for women’s rights in the nineteenth century. Married to a newspaper editor, she started her own journal, *Lily*, in 1849 to espouse her ideas on rights for women. While she was effective in her work in a number of areas of women’s rights, she is best known today for her attempts to improve the style of women’s clothing.

Women’s fashions in the middle of the nineteenth century were impractical, uncomfortable, and occasionally unhealthy. The preferred silhouette was a tiny waist flaring out into a wide, wide skirt. This minuscule waist was achieved through corsets; a woman was wrapped in a heavily-boned corset, and the laces of the corset were tightly laced, pulled, and secured to the point where her breathing was inhibited and damage to her ribs was possible. The flared-out skirts were created with hoop skirts and petticoats.

Amelia introduced a style of clothing for women that was considerably more practical but also proved quite scandalous. Her outfit consisted of a knee-length tunic with a flared skirt over a very wide-legged pant that was cinched at the ankle. Even though the tunic came down to the knee and the legs were completely hidden beneath the voluminous folds of the pants, society was shocked by an outfit that acknowledged women’s legs.





1. It is stated in the passage that Amelia Bloomer

lived in the eighteenth century

kept a private journal

did not believe in women’s suffrage

tried to effect a change in women’s fashions




To answer this question, you should look at the part of the passage at the end of paragraph 1 that mentions Amelia’s *attempts to improve the style of women’s clothing*. From this, it can be determined that Amelia *tried to effect a change in women’s fashions*, so the last answer is the best answer. You should click on the last answer to this question.

The second question is a *click-on-a-sentence* question that asks you to find where a specific piece of information can be found in paragraph 1. For this question, you should look at paragraph 1.

Reading

Amelia Bloomer (1818–1894) was an important writer and crusader for women’s rights in the nineteenth century. Married to a newspaper editor, she started her own journal, *Lily*, in 1849 to espouse her ideas on rights for women. While she was effective in her work in a number of areas of women’s rights, she is best known today for her attempts to improve the style of women’s clothing.

2. Click on the sentence in paragraph 1 that indicates what job Amelia’s husband held.




To answer this question, you should look at the second sentence of paragraph 1, which states that Amelia was *married to a newspaper editor*. From this, it can be determined that Amelia’s husband held the position of newspaper editor. You should click on the second sentence of paragraph 1 to answer this question.

The third question is a *click-on-a-word* question that asks you to find a vocabulary word in paragraph 2 with a similar meaning.

Reading

Women’s fashions in the middle of the nineteenth century were impractical, uncomfortable, and occasionally unhealthy. The preferred silhouette was a tiny waist flaring out into a wide, wide skirt. This minuscule waist was achieved through corsets; a woman was wrapped in a heavily-boned corset, and the laces of the corset were tightly laced, pulled, and secured to the point where her breathing was inhibited and damage to her ribs was possible. The flared-out skirts were created with hoop skirts and petticoats.

3. Look at the word *tiny* in paragraph 2. Click on another word or phrase in paragraph 2 that is close in meaning to *tiny*.

To answer this question, you should see the phrase *a tiny waist* in paragraph 2, and you should notice the context around it. You should notice the phrase in the following sentence that mentions *this minuscule waist*. From this context, you can determine that *minuscule* is close in meaning to *tiny*, so you should click on the word *minuscule* to answer this question.

The fourth question is an *insertion* question in which you must add a piece of information to paragraph 2.

Reading

Women's fashions in the middle of the nineteenth century were impractical, uncomfortable, and occasionally unhealthy. **6A** The preferred silhouette was a tiny waist flaring out into a wide, wide skirt. **6B** This minuscule waist was achieved through corsets; a woman was wrapped in a heavily-boned corset, and the laces of the corset were tightly laced, pulled, and secured to the point where her breathing was inhibited and damage to her ribs was possible. **6C** The flared-out skirts were created with hoop skirts and petticoats. **6D**

4. The following sentence could be added to paragraph 2:

These petticoats were sometimes stiffened with horsehair to make them hold their shape.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

To answer this question, you should study the sentence to be inserted and should look at the context around each of the insertion boxes in paragraph 2. Because the last sentence of the paragraph ends with *petticoats* and the sentence to be inserted begins with *These petticoats*, the sentence should be inserted after the last sentence of the paragraph. You should click on **6D** to answer this question.

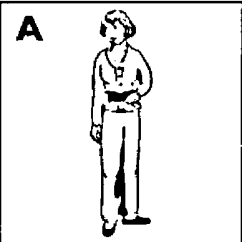
The fifth question is a *click-on-a-drawing* question that asks about a direct detail from the passage.

Reading

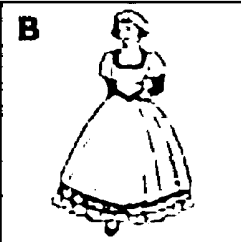
Amelia introduced a style of clothing for women that was considerably more practical but also proved quite scandalous. Her outfit consisted of a knee-length tunic with a flared skirt over a very wide-legged pant that was cinched at the ankle. Even though the tunic came down to the knee and the legs were completely hidden beneath the voluminous folds of the pants, society was shocked by an outfit that acknowledged women's legs.

5. Click on the drawing that most closely resembles the outfit that Amelia Bloomer introduced.


A




B



C



D



To answer this question, you should skim through the passage to find the part of the passage that discusses Amelia's outfit. In paragraph 3, the passage states that *her outfit consisted of a knee-length tunic with a flared skirt over a very wide-legged pant that was cinched at the ankle*. Drawing D most closely resembles this description, so you should click on drawing (D) to answer this question.

The sixth question is a *click-on-a-paragraph* question that asks you to indicate which paragraph discusses a certain topic.

Reading

Amelia Bloomer (1818–1894) was an important writer and crusader for women’s rights in the nineteenth century.....

Women’s fashions in the middle of the nineteenth century were impractical, uncomfortable, and occasionally unhealthy.....

Amelia introduced a style of clothing for women that was considerably more practical but also proved quite scandalous.....

6. Click on the paragraph that describes the style of clothing that women commonly wore during Amelia’s lifetime.

Time

Answer

To answer this question, you should look at the question, which asks about the paragraph that describes *the style of clothing that women commonly wore*, and you should look at the first line of each paragraph to see which paragraph discusses this idea. The first sentence of paragraph 2 indicates that paragraph 2 discusses *women’s fashions in the middle of the nineteenth century*. From this, you can determine that paragraph 2 is the best answer, so you should click on paragraph 2 to answer this question.

PROCEDURES FOR A READING PASSAGE (Computer TOEFL® Test)

1. **Scroll through the reading passage to determine the main idea and the overall organization of ideas in the passage.** You do not need to understand every detail in each passage to answer the questions correctly. It is therefore a waste of time to read the passage with the intent of understanding every single detail before you try to answer the questions. When you have finished scrolling quickly through the passage, click on **Proceed** to begin the first question.
2. **As a question comes up on the screen, look at the language skill that is being tested.** The language skill tells you exactly where to look in the passage to find correct answers.
 - For *main idea* questions, look at the first line of each paragraph.
 - For *click-on-a-paragraph* questions, look at the first line of each paragraph.
 - For *directly and indirectly answered detail* questions, choose a key word in the question, and skim for that key word (or a related idea) in order in the passage.
 - For *pronoun* questions, the pronoun will be highlighted in the passage.
 - For *transition* questions, look at the beginning or the end of the passage.
 - For *vocabulary* questions, the vocabulary will be highlighted in the passage.
 - For *click-on-a-sentence* questions, the paragraph where the answer can be found is given in the question.
 - For *tone, purpose, and course* questions, look at the first line of each paragraph.
 - For *insertion* questions, look at the context before and after each insertion box.

3. **Read the part of the passage that contains the answer carefully.** The answer will probably be in a very predictable place in the passage.
4. **Choose the best answer to each question.** You can choose the best answer according to what is given in the appropriate section of the passage, or you can eliminate definitely wrong answers and select your best guess.
5. **Click on the answer on the computer screen when you have selected an answer.** You may still change your mind at this point and click on a different answer. You may also return later to a question within the same reading passage (although it can be time-consuming to click back through too many questions).

Next, you should move on to the language skills. The following language skills will help you to implement these strategies and procedures in the reading section of both the paper TOEFL test and the computer TOEFL test.

QUESTIONS ABOUT THE IDEAS OF THE PASSAGE _____

It is very common for reading passages in the reading section of both the paper TOEFL test and the computer TOEFL test to have questions about the overall ideas in the passage. The most common type of question asks about the main idea, topic, title, or subject. There may also be questions about how the information in the passage is organized or about which type of information is included in a particular paragraph.

SKILL I: ANSWER MAIN IDEA QUESTIONS CORRECTLY

Almost every reading passage on the paper TOEFL test or computer TOEFL test will have a multiple-choice question about the main idea of a passage. Such a question may be worded in a variety of ways; you may, for example, be asked to identify the *topic*, *subject*, *title*, *primary idea*, or *main idea*. These questions are all really asking what primary point the author is trying to get across in the passage. Since TOEFL passages are generally written in a traditionally organized manner, it is relatively easy to find the main ideas by studying the topic sentences, which are most probably found at the beginning of each paragraph.

If a passage consists of only one paragraph, you should study the beginning of that paragraph to determine the main idea. Look at a multiple-choice example from the paper TOEFL test that asks about the topic of a passage with one paragraph.

Example from the Paper TOEFL Test **The passage:**

In the philosophy of John Dewey, a sharp distinction is made between intelligence and reasoning. According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practicality and wisdom of life. Intelligence involves “interacting with other things and knowing them,” while reasoning is merely the act of an observer, “... a mind that beholds or grasps objects outside the world of things...” With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken of events that shape one’s life.

The question:


What is the *topic* of this passage?

- (A) The intelligence of John Dewey
- (B) Distinctions made by John Dewey
- (C) Dewey’s ideas on the ability to reason
- (D) How intelligence differs from reasoning in Dewey’s works

This question asks about the *topic* of the passage. Because this passage has only one paragraph, you should look at the first sentence of the passage to answer this question. The first sentence of this passage discusses a distinction between the ideas of *intelligence* and *reasoning* in the philosophy of John Dewey, so this is probably the topic. A quick check of the rest of the sentences in the passage confirms that the topic is in fact the difference between *intelligence* and *reasoning*. Now you should check each of the answers to determine which one comes closest to the topic that you have determined. Answer (A) mentions only intelligence, so it is not the topic. Answer (B) mentions distinctions that John Dewey made, but it does not say specifically what type of distinctions. Answer (C) mentions only reasoning, so answer (C) is incomplete. The best answer is therefore (D); the idea of *how intelligence differs from reasoning* comes from the first sentence of the passage, which mentions *a sharp distinction... between intelligence and reasoning*.

If a passage consists of more than one paragraph, you should study the beginning of each paragraph to determine the main idea. Look at a multiple-choice example from the computer TOEFL test that asks about the title of a passage with more than one paragraph.

Example from the Computer TOEFL Test 

Reading 

Nitrogen fixation is a process by which nitrogen is continuously fed into biological circulation. In this process, certain algae and bacteria convert nitrogen into ammonia (NH₃). This newly-created ammonia is then for the most part absorbed by plants.

The opposite process of denitrification returns nitrogen to the air. During the process of denitrification, bacteria cause some of the nitrates from the soil to convert into gaseous nitrogen or nitrous oxide (N₂O). In this gaseous form, the nitrogen returns to the atmosphere.

Which of the following would be the best **title** for this passage?

The Process of Nitrogen Fixation





Two Nitrogen Processes

The Return of Nitrogen to the Air

The Effect of Nitrogen on Plant Life

This question asks you about the best *title* for the passage. In a passage with more than one paragraph, you should be sure to read the first sentence of each paragraph to determine the subject, topic, title, or main idea. In this example, the first sentence of the first paragraph indicates that the first paragraph is about the process of *nitrogen fixation*. If you look only at the first paragraph, you might choose the incorrect first answer, which would be a good title for the first paragraph only. The first sentence of the second paragraph indicates that the process of *denitrification* is discussed in the second paragraph. The third answer is incorrect because the return of nitrogen to the air is the process of denitrification, and this is discussed in the second paragraph only. The last answer is incorrect because the effect of nitrogen on plant life is not discussed in this passage. The best answer to this question is the second answer; the *two nitrogen processes* are *nitrogen fixation*, which is discussed in the first paragraph, and *denitrification*, which is discussed in the second paragraph.

The following chart outlines the key information that you should remember about main idea questions:

MAIN IDEA QUESTIONS  		
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests  	<p>What is the topic of the passage?</p> <p>What is the subject of the passage?</p> <p>What is the main idea of the passage?</p> <p>What is the author's main point in the passage?</p> <p>With what is the author primarily concerned?</p> <p>Which of the following would be the best title?</p>
WHERE TO FIND THE ANSWER	The answer to this type of question can generally be determined by looking at the first sentence of each paragraph.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Read the first line of each paragraph. 2. Look for a common theme or idea in the first lines. 3. Pass your eyes quickly over the rest of the passage to check that you have really found the topic sentence(s). 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices. 	

TOEFL EXERCISE 1: Study each of the passages and choose the best answers to the questions that follow. In this exercise, each passage is followed by several main idea, topic, or title questions so that the students can practice this type of question. On the TOEFL test, one passage would probably not have two such questions because they are so similar.

PASSAGE ONE (Questions 1–2)

Line (5) Fort Knox, Kentucky, is the site of a U.S. army post, but it is even more renowned for the Fort Knox Bullion Depository, the massive vault that contains the bulk of the U.S. government's gold deposits. Completed in 1936, the vault is housed in a two-story building constructed of granite, steel, and concrete; the vault itself is made of steel and concrete and has a door that weighs more than twenty tons. Naturally, the most up-to-date security devices available are in place at Fort Knox, and the army post nearby provides further protection.

1. Which of the following best describes the topic of the passage?
 - (A) The city of Fort Knox, Kentucky
 - (B) The federal gold depository
 - (C) The U.S. army post at Fort Knox
 - (D) Gold bullion
2. Which of the following would be the best title for this passage?
 - (A) The Massive Concrete Vault
 - (B) Fort Knox Security
 - (C) Where the United States Keeps Its Gold
 - (D) A Visit to Kentucky

PASSAGE TWO (Questions 3–4)

Line (5) One identifying characteristic of minerals is their relative hardness, which can be determined by scratching one mineral with another. In this type of test, a harder mineral can scratch a softer one, but a softer mineral is unable to scratch the harder one. The Mohs' hardness scale is used to rank minerals according to hardness. Ten minerals are listed in this scale, ranging from talc with a hardness of 1 to diamond with a hardness of 10. On this scale, quartz (number 7) is harder than feldspar (number 6) and is therefore able to scratch it; however, feldspar is unable to make a mark on quartz.

3. Which of the following best states the subject of this passage?
 - (A) The hardness of diamonds
 - (B) Identifying minerals by means of a scratch test
 - (C) Feldspar on the Mohs' scale
 - (D) Recognizing minerals in their natural state
4. The main idea of this passage is that
 - (A) the hardness of a mineral can be determined by its ability to make a mark on other minerals
 - (B) diamonds, with a hardness of 10 on the Mohs' scale, can scratch all other minerals
 - (C) a softer mineral cannot be scratched by a harder mineral
 - (D) talc is the first mineral listed on the Mohs' scale

PASSAGE THREE (Questions 5–6)

Line (5) Hurricanes generally occur in the North Atlantic from May through November, with the peak of the hurricane season in September; only rarely will they occur from December through April in that part of the ocean. The main reason for the occurrence of hurricanes during this period is that the temperature on the water's surface is at its warmest and the humidity of the air is at its highest.

(10) Of the tropical storms that occur each year in the North Atlantic, only about five, on the average, are powerful enough to be called hurricanes. To be classified as a hurricane, a tropical storm must have winds reaching speeds of at least 117 kilometers per hour, but the winds are often much stronger than that; the winds of intense hurricanes can easily surpass 240 kilometers per hour.

5. The passage mainly discusses

- (A) how many hurricanes occur each year
- (B) the strength of hurricanes
- (C) the weather in the North Atlantic
- (D) hurricanes in one part of the world

6. The best title for this passage would be

- (A) The North Atlantic Ocean
- (B) Storms of the Northern Atlantic
- (C) Hurricanes: The Damage and Destruction
- (D) What Happens from May through November

PASSAGE FOUR (Questions 7–9)

Line (5) Henry Wadsworth Longfellow (1807–1882) was perhaps the best-known American poet of the nineteenth century. His clear writing style and emphasis on the prevalent values of the period made him popular with the general public if not always with the critics. He was particularly recognized for his longer narrative poems *Evangeline*, *The Song of Hiawatha*, and *The Courtship of Miles Standish*, in which he told stories from American history in terms of the values of the time.

(10) *Evangeline* was set during the French and Indian War (1754–1763), when the British forced French settlers from Nova Scotia; two lovers, Gabriel and Evangeline, were separated by the British, and Evangeline devoted her lifetime to the search for Gabriel. With its emphasis on sentimental, undying love, *Evangeline* was immensely popular with the public.

(10) In *The Song of Hiawatha*, Longfellow depicted the noble life of the American Indian through the story of the brave Hiawatha and his beloved wife Minehaha. The tear-inspiring poem follows Hiawatha through the tragedies and triumphs of life, ending with the death of Minehaha and Hiawatha's departure into the sunset in his canoe.

(15) *The Courtship of Miles Standish* takes place during the early period of the settlement of New England, a period which was viewed as a time of honor and romance. In this poem centered around a love triangle, Miles Standish asks his friend John Alden to propose to Priscilla Mullins for him; John Alden ends up marrying Priscilla Mullins himself, and it takes time for his friendship with Miles Standish to recover. As with Longfellow's other narrative poems, the emphasis on high ideals and romance made the poem extremely popular.

7. Which of the following best describes the main idea of the passage?
- (A) American history is often depicted in poetry.
- (B) Longfellow described American history even though people really did not enjoy it.
- (C) The popularity of Longfellow's poems results from his stress on the values of the people.
- (D) Longfellow wrote long narrative poems that were not always popular with the critics.
8. The best title of the passage is
- (A) Longfellow's Popular Appeal
- (B) Historical Narrative Poems
- (C) The Lyric, Dramatic, and Narrative Poems of Longfellow
- (D) Longfellow and the Critics
9. The subject of the fourth paragraph is
- (A) nobility and honor in the poems of Longfellow
- (B) the love triangle involving Miles Standish
- (C) the popular appeal of *The Courtship of Miles Standish*
- (D) the period of the early settlement of New England

SKILL 2: RECOGNIZE THE ORGANIZATION OF IDEAS

In the Reading section of both the paper TOEFL test and the computer TOEFL test, there may be questions about the organization of ideas in a passage. On the paper and the computer tests, you may be asked to determine how the ideas in one paragraph (or paragraphs) relate to the ideas in another paragraph (or paragraphs). On the computer TOEFL test, you may also see a question that asks you to click on the paragraph in a passage that contains certain ideas. Look at an example from the paper TOEFL test that asks you to determine how the information in the passage is organized.

Example from the Paper TOEFL Test

The passage:

- If asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did. They believe this because the story about Doubleday is part of the tradition of baseball.
- Line (5) Doubleday was given credit for this invention early in the twentieth century when sporting-goods manufacturer Spaulding inaugurated a commission to research the question of who invented baseball. In 1908, a report was published by the commission in which Abner Doubleday, a U.S. Army officer from Cooperstown, New York, was given credit for the invention of the game. The National Baseball Hall of Fame was established in Cooperstown in honor of Doubleday.
- (10) Today, most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball. Instead, baseball seems to be a close relative of the English game of rounders and probably has English rather than American roots.
- (15)

The question:

In this passage

- (A) an idea is presented and then refuted
- (B) a concept is followed by examples
- (C) a cause is followed by an effect
- (D) a belief is supported with reasons

This question is about how the information is organized in the passage. To answer this question, it is necessary to look at the main ideas of each of the three paragraphs. The main idea of the first paragraph is found in the first sentence of the first paragraph: that *if asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did*. The main idea of the second paragraph is found in the first line of the second paragraph: that *Doubleday was given credit for this invention*. The main idea of the third paragraph is found in the first line of the third paragraph: that *most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball*. If you study the information in the first lines of the paragraphs, you can determine that the third paragraph contradicts or *refutes* the information that is *presented* in the first two paragraphs. Answer (A) is therefore the best answer to this question.

Now look at an example of a click-on question from the computer TOEFL test that asks you to select the paragraph that discusses a certain idea.

Example from the Computer TOEFL Test 

Reading

If asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did. They believe this because the story about Doubleday is part of the tradition of baseball.

Doubleday was given credit for this invention early in the twentieth century when sporting-goods manufacturer Spaulding inaugurated a commission to research the question of who invented baseball. In 1908, a report was published by the commission in which Abner Doubleday, a U.S. Army officer from Cooperstown, New York, was given credit for the invention of the game. The National Baseball Hall of Fame was established in Cooperstown in honor of Doubleday.






Today, most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball. Instead, baseball seems to be a close relation to the English game of rounders and probably has English rather than American roots.

Click on the *paragraph* that gives the historical background of a particular belief.



This question asks you to *click on the paragraph* that discusses the *historical background* of a particular *belief*. To answer this question you must also look at the main ideas of the paragraphs. The first sentence of the first paragraph mentions a *belief*, and the first sentence of the second paragraph states that *Doubleday was given credit for this invention early in the twentieth century*. From this, it can be determined that the second paragraph gives the *historical background* of the *belief* that is discussed in the first paragraph, so you should click on the second paragraph to answer this question.

The following chart outlines the key information that you should remember about questions on the organization of ideas:

ORGANIZATION OF IDEAS  		
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests  	<i>How is the information in the passage organized?</i> <i>How is the information in the second paragraph related to the information in the first paragraph?</i>
	on computer test only 	Click on the paragraph that...
WHERE TO FIND THE ANSWER	The answer to this type of question can generally be determined by looking at the first sentence of the appropriate paragraphs.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Read the first line of each paragraph. 2. Look for words that show relationships among the paragraphs. 3. Choose the answer that best expresses the relationship. 	

TOEFL EXERCISE 2: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–2)

Conflict within an organization is not always viewed as undesirable. In fact, various managers have widely divergent ideas on the value that conflict can have.

According to the traditional view of conflict, conflict is harmful to an organization.
 Line Managers with this traditional view of conflict see it as their role in an organization to rid the
 (5) organization of any possible sources of conflict.

The interactionist view of conflict, on the other hand, holds that conflict can serve an important function in an organization by reducing complacency among workers and causing positive changes to occur. Managers who hold an interactionist view of conflict may actually take steps to stimulate conflict within the organization.

1. How is the information in the passage organized?
- (A) The origin of ideas about conflict is presented.
- (B) Contrasting views of conflict are presented.
- (C) Two theorists discuss the strengths and weaknesses of their views on conflict.
- (D) Examples of conflict within organizations are presented.
2. Click on the paragraph that supports the view that organizational conflict can be beneficial.

PASSAGE TWO (Questions 3–4)

Line IQ, or intelligence quotient, is defined as the ratio of a person's mental age to chronological age, with the ratio multiplied by 100 to remove the decimal. Chronological age is easily determined; mental age is generally measured by some kind of standard test and is not so simple to define.

(5) In theory, a standardized IQ test is set up to measure an individual's ability to perform intellectual operations such as reasoning and problem solving. These intellectual operations are considered to represent intelligence.

(10) In practice, it has been impossible to arrive at consensus as to which types of intellectual operations demonstrate intelligence. Furthermore, it has been impossible to devise a test without cultural bias, which is to say that any IQ tests so far proposed have been shown to reflect the culture of the test makers. Test takers from that culture would, it follows, score higher on such a test than test takers from a different culture with equal intelligence.

3. What type of information is included in the first paragraph?
- (A) An argument
- (B) A definition
- (C) An opinion
- (D) A theory
4. Click on the paragraph that describes the application of IQ in the real world.

PASSAGE THREE (Questions 5–6)

Line The largest lake in the western United States is the Great Salt Lake, an inland saltwater lake in northwestern Utah, just outside the state capital of Salt Lake City. Rivers and streams feed into the Great Salt Lake, but none drain out of it; this has a major influence on both the salt content and the size of the lake.

(5) Although the Great Salt Lake is fed by freshwater streams, it is actually saltier than the oceans of the world. The salt comes from the more than two million tons of minerals that flow into the lake each year from the rivers and creeks that feed it. Sodium and chloride—the components of salt—comprise the large majority of the lake's mineral content.

(10) The Great Salt Lake can vary tremendously from its normal size of 1,700 square miles, depending on long-term weather conditions. During periods of heavy rains, the size of the lake can swell tremendously from the huge amounts of water flowing into the lake from its feeder rivers and streams; in 1980 the lake even reached a size of 2,400 square miles. During periods of dry weather, the size of the lake decreases, sometimes drastically, due to evaporation.

5. How is the information in the passage organized?
- (A) Two unusual characteristics of the Great Salt Lake are discussed.
- (B) Contrasting theories about the Great Salt Lake's salt levels are presented.
- (C) The process by which the Great Salt Lake gets its salt is outlined.
- (D) The reasons for the variations in the Great Salt Lake's size are given.
6. Click on the paragraph that explains where the Great Salt Lake gets its salt.

TOEFL EXERCISE (Skills 1–2): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–2)

Common types of calendars can be based on the Sun or on the Moon. The solar calendar is based on the solar year. Since the solar year is 365.2422 days long, solar calendars consist of regular years of 365 days and have an extra day every fourth year, or leap year, to make up for the additional fractional amount. In a solar calendar, the waxing and waning of the Moon can take place at various stages of each month.

The lunar calendar is synchronized to the lunar month rather than the solar year. Since the lunar month is twenty-nine and a half days long, most lunar calendars have alternating months of twenty-nine and thirty days. A twelve-month lunar year thus has 354 days, 11 days shorter than a solar year.

1. What is the main idea of the passage?
- (A) All calendars are the same.
- (B) The solar calendar is based on the Sun.
- (C) Different calendars have dissimilar bases.
- (D) The lunar month is twenty-nine and a half days long.
2. How is the information in the passage organized?
- (A) Characteristics of the solar calendar are outlined.
- (B) Two types of calendars are described.
- (C) The strengths and weakness of the lunar calendar are described.
- (D) The length of each existing calendar is contrasted.

PASSAGE TWO (Questions 3–6)

Vaccines are prepared from harmful viruses or bacteria and administered to patients to provide immunity to specific diseases. The various types of vaccines are classified according to the method by which they are derived.

Line (5) The most basic class of vaccines actually contains disease-causing microorganisms that have been killed with a solution containing formaldehyde. In this type of vaccine, the microorganisms are dead and therefore cannot cause disease; however, the antigens found in and on the microorganisms can still stimulate the formation of antibodies. Examples of this type of vaccine are the ones that fight influenza, typhoid fever, and cholera.

(10) A second type of vaccine contains the toxins produced by the microorganisms rather than the microorganisms themselves. This type of vaccine is prepared when the microorganism itself does little damage but the toxin within the microorganism is extremely harmful. For example, the bacteria that cause diphtheria can thrive in the throat without much harm, but when toxins are released from the bacteria, muscles can become paralyzed and death can ensue.

(15) A final type of vaccine contains living microorganisms that have been rendered harmless. With this type of vaccine, a large number of antigen molecules are produced and the immunity that results is generally longer lasting than the immunity from other types of vaccines. The Sabin oral antipolio vaccine and the BCG vaccine against tuberculosis are examples of this type of vaccine.

3. Which of the following expresses the main idea of the passage?
 - (A) Vaccines provide immunity to specific diseases.
 - (B) Vaccines contain disease-causing microorganisms.
 - (C) Vaccines are derived in different ways.
 - (D) New approaches in administering vaccines are being developed.
4. How many types of vaccines are presented in the passage?
 - (A) Two
 - (B) Three
 - (C) Four
 - (D) Five
5. Click on the paragraph that discusses vaccines made from dead organisms.
6. Click on the paragraph that discusses vaccines that do not contain the disease-causing microorganism.

PASSAGE THREE (Questions 7–10)

A hoax, unlike an honest error, is a deliberately-concocted plan to present an untruth as the truth. It can take the form of a fraud, a fake, a swindle, or a forgery, and can be accomplished in almost any field: successful hoaxes have been foisted on the public in fields as varied as politics, religion, science, art, and literature.

Line (5) A famous scientific hoax occurred in 1912 when Charles Dawson claimed to have uncovered a human skull and jawbone on the Piltdown Common in southern England. These human remains were said to be more than 500,000 years old and were unlike any other remains from that period; as such, they represented an important discovery in the study of human evolution. These remains, popularly known as the Piltdown Man and scientifically named *Eoanthropus dawsoni* after their discoverer, confounded scientists for several decades.

(10) It took more than forty years for the hoax to be uncovered. In 1953, a chemical analysis was used to date the bones, and it was found that the bones were modern bones that had been skillfully aged. A further twist to the hoax was that the skull belonged to a human and the jaws to an orangutan.

7. The topic of this passage could best be described as
- (A) the Piltdown Man
 - (B) Charles Dawson's discovery
 - (C) *Eoanthropus dawsoni*
 - (D) a definition and example of a hoax
8. The author's main point is that
- (A) various types of hoaxes have been perpetrated
 - (B) Charles Dawson discovered a human skull and jawbone
 - (C) Charles Dawson was not an honest man
 - (D) the human skull and jawbone were extremely old
9. Click on the paragraph that defines a hoax.
10. Click on the paragraph that explains how one particular hoax was resolved.

DIRECTLY ANSWERED QUESTIONS _____

Many questions in the Reading section of both the paper TOEFL test and the computer TOEFL test will require answers that are directly stated in the passage. This means that you should be able to find the answer to this type of question without having to draw a conclusion. The directly answered questions that are commonly asked are (1) stated detail questions, (2) "unstated" detail questions, and (3) pronoun reference questions.

SKILL 3: ANSWER STATED DETAIL QUESTIONS CORRECTLY

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage. This means that the correct answer often expresses the same idea as what is written in the passage, but the words are not exactly the same. The questions that test stated details are generally multiple-choice questions. On the computer test, there may also be a type of stated detail question that asks you to click on an appropriate drawing. Look at a multiple-choice example from the paper TOEFL test that asks about a stated detail from the passage.

Example from the Paper TOEFL Test

The passage:

Williamsburg is a historic city in Virginia that was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown. In the beginning, the colony at Williamsburg was named Middle Plantation because of its location in the middle of a peninsula between two rivers, the York and the James. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.

The question:

The passage *indicates* that Jamestown

- (A) was settled in 1633
- (B) was settled twenty-six years after Williamsburg
- (C) was the first permanent English colony in America
- (D) was originally named Middle Plantation

This question asks what the passage *indicates* about *Jamestown*, so you know that the answer to this question will be directly stated in the passage. You should skim through the passage to find the part of the passage that discusses *Jamestown*. The answer to this question is found in the statement that *Williamsburg was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown*. Answer (A) is incorrect because it was Williamsburg that was settled in 1633. Answer (B) is incorrect because Jamestown was settled *before* rather than *after* Williamsburg. Answer (D) is incorrect because the name *Middle Plantation* referred to Williamsburg. The best answer to this question is answer (C) because the passage directly states that Jamestown *was the first permanent English colony in America*.

Now look at a multiple-choice example of a stated detail question from the computer TOEFL test.

Example from the Computer TOEFL Test

Reading


Williamsburg is a historic city in Virginia that was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown. In the beginning, the colony at Williamsburg was named Middle Plantation because of its location in the middle of a peninsula between two rivers, the York and the James. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.

According to the passage, the colonists chose Williamsburg because

- it was in England
- there were no nearby rivers
- there were lots of mosquitoes
- the soil drained well

This question asks what is true *according to the passage* about why the colonists *chose* Williamsburg, so you know that the answer will be directly stated in the passage. You should skim through the passage to find the part of the passage that discusses this topic. The answer to this question is found in the statement that *the site for Williamsburg had been selected by the colonists because the soil drainage was better there*. The first answer is not correct because Williamsburg was in America rather than England, the second answer is not correct because Williamsburg was located close to two rivers, and the third answer is not correct because there were fewer mosquitoes. It is stated in the passage that *the soil drained well*, so the last answer is the best answer. You should click on the last answer to this question.

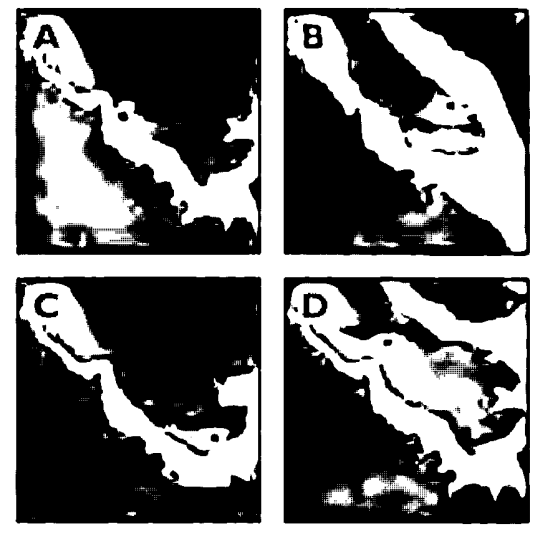
Next, look at a click-on question from the computer TOEFL test that asks you to select one of four drawings that answers a stated detail question.

Example from the Computer TOEFL Test 

Reading

Williamsburg is a historic city in Virginia that was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown. In the beginning, the colony at Williamsburg was named Middle Plantation because of its location in the middle of a peninsula between two rivers, the York and the James. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.




Click on the drawing that shows the location of Williamsburg.



Answer: D

This question asks you to *click on the drawing* that shows the *location* of Williamsburg, so you know that the answer is directly stated in the passage. The passage mentions *Williamsburg* and *its location in the middle of a peninsula between two rivers*. Drawing (A) is incorrect because it shows only one river. Drawing (B) is incorrect because Williamsburg is not in the middle of the peninsula. Drawing (C) is incorrect because there is only one river. Drawing (D) is the one that has Williamsburg on a peninsula between two rivers and is therefore the best answer to the question. You should click on drawing (D) to answer this question.

The following chart outlines the key information that you should remember about stated detail questions:

STATED DETAIL QUESTIONS 		
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests 	According to the passage,... <i>It is stated in the passage...</i> <i>The passage indicates that...</i> <i>Which of the following is true...?</i>
	on computer test only 	Click on the drawing that...
WHERE TO FIND THE ANSWER	The answers to these questions are found in order in the passage.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Choose a key word in the question. 2. Skim in the appropriate part of the passage for the key word or idea. 3. Read the sentence that contains the key word or idea carefully. 4. Eliminate the definitely wrong answers and choose the best answer from the remaining choices. 	

TOEFL EXERCISE 3: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–4)

Ice ages, those periods when ice covered extensive areas of the Earth, are known to have occurred at least six times. Past ice ages can be recognized from rock strata that show evidence of foreign materials deposited by moving walls of ice or melting glaciers. Ice ages can also be recognized from land formations that have been produced from moving walls of ice, such as U-shaped valleys, sculptured landscapes, and polished rock faces.

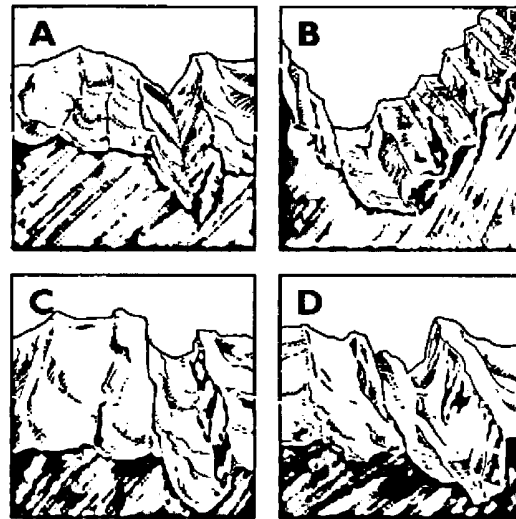
Line
(5)

1. According to the passage, what happens during an ice age?
 - (A) Rock strata are recognized by geologists.
 - (B) Evidence of foreign materials is found.
 - (C) Ice covers a large portion of the Earth's surface.
 - (D) Ice melts six times.
2. The passage covers how many different methods of recognizing past ice ages?
 - (A) One
 - (B) Two
 - (C) Three
 - (D) Four

3. According to the passage, what in the rock strata is a clue to geologists of a past ice age?

- (A) Ice
- (B) Melting glaciers
- (C) U-shaped valleys
- (D) Substances from other areas

4. Click on the drawing that shows the type of valley mentioned in the passage that results from melting glaciers.



PASSAGE TWO (Questions 5–7)

The human heart is divided into four chambers, each of which serves its own function in the cycle of pumping blood. The atria are the thin-walled upper chambers that gather blood as it flows from the veins between heartbeats. The ventricles are the thick-walled lower chambers that receive blood from the atria and push it into the arteries with each contraction of the heart. The left atrium and ventricle work separately from those on the right. The role of the chambers on the right side of the heart is to receive oxygen-depleted blood from the body tissues and send it on to the lungs; the chambers on the left side of the heart then receive the oxygen-enriched blood from the lungs and send it back out to the body tissues.

Line
(5)

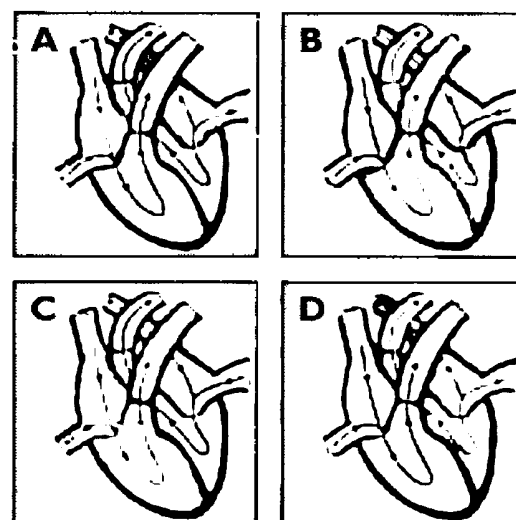
5. The passage indicates that the ventricles

- (A) have relatively thin walls
- (B) send blood to the atria
- (C) are above the atria
- (D) force blood into the arteries

6. According to the passage, when is blood pushed into the arteries from the ventricles?

- (A) As the heart beats
- (B) Between heartbeats
- (C) Before each contraction of the heart
- (D) Before it is received by the atria

7. Click on the drawing that highlights the part of the heart that gets blood from the body tissues and passes it on to the lungs.



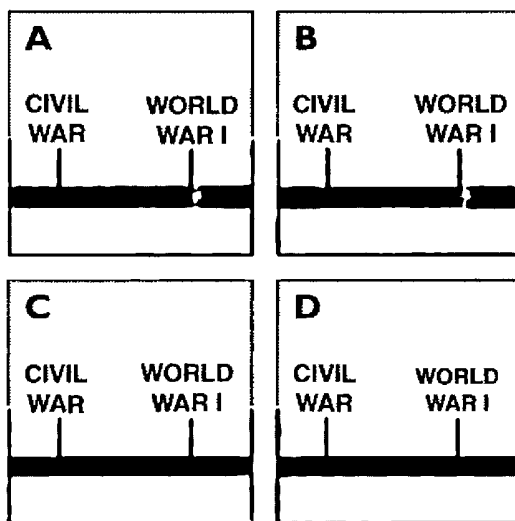
PASSAGE THREE (Questions 8–11)

The Golden Age of Railroads refers to the period from the end of the Civil War to the beginning of World War I when railroads flourished and, in fact, maintained a near monopoly in mass transportation in the United States. One of the significant developments during the period was the notable increase in uniformity, particularly through the standardization of track gauge and time.

At the end of the Civil War, only about half of the nation's railroad track was laid at what is now the standard gauge of 1.4 meters; much of the rest, particularly in the southern states, had a 1.5-meter gauge. During the postwar years, tracks were converted to the 1.4-meter gauge, and by June 1, 1886, the standardization of tracks was completed, resulting in increased efficiency and economy in the rail system.

A further boon to railroad efficiency was the implementation of standard time in 1883. With the adoption of standard time, four time zones were established across the country, thus simplifying railroad scheduling and improving the efficiency of railroad service.

8. Click on the drawing that shows the period of the Golden Age of Railroads.



9. According to the passage, the Golden Age of Railroads

- (A) was a result of World War I
- (B) was a period when most of U.S. mass transportation was controlled by the railroads
- (C) resulted in a decrease in uniformity of track gauge
- (D) resulted in standardization of train stations

10. The passage mentions that which of the following occurred as a result of uniformity of track gauge?

- (A) The Civil War
- (B) Improved economy in the transportation system
- (C) Standardization of time zones
- (D) Railroad schedules

11. The passage indicates that standard time was implemented

- (A) before the Civil War
- (B) on June 1, 1886
- (C) after World War I
- (D) before standardized track gauge was established throughout the United States

SKILL 4: FIND “UNSTATED” DETAILS

You will sometimes be asked in the reading section of both the paper TOEFL test and the computer TOEFL test to find an answer that is *not stated* or *not mentioned* or *not true* in the passage. This type of question really means that three of the answers are *stated*, *mentioned*, or *true* in the passage, while one answer is not.

You should note that there are two kinds of answers to this type of question: (1) there are three true answers and one that is not *true* according to the passage, or (2) there are three true answers and one that is not *mentioned* in the passage. Look at a multiple-choice example from the paper TOEFL test that asks you to find the one answer that is not *true*.

Example from the Paper TOEFL Test

The passage:

In English, there are many different kinds of expressions that people use to give a name to anything whose name is unknown or momentarily forgotten. The word *gadget* is one such word. It was first used by British sailors in the 1850s and probably came from the French word *gachette*, which was a small hook. In everyday use, the word has a more general meaning. Other words are also used to give a name to something unnamed or unknown, and these words tend to be somewhat imaginative. Some of the more commonly used expressions are a *what-d'ye-call-it*, a *whatsis*, a *thingamabob*, a *thingamajig*, a *doodad*, or a *doohickey*.


The question:

Which of the following is **NOT true** about the word *gadget*?

- (A) It is used to name something when the name is not known.
- (B) It was used at the beginning of the nineteenth century.
- (C) It most likely came from a word in the French language.
- (D) Its first known use was by British sailors.

This question asks for the one answer that is *not true* about the word “*gadget*,” so three of the answers are true and one answer is *not*. You should look for the word *gadget* in the passage and find information that is untrue. Answers (A), (C), and (D) are all true according to the passage, so these answers are not correct. Answer (B) is the one answer that is *not true*: the passage states that *the word “gadget”... was first used by British sailors in the 1850s*, which is in the middle of the nineteenth century, so answer (B) is the best answer to this question.

Now, look at a multiple-choice example from the computer TOEFL test that asks you to find the one answer that is not mentioned.

Example from the Computer TOEFL Test 

Reading

In English, there are many different kinds of expressions that people use to give a name to anything whose name is unknown or momentarily forgotten. The word gadget is one such word. It was first used by British sailors in the 1850s and probably came from the French word *gachette*, which was a small hook. In everyday use, the word has a more general meaning. Other words are also used to give a name to something unnamed or unknown, and these words tend to be somewhat imaginative. Some of the more commonly used expressions are a *what-d'ye-call-it*, a *whatsis*, a thingamabob, a *thingamajig*, a *doodad*, or a doohickey.

Which of the following is **NOT mentioned** in the passage as an expression for something that is not known?

A *what-is-it*





A *gadget*

A *thingamabob*

A *doohickey*

This question asks for the one answer that is not mentioned, so three of the answers are listed in the passage and one is not. You should look for the three answers that are mentioned. Since *gadget*, *thingamabob*, and *doohickey* are listed in the passage, the second, third and fourth answers are incorrect. A *what-is-it* is not listed in the passage, so the first answer is the best answer to this question. You should click on the first answer to answer this question.

The following chart outlines the key information that you should remember about “unstated” detail questions:

“UNSTATED” DETAIL QUESTIONS  		
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests  	<p><i>Which of the following is not stated...?</i></p> <p><i>Which of the following is not mentioned...?</i></p> <p><i>Which of the following is not discussed...?</i></p> <p><i>All of the following are true except....</i></p>
WHERE TO FIND THE ANSWER	The answers to these questions are found in order in the passage.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Choose a key word in the question. 2. Scan the appropriate place in the passage for the key word (or related idea). 3. Read the sentence that contains the key word or idea carefully. 4. Look for answers that are definitely true according to the passage. Eliminate those answers. 5. Choose the answer that is not true or not discussed in the passage. 	

TOEFL EXERCISE 4: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–2)

Blood plasma is a clear, almost colorless liquid. It consists of blood from which the red and white blood cells have been removed. It is often used in transfusions because a patient generally needs the plasma portion of the blood more than the other components.

Line (5) Plasma differs in several important ways from whole blood. First of all, plasma can be mixed for all donors and does not have to be from the right blood group, as whole blood does. In addition, plasma can be dried and stored, while whole blood cannot.

- | | |
|--|---|
| <p>1. All of the following are true about blood plasma EXCEPT that</p> <p>(A) it is a deeply colored liquid</p> <p>(B) blood cells have been taken out of it</p> <p>(C) patients are often transfused with it</p> <p>(D) it is generally more important to the patient than other parts of whole blood</p> | <p>2. Which of the following is NOT stated about whole blood?</p> <p>(A) It is different from plasma.</p> <p>(B) It cannot be dried.</p> <p>(C) It is impossible to keep it in storage for a long time.</p> <p>(D) It is a clear, colorless liquid.</p> |
|--|---|

PASSAGE TWO (Questions 3–4)

Elizabeth Cochrane Seaman was an American journalist at the turn of the century who wrote for the newspaper *New York World* under the pen name Nellie Bly, a name which was taken from the Stephen Foster song *Nelly Bly*. She achieved fame for her exposés and in particular for the bold and adventuresome way that she obtained her stories.

Line (5) She felt that the best way to get the real story was from the inside rather than as an outside observer who could be treated to a prettified version of reality. On one occasion she pretended to be a thief so that she would get arrested and see for herself how female prisoners were really treated. On another occasion she faked mental illness in order to be admitted to a mental hospital to get the real picture on the treatment of mental patients.

- | | |
|---|---|
| <p>3. Which of the following is NOT true about Nellie Bly?</p> <p>(A) Nellie Bly's real name was Elizabeth Cochrane Seaman.</p> <p>(B) Nellie Bly was mentally ill.</p> <p>(C) The name Nellie Bly came from a song.</p> <p>(D) The name Nellie Bly was used on articles that Seaman wrote.</p> | <p>4. Which of the following is NOT mentioned as something that Nellie Bly did to get a good story?</p> <p>(A) She acted like a thief.</p> <p>(B) She got arrested by the police.</p> <p>(C) She pretended to be ill.</p> <p>(D) She worked as a doctor in a mental hospital.</p> |
|---|---|

PASSAGE THREE (Questions 5–6)

Line Dekanawida's role as a supreme lawgiver in the Iroquois tribe has given him the status of
(5) demigod within the Indian nation. Born into the Huron tribe, Dekanawida caused great fear in his parents, who tried to drown him in his youth after a prophecy was made indicating that he would bring great sorrow to the Huron nation. Dekanawida was to survive this attempted drowning but later left his parents' home and tribe to live among the Iroquois.

(10) One of his achievements with the Iroquois was the institution of a law among the Iroquois that virtually ended blood feuds among the nation's families. Wampum, strings of beads made of polished shells, was a valued commodity in the Iroquois culture; according to policies established by Dekanawida, wampum had to be paid to the family of a murder victim by the family of the killer. Since the killer was also put to death, the family of the killer had to pay the victim's family in wampum for two deaths, the death of the murder victim and the death of the killer. These strict policies implemented by Dekanawida helped to establish him as a wise lawgiver and leader of the Iroquois nation.

5. According to the passage, Dekanawida was NOT
- (A) a lawmaker
 - (B) a Huron by birth
 - (C) a near deity
 - (D) drowned when he was young
6. Which of the following is NOT mentioned in the passage about wampum?
- (A) It was used extensively by the Huron.
 - (B) It had a high value to the Iroquois.
 - (C) It was given to a murder victim's family.
 - (D) It was made of polished shells.

SKILL 5: FIND PRONOUN REFERENTS

In the reading section of both the paper TOEFL test and the computer TOEFL test, you will sometimes be asked to determine to which noun a pronoun refers. Pronoun reference questions are worded a bit differently on the paper TOEFL test and the computer TOEFL test; on the paper test, pronoun reference questions are multiple-choice questions, while on the computer test, pronoun reference questions are click-on questions.

Either type of pronoun reference question tests the same language skill. In a pronoun reference question, it is important to understand that a noun is generally used first in a passage, and the pronoun that refers to it comes after. Whenever you are asked which noun a pronoun refers to, you should look *before* the pronoun to find the noun.

Look at a multiple-choice example of a pronoun reference question from the paper TOEFL test.

Example from the Paper TOEFL Test **The passage:**

Carnivorous plants, such as the sundew and the Venus-flytrap, are generally found in humid areas where there is an inadequate supply of nitrogen in the soil. In order to survive, *Line* these plants have developed mechanisms to trap insects within
 (5) their foliage. **They** have digestive fluids to obtain the necessary nitrogen from the insects. These plants trap the insects in a variety of ways. The sundew has sticky hairs on its leaves; when an insect lands on these leaves, it gets caught up in the sticky hairs, and the leaf wraps itself around the insect.
 (10) The leaves of the Venus-flytrap function more like a trap, snapping suddenly and forcefully shut around an insect.


The question:

The pronoun **They** in line 5 *refers* to

- (A) humid areas
- (B) these plants
- (C) insects
- (D) digestive fluids

This question asks about the *referent* for the pronoun *they*. To answer this question, you should look before the pronoun *they* for plural nouns that the pronoun could refer to. *Humid areas*, *insects*, and *these plants* come before the pronoun, so they are possible answers; *digestive fluids* comes after the pronoun, so it is probably not the correct answer. Then you should try the three possible answers in the sentence in place of the pronoun. You should understand from the context that *these plants* have *digestive fluids* to obtain the necessary nitrogen from the insects, so the best answer to this question is answer (B).

Now look at a click-on example of a pronoun reference question from the computer TOEFL test.

Example from the Computer TOEFL Test 






Reading

Carnivorous plants, such as the sundew and the Venus-flytrap, are generally found in humid areas where there is an inadequate supply of nitrogen in the soil. In order to survive, these plants have developed mechanisms to trap insects within their foliage. They have digestive fluids to obtain the necessary nitrogen from the insects. These plants trap the insects in a variety of ways. The sundew has sticky hairs on its leaves; when an insect lands on these leaves, it gets caught up in the sticky hairs, and the leaf wraps itself around the insect. The leaves of the Venus-flytrap function more like a trap, snapping suddenly and forcefully shut around an insect.

Look at the word it in the passage. Click on the word or phrase that it refers to.

This question asks you to find the *referent* for the pronoun *it*. To answer this question, you should look before the pronoun *it* for singular nouns that the pronoun could refer to. *A variety*, *the sundew*, and *an insect* come before the pronoun, so they are possible answers. Next you should try the three possible answer in the sentence in place of the pronoun. *An insect gets caught up in the sticky hairs*, while a *variety* or *sundew* does not, so *insect* is the best answer to this question. You should click on *insect* to answer this question.

The following chart outlines the key information that you should remember about pronoun referents:

PRONOUN REFERENTS 		
HOW TO IDENTIFY THE QUESTION	on paper test only 	<i>The pronoun "..."</i> in line X <i>refers to which of the following?</i>
	on computer test only 	<i>Look at the word X. Click on the word or phrase that X refers to.</i>
WHERE TO FIND THE ANSWER	on paper test only 	The line where the pronoun is located is given in the question. The noun that the pronoun refers to is generally found <i>before</i> the pronoun.
	on computer test only 	The pronoun is highlighted in the passage. The noun that the pronoun refers to is generally found <i>before</i> the pronoun.
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Locate the pronoun in the passage. 2. Look <i>before</i> the pronoun for nouns that agree with the pronoun. 3. Try each of the nouns in the context in place of the pronoun. 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices. 	

TOEFL EXERCISE 5: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–2)

The full moon that occurs nearest the equinox of the Sun has become known as the harvest moon. It is a bright moon which allows farmers to work late into the night for several nights; they can work when the moon is at its brightest to bring in the fall harvest. The harvest moon, of course, occurs at different times of the year in the northern and southern hemispheres. In the northern hemisphere, the harvest moon occurs in September at the time of the autumnal equinox. In the southern hemisphere, the harvest moon occurs in March at the time of the vernal equinox.

1. The pronoun "It" in line 2 refers to
 - (A) the equinox
 - (B) the Sun
 - (C) the harvest moon
 - (D) the night
2. Look at the word they in the passage. Click on the word or phrase that they refers to.

PASSAGE TWO (Questions 3–4)

Mardi Gras, which means "Fat Tuesday" in French, was introduced to America by French colonists in the early eighteenth century. From that time it has grown in popularity, particularly in New Orleans, and today it is actually a legal holiday in several southern states. The Mardi Gras celebration in New Orleans begins well before the actual Mardi Gras Day. Parades, parties, balls, and numerous festivities take place throughout the week before Mardi Gras Day; tourists from various countries throughout the world flock to New Orleans for the celebration, where they take part in a week of nonstop activities before returning home for some much-needed rest.

3. The pronoun "it" in line 2 refers to
 - (A) Mardi Gras
 - (B) French
 - (C) that time
 - (D) New Orleans
4. Look at the word they in the passage. Click on the word or phrase that they refers to.

PASSAGE THREE (Questions 5–6)

The financial firm Dow Jones and Company computes business statistics every hour on the hour of each of the business days of the year, and these statistics are known as the Dow Jones averages. They are based on a select group of stocks and bonds that are traded on the New York Stock Exchange. The Dow Jones averages are composed of four different types of averages: the average price of the common stock of thirty industrial firms, the average price of the common stock prices of twenty transportation companies, the average price of the common stock prices of fifteen utility companies, and an overall average of all the sixty-five stocks used to compute the first three averages. Probably the average that is the most commonly used is the industrial average; it is often used by an investor interested in checking the state of the stock market before making an investment in an industrial stock.

5. The pronoun "They" in line 3 refers to
- (A) the business days
 - (B) these statistics
 - (C) stocks and bonds
 - (D) four different types
6. Look at the word **it** in the passage. Click on the word or phrase that it refers to.

TOEFL EXERCISE (Skills 3–5): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–5)

Line The United States does not have a national university, but the idea has been around for quite some time. George Washington first recommended the idea to Congress; he even selected an actual site in Washington, D.C., and then left an endowment for the proposed national university in his will. During the century following the Revolution, the idea of a national university continued to receive the support of various U.S. presidents, and philanthropist Andrew Carnegie pursued the cause at the beginning of the present century. Although the original idea has not yet been acted upon, it continues to be proposed in bills before Congress.

(5)

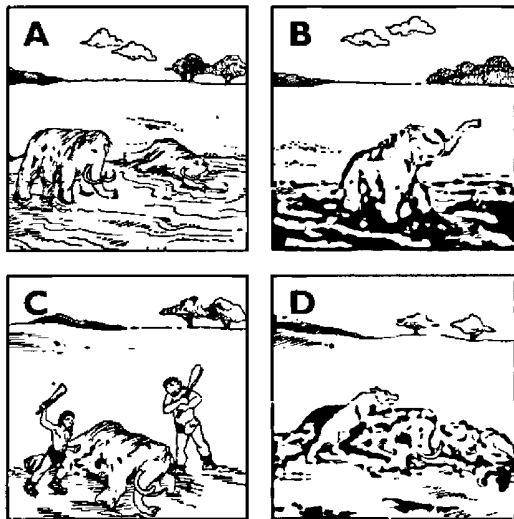
1. According to the passage, the national university of the United States
 - (A) has been around for a while
 - (B) does not exist
 - (C) is a very recent idea
 - (D) is an idea that developed during the present century
2. Look at the word **he** in the passage. Click on the word or phrase that **he** refers to.
3. The passage indicates that George Washington did NOT do which of the following?
 - (A) He suggested the concept for a national university to Congress.
 - (B) He chose a location for the national university.
 - (C) He left money in his will for a national university.
 - (D) He succeeded in establishing a national university.
4. Which of the following is NOT mentioned in the passage about Andrew Carnegie?
 - (A) He was interested in doing charity work and good deeds for the public.
 - (B) He was a member of Congress.
 - (C) He was interested in the idea of a national university.
 - (D) He was active in the early twentieth century.
5. The pronoun "it" in line 7 refers to
 - (A) the cause
 - (B) the beginning of the present century
 - (C) the original idea
 - (D) Congress

PASSAGE TWO (Questions 6–11)

The La Brea tarpits, located in Hancock Park in the Los Angeles area, have proven to be an extremely fertile source of Ice Age fossils. Apparently, during the period of the Ice Age, the tarpits were covered by shallow pools of water; when animals came there to drink, they got caught in the sticky tar and perished. The tar not only trapped the animals, leading to their death, but it also served as a remarkably effective preservative, allowing near-perfect skeletons to remain hidden until the present era.

In 1906, the remains of a huge prehistoric bear discovered in the tarpits alerted archeologists to the potential treasure lying within the tar. Since then thousands and thousands of well-preserved skeletons have been uncovered, including the skeletons of camels, horses, wolves, tigers, sloths, and dinosaurs.

6. Which of the following is NOT true about the La Brea tarpits?
- (A) They contain fossils that are quite old.
(B) They are found in Hancock Park.
(C) They have existed since the Ice Age.
(D) They are located under a swimming pool.
7. The pronoun "they" in line 3 refers to
- (A) the La Brea tarpits
(B) Ice Age fossils
(C) shallow pools of water
(D) animals
8. Click on the drawing that shows how the Ice Age animals mentioned in the passage died at the La Brea tarpits.
9. Look at the word *it* in paragraph 1. Click on the word or phrase that it refers to.
10. When did archeologists become aware of the possible value of the contents of the tarpits?
- (A) During the Ice Age
(B) Thousands and thousands of years ago
(C) Early in the twentieth century
(D) Within the past decade
11. Which of the following is NOT mentioned as an example of a skeleton found in the tarpits?
- (A) A bear
(B) A sloth
(C) A horse
(D) A snake



PASSAGE THREE (Questions 12–17)

Line (5) When the president of the United States wants to get away from the hectic pace in Washington, D.C., Camp David is the place to go. Camp David, in a wooded mountain area about 70 miles from Washington, D.C., is where the president goes to find solitude. It consists of living space for the president, the first family, and the presidential staff as well as sporting and recreational facilities.

(10) Camp David was established by President Franklin Delano Roosevelt in 1942. He found the site particularly appealing in that its mountain air provided relief from the summer heat of Washington and its remote location offered a more relaxing environment than could be achieved in the capital city.

(10) When Roosevelt first established the retreat, he called it Shangri-La, which evoked the blissful mountain kingdom in James Hilton's novel *Lost Horizon*. Later, President Dwight David Eisenhower renamed the location Camp David after his grandson David Eisenhower.

(15) Camp David has been used for a number of significant meetings. In 1943 during World War II, President Roosevelt met there with Great Britain's Prime Minister Winston Churchill. In 1959 at the height of the Cold War, President Eisenhower met there with Soviet Premier Nikita Khrushchev; in 1978 President Jimmy Carter sponsored peace talks between Israel's Prime Minister Menachem Begin and Egypt's President Anwar el-Sadat at the retreat at Camp David.

12. Which of the following is NOT discussed about Camp David?
- (A) Its location
(B) Its cost
(C) Its facilities
(D) Its uses
13. Look at the word **It** in paragraph 1. Click on the word or phrase that **It** refers to.
14. According to the passage, who founded Camp David?
- (A) George Washington
(B) The first family
(C) Franklin Delano Roosevelt
(D) Dwight David Eisenhower
15. The pronoun "he" in line 10 refers to
- (A) Camp David
(B) Roosevelt
(C) James Hilton
(D) President Dwight David Eisenhower
16. Which of the following is NOT true about President Eisenhower?
- (A) He had a grandson named David.
(B) He attended a conference with Nikita Khrushchev.
(C) He named the presidential retreat Shangri-La.
(D) He visited Camp David.
17. Khrushchev was at Camp David in
- (A) 1942
(B) 1943
(C) 1959
(D) 1978

TOEFL REVIEW EXERCISE (Skills 1–5): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–5)

Lincoln's now famous Gettysburg Address was not, on the occasion of its delivery, recognized as the masterpiece that it is today. Lincoln was not even the primary speaker at the ceremonies, held at the height of the Civil War in 1863, to dedicate the battlefield at Gettysburg. The main speaker was orator Edward Everett, whose two-hour speech was followed by Lincoln's shorter remarks. Lincoln began his small portion of the program with the words that today are immediately recognized by most Americans: "Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal." At the time of the speech, little notice was given to what Lincoln had said, and Lincoln considered his appearance at the ceremonies rather unsuccessful. After his speech appeared in print, appreciation for his words began to grow, and today it is recognized as one of the all-time greatest speeches.

1. The main idea of this passage is that
 - (A) the Gettysburg Address has always been regarded as a masterpiece
 - (B) at the time of its delivery the Gettysburg Address was truly appreciated as a masterpiece
 - (C) it was not until after 1863 that Lincoln's speech at Gettysburg took its place in history
 - (D) Lincoln is better recognized today than he was at the time of his presidency
2. Which of the following is NOT true about the ceremonies at Gettysburg during the Civil War?
 - (A) Everett was the main speaker.
 - (B) Everett gave a two-hour speech.
 - (C) Lincoln was the closing speaker of the ceremonies.
 - (D) Lincoln's speech was longer than Everett's.
3. According to the passage, when Lincoln spoke at the Gettysburg ceremonies,
 - (A) his words were immediately recognized by most Americans
 - (B) he spoke for only a short period of time
 - (C) he was enthusiastically cheered
 - (D) he was extremely proud of his performance
4. When did Lincoln's Gettysburg Address begin to receive public acclaim?
 - (A) After it had been published
 - (B) Immediately after the speech
 - (C) Not until the present day
 - (D) After Lincoln received growing recognition
5. Look at the word *it* in the passage. Click on the word or phrase that it refers to.

PASSAGE TWO (Questions 6–12)

Hay fever is a seasonal allergy to pollens. The term “hay fever,” however, is a less than adequate description since such an attack can be brought on by sources other than hay-producing grasses and since an attack of this allergy does not incur fever.

Line (5) The causes of hay fever can be quite varied. Hay fever is generally caused by air-borne pollens, particularly ragweed pollen. The amount of pollen in the air is largely dependent on geographical location, weather, and season. In the eastern section of the United States, for example, there are generally three periods when pollen from various sources can cause intense hay fever suffering: in the springtime months of March and April, when pollen from trees is prevalent, in the summer months of June and July, when grass pollen fills the air, and at the end of August, when ragweed pollen is at its most concentrated levels.

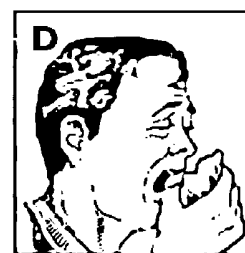
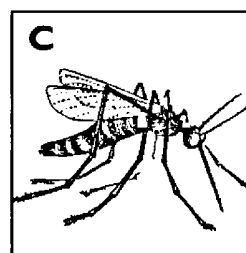
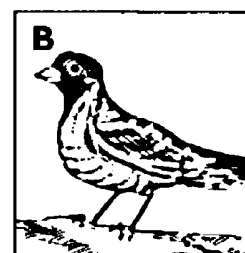
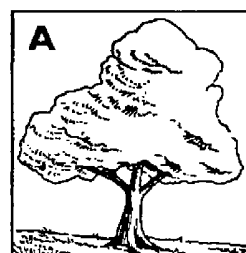
(10) What results from an attack of hay fever is not a fever. Instead, a person with hay fever will suffer symptoms such as red and itching eyes, a swollen and runny nose, and repeated bouts of sneezing.

6. Which of the following would be the best title for the passage?
- (A) The Relationship between Season and Allergies
(B) Misconceptions and Facts about Hay Fever
(C) Hay Fever in the Eastern United States
(D) How Ragweed Causes Hay Fever
7. According to the passage, which of the following helps to explain why the term “hay fever” is somewhat of a misnomer?
- (A) A strong fever occurs after an attack.
(B) The amount of pollen in the air depends on geographical location.
(C) Hay fever is often caused by ragweed pollen.
(D) Grass pollen is prevalent in June and July.
8. Which of the following is NOT discussed in the passage as a determining factor of the amount of pollen in the air?
- (A) Place
(B) Climate
(C) Time of year
(D) Altitude

9. Which of the following is NOT true about hay fever in the eastern United States?

- (A) Suffering from hay fever is equally severe year-round.
(B) Pollen from trees causes hay fever suffering in the spring.
(C) Grass pollen fills the air earlier in the year than ragweed pollen.
(D) Ragweed pollen is most prevalent at the end of the summer.

10. Click on the drawing that represents a potential cause of hay fever.



11. Which of the following is NOT a symptom of hay fever?

- (A) A high fever
(B) A runny nose
(C) Red eyes
(D) Persistent sneezing

12. Click on the paragraph that outlines how, when, and where hay fever develops.

PASSAGE THREE (Questions 13–19)

Theories about the movement of the continents have evolved over time as the ability to conduct scientific study of the continents has improved. Thus, today's theory of plate tectonics, rather than contradicting its predecessor, had its roots in the older theory of continental drift.

Line (5) According to the theory of continental drift, the continents are not fixed in position but instead move slowly across the surface of the earth, constantly changing in position relative to one another. This theory was first proposed in the eighteenth century when mapmakers noticed how closely the continents of the earth fit together when they were matched up. It was suggested then that the present-day continents had once been one large continent that had broken up into pieces which drifted apart.

(10) Today the modern theory of plate tectonics has developed from the theory of continental drift. The theory of plate tectonics suggests that the crust of the earth is divided into six large, and many small, tectonic plates that drift on the lava that composes the inner core of the earth. These plates consist of ocean floor and continents that quite probably began breaking up and moving relative to one another more than 200 million years ago.

13. The topic of this passage is
- (A) continental drift
(B) the theory of plate tectonics
(C) the development of ideas about the movement of the earth's surface
(D) eighteenth-century mapmakers
14. The passage states that the theory of continental drift developed as a result of
- (A) the fixed positions of the continents
(B) the work of mapmakers
(C) the rapid movement of continents
(D) the fit of the earth's plates
15. Look at the word **they** in paragraph 2. Click on a word or phrase that **they** refers to.
16. Which of the following is NOT true about the theory of plate tectonics?
- (A) It is not as old as the theory of continental drift.
(B) It evolved from the theory of continental drift.
(C) It postulates that the earth's surface is separated into plates.
(D) It was proposed by mapmakers.
17. According to the passage, what constitutes a tectonic plate?
- (A) Lava
(B) Only the continents
(C) The inner core of the earth
(D) The surface of the land and the floor of the oceans
18. Which of the following best describes the organization of the passage?
- (A) Two unrelated theories are presented.
(B) Two contrasting opinions are stated.
(C) A theory is followed by an example.
(D) One hypothesis is developed from another.
19. Click on the paragraph that describes the earlier theory.

INDIRECTLY ANSWERED QUESTIONS

Some questions in the Reading section of both the paper TOEFL test and the computer TOEFL test will require answers that are not directly stated in the passage. To answer these multiple-choice questions correctly, you will have to draw conclusions from information that is given in the passage. Two common types of indirectly answered questions are (1) implied detail questions, and (2) transition questions.

SKILL 6: ANSWER IMPLIED DETAIL QUESTIONS CORRECTLY

You will sometimes be asked to answer a multiple-choice question about a reading passage by drawing a conclusion from a specific detail or details in the passage. Questions of this type contain the words *implied*, *inferred*, *likely*, or *probably* to let you know that the answer to the question is not directly stated. In this type of question, it is important to understand that you do not have to “pull the answer out of thin air.” Instead, some information will be given in the passage, and you will draw a conclusion from that information. Look at a multiple-choice example of an implied detail question from the paper TOEFL test.

Example from the Paper TOEFL Test

The passage:

The Hawaiian language is a melodious language in which all words are derived from an alphabet of only twelve letters, the five vowels *a, e, i, o, u* and the seven consonants *h, k, l, m, n, p, w*. Each syllable in the language ends in a vowel, and two consonants never appear together, so vowels have a much higher frequency in the Hawaiian language than they do in English.

This musical-sounding language can be heard regularly by visitors to the islands. Most Hawaiians speak English, but it is quite common to hear English that is liberally spiced with words and expressions from the traditional language of the culture. A visitor may be greeted with the expression *aloha* and may be referred to as a *malihini* because he is a newcomer to the island. The visitor may attend an outside *luau* where everyone eats too much and be invited afterwards to dance the *hula*.


The question:

Which of the following is *probably NOT* a Hawaiian word?

- (A) *mahalo*
- (B) *mahimahi*
- (C) *meklea*
- (D) *moana*

This question asks which word is *probably NOT* a Hawaiian word. To answer this question, you should refer to the part of the passage where it states that in the Hawaiian language *two consonants never appear together*. From this, you can draw the conclusion that answer (C), *mek-lea*, is probably not a Hawaiian word because the consonants *k* and *l* appear together, so answer (C) is the best answer to this question.

Now look at a multiple-choice example of an implied detail question from the computer TOEFL test.

Example from the Computer TOEFL Test 

Reading

The Hawaiian language is a melodious language in which all words are derived from an alphabet of only twelve letters, the five vowels *a, e, i, o, u* and the seven consonants *h, k, l, m, n, p, w*. Each syllable in the language ends in a vowel, and two consonants never appear together, so vowels have a much higher frequency in the Hawaiian language than they do in English.

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It is **implied** in the passage that a *luau* is

a dance





a feast

a concert

a language

This question asks what is *implied* in the passage about a *luau*. To answer this question, you should refer to the part of the passage where it mentions a *luau where everyone eats too much*. From this, you can draw the conclusion that a *luau* is a *feast*, which is a very large meal. The second answer is therefore the best answer to this question.

The following chart outlines the key information that you should remember about implied detail questions:

IMPLIED DETAIL QUESTIONS  		
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests  	<p><i>It is implied in the passage that...</i></p> <p><i>It can be inferred from the passage that...</i></p> <p><i>It is most likely that...</i></p> <p><i>What probably happened...?</i></p>
WHERE TO FIND THE ANSWER	The answers to these questions are generally found in order in the passage.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Choose a key word in the question. 2. Scan the passage for the key word (or a related idea). 3. Carefully read the sentence that contains the key word. 4. Look for an answer that could be true, according to that sentence. 	

TOEFL EXERCISE 6: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–2)

Eskimos need efficient and adequate means to travel across water in that the areas where they live are surrounded by oceans, bays, and inlets and dotted with lakes and seas. Two different types of boats have been developed by the Eskimos, each constructed to meet specific needs.

Line The kayak is something like a canoe that has been covered by a deck. A kayak is generally
(5) constructed with one opening in the deck for one rider; however, some kayaks are made for two. Because the deck of a kayak is covered over except for the hole (or holes) for its rider (or riders), a kayak can tip over in the water and roll back up without filling with water and sinking. One of the primary uses of the kayak is for hunting.

(10) The umiak is not closed over, as is the kayak. Instead, it is an open boat that is built to hold ten to twelve passengers. Eskimos have numerous uses for the umiak which reflect the size of the boat; e.g. the umiak is used to haul belongings from campsite to campsite, and it is used for hunting larger animals that are too big to be hunted in a kayak.

- | | |
|--|---|
| <p>1. It is implied in the passage that if a kayak has two holes, then</p> <p>(A) it accommodates two riders</p> <p>(B) it is less stable than a kayak with one hole</p> <p>(C) it is as large as an umiak</p> <p>(D) it cannot be used on the ocean</p> | <p>2. It can be inferred from the passage that an example of the animals mentioned might be</p> <p>(A) a kangaroo</p> <p>(B) a snake</p> <p>(C) a whale</p> <p>(D) a salmon</p> |
|--|---|

PASSAGE TWO (Questions 3–5)

Line Two types of trees from the same family of trees share honors in certain respects as the most
(5) impressive of trees. Both evergreen conifers, the California redwood (*Sequoia sempervirens*) and the giant sequoia (*Sequoiadendron giganteum*) are found growing natively only in the state of California. The California redwood is found along the northern coast of the state, while the giant sequoia is found inland and at higher elevations, along the western slopes of the Sierra Nevadas.

(10) The California redwood is the tallest living tree and is in fact the tallest living thing on the face of the earth; the height of the tallest redwood on record is 385 feet (120 meters). Though not quite as tall as the California redwood, with a height of 320 feet (100 meters), the giant sequoia is nonetheless the largest and most massive of living things; giant sequoias have been measured at more than 100 feet (30 meters) around the base, with weights of more than 6,000 tons.

- | | |
|---|---|
| <p>3. It is implied in the passage that</p> <p>(A) the leaves of only the California redwood turn brown in the autumn</p> <p>(B) the leaves of only the giant sequoia turn brown in the winter</p> <p>(C) the leaves of both types of trees in the passage turn brown in the winter</p> <p>(D) the leaves of neither type of tree in the passage turn brown in the winter</p> | <p>4. It can be inferred from the passage that the Sierra Nevadas are</p> <p>(A) a type of giant redwood</p> <p>(B) a coastal community</p> <p>(C) a group of lakes</p> <p>(D) a mountain range</p> |
|---|---|

5. Which of the following is implied in the passage?
- (A) The giant sequoia is taller than the California redwood.
 - (B) The California redwood is not as big around as the giant sequoia.
 - (C) The California redwood weighs more than the giant sequoia.
 - (D) Other living things are larger than the giant sequoia.

PASSAGE THREE (Questions 6–8)

Probably the most recognized board game around the world is the game of Monopoly. In this game, players vie for wealth by buying, selling, and renting properties; the key to success in the game, in addition to a bit of luck, is for a player to acquire monopolies on clusters of properties in order to force opponents to pay exorbitant rents and fees.

Line
(5)

Although the game is now published in countless languages and versions, with foreign locations and place names appropriate to the target language adorning its board, the beginnings of the game were considerably more humble. The game was invented in 1933 by Charles Darrow, during the height of the Great Depression. Darrow, who lived in Germantown, Pennsylvania, was himself unemployed during those difficult financial times. He set the original game not as might be expected in his hometown of Germantown, but in Atlantic City, New Jersey, the site of numerous pre-Depression vacations, where he walked along the Boardwalk and visited Park Place. Darrow made the first games by hand and sold them locally until Parker Brothers purchased the rights to Monopoly in 1935 and took the first steps toward the mass production of today.

(10)

6. The French version of Monopoly might possibly include a piece of property entitled
- (A) Atlantic City, New Jersey
 - (B) Germantown, Pennsylvania
 - (C) Boardwalk
 - (D) the Eiffel Tower
7. It is implied that Darrow selected Atlantic City as the setting for Monopoly because
- (A) it brought back good memories
 - (B) his family came from Atlantic City
 - (C) the people of Germantown might have been angered if he had used Germantown
 - (D) Atlantic City was larger than Germantown
8. Parker Brothers is probably
- (A) a real estate company
 - (B) a game manufacturing company
 - (C) a group of Charles Darrow's friends
 - (D) a toy design company

SKILL 7: ANSWER TRANSITION QUESTIONS CORRECTLY

You will sometimes be asked on both the paper TOEFL test and the computer TOEFL test to answer a multiple-choice question about what probably came before the reading passage (in the *preceding* paragraph) or what probably comes after the reading passage (in the *following* paragraph). Of course, the topic of the *preceding* or *following* paragraph is not directly stated, and you must draw a conclusion to determine what is probably in these paragraphs.

This type of question is a *transition* question. It asks you to demonstrate that you understand that good writing contains *transitions* from one paragraph to the next. A paragraph may start out with the idea of the previous paragraph as a way of linking the ideas in the two paragraphs. A paragraph may also end with an idea that will be further developed in the following paragraph. Look at a multiple-choice example of a transition question from the paper TOEFL test that asks you to identify what was probably in the *preceding* paragraph.

Example from the Paper TOEFL Test **The passage:**

Another myth of the oceans concerns Davy Jones, who in folklore is a mean-spirited sovereign of the ocean's depths. The name "Jones" is thought by some etymologists to have been derived from the name "Jonah," the Hebrew prophet who spent three days in a whale's belly.

Line (5)

According to tradition, any object that goes overboard and sinks to the bottom of the ocean is said to have gone to Davy Jones's locker, the ocean-sized, mythical receptacle for anything that falls into the water. Needless to say, any sailor on the seas is not so eager to take a tour of Davy Jones's locker, although it might be a rather interesting trip considering all the treasures located there.

(10)


The question:

The paragraph *preceding* this passage most probably discusses

- (A) the youth of Davy Jones
- (B) Davy Jones's career as a sailor
- (C) a different traditional story from the sea
- (D) preparing to travel on the ocean

This question asks about the topic of the *preceding* paragraph, so you must look at the beginning of the passage and draw a conclusion about what probably came before. Since the passage begins with the expression *another myth of the oceans*, you should understand that the new passage is going to present a *second* myth of the oceans and the previous passage probably presented the *first* myth of the oceans. A myth is a traditional story, so the best answer to this question is answer (C), which discusses *a different traditional story from the sea*.

Now look at a multiple-choice example from the computer TOEFL test that asks you to identify what is probably in the *following* paragraph.

Example from the Computer TOEFL Test 

Reading

Another myth of the oceans concerns Davy Jones, who in folklore is a mean-spirited sovereign of the ocean's depths. The name "Jones" is thought by some etymologists to have been derived from the name "Jonah," the Hebrew prophet who spent three days in a whale's belly.





According to tradition, any object that goes overboard and sinks to the bottom of the ocean is said to have gone to Davy Jones's locker, the ocean-sized, mythical receptacle for anything that falls into the water. Needless to say, any sailor on the seas is not so eager to take a tour of Davy Jones's locker, although it might be a rather interesting trip considering all the treasures located there.

The topic of the paragraph **following** the passage most likely is

- valuable items located at the bottom of the ocean
- where Davy Jones is found today
- Jonah and the whale
- preventing objects from falling overboard

This question asks about the topic of the *following* paragraph, so you must look at the end of the passage and draw a conclusion about what probably comes after. The passage ends with the mention of *all the treasures located there*, and *there* is in Davy Jones's locker, or at the bottom of the ocean; this is probably going to be the topic of the next paragraph. The first answer, which discusses *valuable items located at the bottom of the ocean* is therefore the best answer, so you should click on the first answer to this question.

The following chart outlines the key information that you should remember about transition questions:

TRANSITION QUESTIONS  		
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests  	<i>The paragraph preceding the passage probably... What is most likely in the paragraph following the passage?</i>
WHERE TO FIND THE ANSWER	The answer can generally be found <i>in the first line</i> of the passage for a <i>preceding</i> question. The answer can generally be found <i>in the last line</i> for a <i>following</i> question.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Read the <i>first line</i> for a <i>preceding</i> question. 2. Read the <i>last line</i> for a <i>following</i> question. 3. Draw a conclusion about what comes <i>before</i> or <i>after</i>. 4. Choose the answer that is reflected in the <i>first</i> or <i>last line</i> of the passage. 	

TOEFL EXERCISE 7: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–2)

Another program instrumental in the popularization of science was *Cosmos*. This series, broadcast on public television, dealt with topics and issues from varied fields of science. The principal writer and narrator of the program was Carl Sagan, a noted astronomer and Pulitzer Prize-winning author.

- | | |
|---|---|
| <p>1. The paragraph preceding this passage most probably discusses</p> <p>(A) a different scientific television series</p> <p>(B) Carl Sagan's scientific achievements</p> <p>(C) the Pulitzer Prize won by Carl Sagan</p> <p>(D) public television</p> | <p>2. The paragraph following this passage most likely contains information on what?</p> <p>(A) The popularity of science</p> <p>(B) The program <i>Cosmos</i></p> <p>(C) The astronomer Carl Sagan</p> <p>(D) Topics and issues from various fields of science</p> |
|---|---|

PASSAGE TWO (Questions 3–4)

Line (5) When a strong earthquake occurs on the ocean floor rather than on land, a tremendous force is exerted on the seawater and one or more large, destructive waves called *tsunamis* can be formed. *Tsunamis* are commonly called tidal waves in the United States, but this is really an inappropriate name in that the cause of the *tsunami* is an underground earthquake rather than the ocean's tides.

Far from land, a *tsunami* can move through the wide open vastness of the ocean at a speed of 600 miles (900 kilometers) per hour and often can travel tremendous distances without losing height and strength. When a *tsunami* reaches shallow coastal water, it can reach a height of 100 feet (30 meters) or more and can cause tremendous flooding and damage to coastal areas.

- | | |
|---|--|
| <p>3. The paragraph preceding the passage most probably discusses</p> <p>(A) <i>tsunamis</i> in various parts of the world</p> <p>(B) the negative effects of <i>tsunamis</i></p> <p>(C) land-based earthquakes</p> <p>(D) the effect of tides on <i>tsunamis</i></p> | <p>4. Which of the following is most likely the topic of the paragraph following the passage?</p> <p>(A) The causes of <i>tsunamis</i></p> <p>(B) The destructive effects of <i>tsunamis</i> on the coast</p> <p>(C) The differences between <i>tsunamis</i> and tidal waves</p> <p>(D) The distances covered by <i>tsunamis</i></p> |
|---|--|

PASSAGE THREE (Questions 5–6)

While draft laws are federal laws, marriage laws are state laws rather than federal; marriage regulations are therefore not uniform throughout the country. The legal marriage age serves as an example of this lack of conformity. In most states, both the man and the woman must be at least eighteen years old to marry without parental consent; however, the states of Nebraska and Wyoming require the couple to be at least nineteen, while the minimum age in Mississippi is twenty-one. If parental permission is given, then a couple can marry at sixteen in some states, and a few states even allow marriage before the age of sixteen, though a judge's permission, in addition to the permission of the parents, is sometimes required in this situation. Some states which allow couples to marry at such a young age are now considering doing away with such early marriages because of the numerous negative effects of these young marriages.

5. The paragraph preceding the passage most probably discusses
- (A) state marriage laws
 - (B) the lack of uniformity in marriage laws
 - (C) federal draft laws
 - (D) the minimum legal marriage age

6. The topic of the paragraph following the passage is most likely to be
- (A) disadvantages of youthful marriages
 - (B) reasons why young people decide to marry
 - (C) the age when parental consent for marriage is required
 - (D) a discussion of why some states allow marriages before the age of sixteen

TOEFL EXERCISE (Skills 6–7): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–4)

The most conservative sect of the Mennonite Church is the Old Order Amish, with 33,000 members living mainly today in the states of Pennsylvania, Ohio, and Indiana. Their lifestyle reflects their belief in the doctrines of separation from the world and simplicity of life. The Amish have steadfastly rejected the societal changes that have occurred in the previous three hundred years, preferring instead to remain securely rooted in a seventeenth-century lifestyle. They live on farms without radios, televisions, telephones, electric lights, and cars; they dress in plainly styled and colored old-fashioned clothes; and they farm their lands with horses and tools rather than modern farm equipment. They have a highly communal form of living, with barn raisings and quilting bees as commonplace activities.

1. The paragraph preceding this passage most probably discusses
- (A) other, more liberal sects of Mennonites
 - (B) where Mennonites live
 - (C) the communal Amish lifestyle
 - (D) the most conservative Mennonites

2. Which of the following would probably NOT be found on an Amish farm?
- (A) A hammer
 - (B) A cart
 - (C) A long dress
 - (D) A refrigerator

3. It can be inferred from the passage that a quilting bee
- (A) involves a group of people
 - (B) is necessary when raising bees
 - (C) always follows a barn raising
 - (D) provides needed solitude
4. Which of the following is most likely the topic of the paragraph following the passage?
- (A) The effects of the communal lifestyle on the Old Order Amish
 - (B) How the Old Order Amish differ from the Mennonites
 - (C) The effect of modern technology on the Old Order Amish
 - (D) The doctrines of the Old Order Amish

PASSAGE TWO (Questions 5–8)

Line (5) Various other Native American tribes also lived on the Great Plains. The Sioux, a group of seven Native American tribes, are best known for the fiercely combative posture against encroaching White civilization in the 1800s. Although they are popularly referred to as Sioux, these Native American tribes did not call themselves Sioux; the name was given to them by an enemy tribe. The seven Sioux tribes called themselves by some variation of the word *Dakota*, which means “allies” in their language. Four tribes of the eastern Sioux community living in Minnesota were known by the name *Dakota*. The Nakota included two tribes that left the eastern woodlands and moved out onto the plains. The Teton Sioux, or Lakota, moved even farther west to the plains of the present-day states of North Dakota, South Dakota, and Wyoming.

5. The paragraph preceding this passage most probably discusses
- (A) how the Sioux battled the white man
 - (B) one of the tribes of the plains
 - (C) where the Sioux lived
 - (D) Native American tribes on the East Coast
6. Which of the following represents a likely reaction of the Sioux in the 1800s to the encroaching white civilization?
- (A) The Sioux would probably help the whites to settle in the West.
 - (B) The Sioux would probably attack the white settlers.
 - (C) The Sioux would probably invite the whites to smoke a peace pipe.
 - (D) The Sioux would probably join together in hunting parties with the white settlers.
7. It is implied in the passage that the seven Sioux tribes called each other by some form of the word *Dakota* because they were
- (A) united in a cause
 - (B) all living in North Dakota
 - (C) fiercely combative
 - (D) enemies
8. It can be inferred from the passage that the present-day states of North and South Dakota
- (A) are east of Minnesota
 - (B) are home to the four tribes known by the name *Dakota*
 - (C) received their names from the tribes living there
 - (D) are part of the eastern woodlands

PASSAGE THREE (Questions 9–12)

The extinction of many species of birds has undoubtedly been hastened by modern man; since 1600 it has been estimated that approximately 100 bird species have become extinct over the world. In North America, the first species known to be annihilated was the great auk, a flightless bird that served as an easy source of food and bait for Atlantic fishermen through the beginning of the nineteenth century.

Shortly after the great auk's extinction, two other North American species, the Carolina parakeet and the passenger pigeon, began dwindling noticeably in numbers. The last Carolina parakeet and the last passenger pigeon in captivity both died in September 1914. In addition to these extinct species, several others such as the bald eagle, the peregrine falcon, and the California condor are today recognized as endangered; steps are being taken to prevent their extinction.

9. The number of bird species that have become extinct in the United States since 1600 most probably is

- (A) more than 100
- (B) exactly 100
- (C) less than 100
- (D) exactly three

10. The passage implies that the great auk disappeared

- (A) before 1600
- (B) in the 1600s
- (C) in the 1800s
- (D) in the last fifty years

11. It can be inferred from the passage that the great auk was killed because

- (A) it was eating the fishermen's catch
- (B) fishermen wanted to eat it
- (C) it flew over fishing areas
- (D) it baited fishermen

12. The paragraph following this passage most probably discusses

- (A) what is being done to save endangered birds
- (B) what the bald eagle symbolizes to Americans
- (C) how several bird species became endangered
- (D) other extinct species

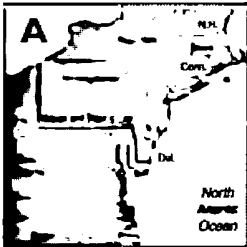
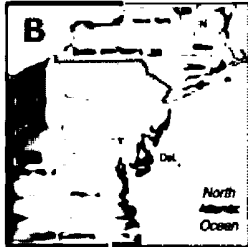
TOEFL REVIEW EXERCISE (Skills 1–7): Study each of the passages and choose the best answers to the questions that follow.

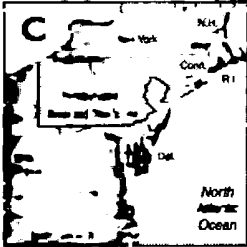
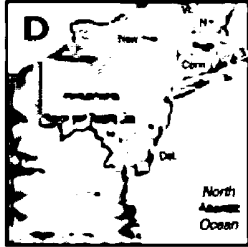
PASSAGE ONE (Questions 1–8)

The Mason-Dixon Line is often considered by Americans to be the demarcation between the North and the South. It is in reality the boundary that separates the state of Pennsylvania from Maryland and parts of West Virginia. Prior to the Civil War, this southern boundary of Pennsylvania separated the nonslave states to the north from the slave states to the south.

The Mason-Dixon Line was established well before the Civil War, as a result of a boundary dispute between Pennsylvania and Maryland. Two English astronomers, Charles Mason and Jeremiah Dixon, were called in to survey the area and officially mark the boundary between the two states. The survey was completed in 1767, and the boundary was marked with stones, many of which remain to this day.

- The best title for this passage would be
 - Dividing the North and the South
 - The Meaning of the Mason-Dixon Line
 - Two English Astronomers
 - The History of the Mason-Dixon Line
- Look at the word *It* in paragraph 1. Click on the word or phrase that *It* refers to.
- Click on the drawing that shows the location of the Mason-Dixon Line.

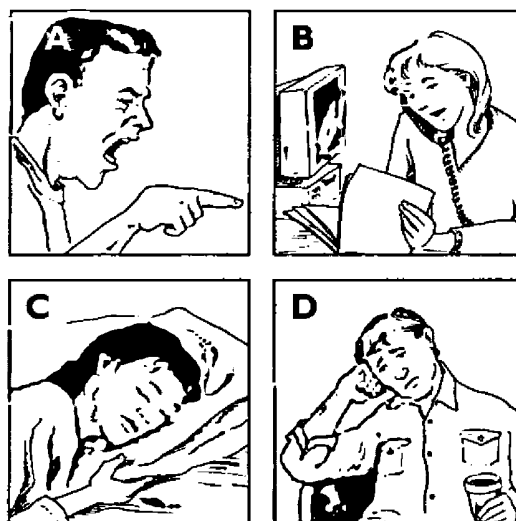


- It can be inferred from the passage that before the Civil War
 - Pennsylvania was south of the Mason-Dixon Line
 - Pennsylvania was a nonslave state
 - the states south of the Mason-Dixon Line had the same opinion about slavery as Pennsylvania
 - the slave states were not divided from the nonslave states
- The passage states all of the following about Mason and Dixon EXCEPT that
 - they came from England
 - they worked as astronomers
 - they caused the boundary dispute between Pennsylvania and Maryland
 - they surveyed the area of the boundary between Pennsylvania and Maryland
- The passage indicates that the Mason-Dixon Line was identified with
 - pieces of rock
 - fences
 - a stone wall
 - a border crossing
- Click on the paragraph that explains why the Mason-Dixon Line was established.
- The paragraph following the passage most probably discusses
 - where the Mason-Dixon Line is located
 - the Mason-Dixon Line today
 - the effect of the Civil War on slavery
 - what happened to Charles Mason and Jeremiah Dixon

PASSAGE TWO (Questions 9–14)

Manic depression is another psychiatric illness that mainly affects the mood. A patient suffering from this disease will alternate between periods of manic excitement and extreme depression, with or without relatively normal periods in between. The changes in mood suffered by a manic-depressive patient go far beyond the day-to-day mood changes experienced by the general population. In the period of manic excitement, the mood elevation can become so intense that it can result in extended insomnia, extreme irritability, and heightened aggressiveness. In the period of depression, which may last for several weeks or months, a patient experiences feelings of general fatigue, uselessness, and hopelessness, and, in serious cases, may contemplate suicide.

Line
(5)

9. The paragraph preceding this passage most probably discusses
- (A) when manic depression develops
(B) a different type of mental disease
(C) how moods are determined
(D) how manic depression can result in suicide
10. The topic of this passage is
- (A) various psychiatric illnesses
(B) how depression affects the mood
(C) the intense period of manic excitement
(D) the mood changes of manic depression
11. Click on the drawing of the person who is most likely a manic-depressive patient in a manic phase.
12. The passage indicates that most people
- (A) never undergo mood changes
(B) experience occasional shifts in mood
(C) switch wildly from highs to lows
(D) become highly depressed
13. Look at the word *it* in the passage. Click on the word or phrase *it* refers to.
14. The passage implies that
- (A) changes from excitement to depression occur frequently and often
(B) only manic-depressive patients experience aggression
(C) the depressive phase of this disease can be more harmful than the manic phase
(D) suicide is inevitable in cases of manic depression



PASSAGE THREE (Questions 15–23)

Unlike earlier campaigns, the 1960 presidential campaign featured a politically innovative and highly influential series of televised debates in the contest between the Republicans and the Democrats. Debates that could be viewed by such a wide audience had never before been part of the presidential campaigns, and through these debates, the far-reaching medium of television showed how effective it could be in influencing the outcome of an election.

The two parties to face off in the election selected very different candidates. John Kennedy, a young senator from Massachusetts without much experience and recognition in national politics, established an early lead among democratic hopefuls, and was nominated on the first ballot at the Los Angeles convention to be the representative of the Democratic party in the presidential elections. The older and more experienced Richard Nixon, then serving as vice president of the United States under Eisenhower, received the nomination of the Republican party. Both Nixon and Kennedy campaigned vigorously throughout the country and then took the unprecedented step of appearing in face-to-face debates on television.

Experts in the politics of presidential elections contend that the debates were a pivotal force in the elections. In front of a viewership of more than 100 million citizens, Kennedy masterfully overcame Nixon's advantage as the better-known and more experienced candidate and reversed the public perception of him as too inexperienced and immature for the presidency. In an election that was extremely close, it was perhaps these debates that brought victory to Kennedy.

15. The paragraph preceding the passage most likely discussed
- (A) presidential elections prior to 1960
 - (B) planning for the 1960 election
 - (C) the history of television prior to 1960
 - (D) the outcome of the 1960 presidential election
16. Which of the following best expresses the main idea of the passage?
- (A) Kennedy defeated Nixon in the 1960 presidential election.
 - (B) Television debates were instrumental in the outcome of the 1960 presidential election.
 - (C) Television debates have long been a part of campaigning.
 - (D) Kennedy was the leading Democratic candidate in the 1960 presidential election.
17. Look at the word it in paragraph 1. Click on the word or phrase that it refers to.
18. The passage implies that Kennedy
- (A) was a long shot to receive the Democratic presidential nomination
 - (B) won the Democratic presidential nomination fairly easily
 - (C) was not a front runner in the race for the Democratic presidential nomination
 - (D) came from behind to win the Democratic presidential nomination
19. The passage states that the television debates between presidential candidates in 1960
- (A) did not influence the selection of the president
 - (B) were the final televised debates
 - (C) were fairly usual in the history of presidential campaigns
 - (D) were the first presidential campaign debates to be televised
20. Which of the following is NOT mentioned about Richard Nixon?
- (A) He was serving as vice president.
 - (B) He was the Republican party's candidate for president.
 - (C) He campaigned strongly all over the country.
 - (D) He was nominated on the first ballot.
21. The passage states that in the debates with Nixon, Kennedy demonstrated to the American people that he was
- (A) old enough to be president
 - (B) more experienced than Nixon
 - (C) better known than Nixon
 - (D) too inexperienced to serve as president
22. The pronoun "him" in line 17 refers to
- (A) John Kennedy
 - (B) Richard Nixon
 - (C) Eisenhower
 - (D) the better-known and more experienced candidate
23. Click on the paragraph that describes the two candidates in the election.

VOCABULARY QUESTIONS

In the reading section of both the paper TOEFL test and the computer TOEFL test, there will be a number of vocabulary questions. On the paper test, the vocabulary questions will always be multiple-choice questions. On the computer test, vocabulary questions may be multiple-choice questions, or they may be click-on questions: you may be asked to look at one word in a passage and click on another word with a similar or opposite meaning, or you may be asked to click on a word with a given meaning.

To answer a vocabulary question, it is, of course, helpful if you know the meaning of the word that is being tested. However, it is not always *necessary* for you to know the meaning of the word; often there are skills that you can use to help you find the correct answer to the question: (1) finding definitions from structural clues, (2) determining meanings from word parts, and (3) using context clues to determine meanings.

SKILL 8: FIND DEFINITIONS FROM STRUCTURAL CLUES

When you are asked to determine the meaning of a word in the reading section of either the paper TOEFL test or the computer TOEFL test, it is possible (1) that the passage provides information about the meaning of the word, and (2) that there are structural clues to tell you that the definition of a word is included in the passage. Look at a multiple-choice example from the paper TOEFL test where a structural clue to the meaning of the tested word is included in the passage.

Example from the Paper TOEFL Test

The passage:

One of the leading schools of psychological thought in the twentieth century is **behaviorism**—the belief that the role of the psychologist is to study behavior, which is observable, rather than conscious or unconscious thought, which is not.

Line (5) Probably the best-known proponent of behaviorism is B.F. Skinner, who is famous for his research on how positive and negative reinforcement influence behavior. He came to believe that positive reinforcement such as praise, food, or money were more effective in promoting good behavior than

(10) negative reinforcement, or punishment.


The question:

In “**behaviorism**” in line 2, a psychologist is concerned with

- (A) conscious thought patterns
- (B) unconscious thought patterns
- (C) observable actions
- (D) unobservable actions

This question asks about the meaning of the word *behaviorism*. To answer this question, you should look at the part of the passage following the word *behaviorism*. The dash punctuation (—) indicates that a definition or further information about behaviorism is going to follow. In the information following the dash, you should see that the behaviorist is interested in *behavior, which is observable*, so the best answer to this question is answer (C).

Now look at a multiple-choice example from the computer TOEFL test where a structural clue to the meaning of the tested word is included in the passage.

Example from the Computer TOEFL Test 

Reading

One of the leading schools of psychological thought in the twentieth century is behaviorism—the belief that the role of the psychologist is to study behavior, which is observable, rather than conscious or unconscious thought, which is not. Probably the best-known proponent of behaviorism is B.F. Skinner, who is famous for his research on how positive and negative reinforcement influence behavior. He came to believe that positive reinforcement such as praise, food, or money were more effective in promoting good behavior than negative reinforcement, or punishment.

Look at the expression positive reinforcement in the passage. Positive reinforcement might take the form of

a gift


a reward

a bribe

a penalty

This question asks about the meaning of the expression *positive reinforcement*. To answer this question, you should look at the part of the passage following the expression *positive reinforcement*. The expression *such as* indicates that examples of *positive reinforcement* are going to follow. Your job is to look at the examples of positive reinforcement and draw a conclusion about what positive reinforcement might be. Since *praise, food, or money* might be given in return for a job well done, then *positive reinforcement* must be a *reward*. You should click on the second answer to this question.

Next look at a click-on example from the computer TOEFL test where a structural clue to the meaning of the tested word is included in the passage.

Example from the Computer TOEFL Test 






Reading

One of the leading schools of psychological thought in the twentieth century is behaviorism—the belief that the role of the psychologist is to study behavior, which is observable, rather than conscious or unconscious thought, which is not. Probably the best-known proponent of behaviorism is B.F. Skinner, who is famous for his research on how positive and negative reinforcement influence behavior. He came to believe that positive reinforcement such as praise, food, or money were more effective in promoting good behavior than negative reinforcement, or punishment.

Look at the expression negative reinforcement in the passage. Click on another word or phrase in the passage that is close in meaning to this expression.

This question asks about a similar meaning to the expression *negative reinforcement*. To answer this question, you should look at the part of the passage around the expression *negative reinforcement*. The word *or* following *negative reinforcement* tells you that the idea is going to be restated in different words. You can see in the passage that another word for *negative reinforcement* is *punishment*, so you should click on *punishment* to answer this question.

The following chart outlines the key information that you should remember about structural clues to help you to understand unknown vocabulary words:

STRUCTURAL CLUES  		
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests  	What is the meaning of "X" in line Y? The word "X" in line Y is closest in meaning to... The word "X" in line Y could best be replaced by...
	on computer test only 	Look at the word X in paragraph Y. Click on another word that is close in meaning to X. Click on the word in paragraph Y that could best be replaced by...
TYPES OF CLUES	punctuation	comma, parentheses, dashes
	restatement	<i>or, that is, in other words, i.e.</i>
	examples	<i>such as, for example, e.g.</i>
WHERE TO FIND THE ANSWER	Information to help you determine what something means will generally be found after the punctuation clue, the restatement clue, or the example clue.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Find the word in the passage. 2. Locate any structural clues. 3. Read the part of the passage after the structural clue carefully. 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices. 	

TOEFL EXERCISE 8: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–4)

The teddy bear is a child's toy, a nice soft stuffed animal suitable for cuddling. It is, however, a toy with an interesting history behind it.

Line Theodore Roosevelt, or Teddy as he was commonly called, was president of the United
(5) States from 1901 to 1909. He was an unusually active man with varied pastimes, one of which was hunting. One day the president was invited to take part in a bear hunt; and inasmuch as Teddy was president, his hosts wanted to ensure that he caught a bear. A bear was captured, clanked over the head to knock it out, and tied to a tree; however, Teddy, who really wanted to hunt a bear, refused to shoot the bear and, in fact, demanded that the bear be extricated from the ropes; that is, he demanded that the bear be set free.

(10) The incident attracted a lot of attention among journalists. First a cartoon—drawn by Clifford K. Berryman to make fun of this situation—appeared in the *Washington Post*, and the cartoon was widely distributed and reprinted throughout the country. Then toy manufacturers began producing a toy bear which they called a “teddy bear.” The teddy bear became the most widely recognized symbol of Roosevelt’s presidency.

1. According to line 1 of the passage, what is a “teddy bear”?
 - (A) A ferocious animal
 - (B) The president of the United States
 - (C) A famous hunter
 - (D) A plaything
2. Look at the word *pastimes* in paragraph 2. This word could best be replaced by
 - past occurrences
 - previous jobs
 - hunting trips
 - leisure activities
3. Look at the word *extricated* in paragraph 2. Click on another word or phrase in paragraph 2 that is close in meaning to *extricated*.
 - (A) a newspaper
 - (B) a type of teddy bear
 - (C) a drawing with a message
 - (D) a newspaper article
4. In line 10, a “cartoon” could best be described as
 - (A) a newspaper
 - (B) a type of teddy bear
 - (C) a drawing with a message
 - (D) a newspaper article

PASSAGE TWO (Questions 5–8)

Line A supernova occurs when all of the hydrogen in the core of a huge star is transformed to
(5) iron and explodes. All stars die after their nuclear fuel has been exhausted. Stars with little mass die gradually, but those with relatively large mass die in a sudden explosion, a supernova. The sudden flash of light can then be followed by several weeks of extremely bright light, perhaps as much light as twenty million stars.

Supernovae are not very common; they occur about once every hundred years in any galaxy, and in 1987 a supernova that could be seen by the naked eye occurred in the Magellan Cloud, a galaxy close to the Milky Way. Scientists periodically detect supernovae in other galaxies; however, no supernovae have occurred in the *Milky Way* (the galaxy that includes Earth) since 1604. One
(10) very impressive supernova occurred in the Milky Way on July 4, 1054. There was a great explosion followed by three months of lighted skies, and historical chronicles of the time were full of accounts and unusual explanations for the misunderstood phenomenon—many people believed that it meant that the world was coming to an end.

5. A “supernova” in line 1 is which of the following?
 - (A) The iron component of a star
 - (B) The core of a star
 - (C) The hydrogen in a star
 - (D) The explosion of a star
6. According to the passage, which of the following best describes the “Magellan Cloud” in line 7?
 - (A) A galaxy inside the Milky Way
 - (B) A cloud composed of hydrogen
 - (C) A galaxy near Earth’s galaxy
 - (D) A cloud in the sky above the Earth

7. Look at the expression **Milky Way** in paragraph 2. The **Milky Way** is
- part of Earth
 - a galaxy close to Earth
 - the galaxy that is home to Earth
 - a creamy-colored cloud in the sky
8. Click on the word in paragraph 2 that is closest in meaning to “unusual occurrence.”

SKILL 9: DETERMINE MEANINGS FROM WORD PARTS

When you are asked to determine the meaning of a long word that you do not know in the reading section of either the paper TOEFL test or the computer TOEFL test, it is sometimes possible to determine the meaning of the word by studying the word parts. Look at a multiple-choice example from the paper TOEFL test where the answer can be determined from a word part.

Example from the Paper TOEFL Test

The passage:

Ring Lardner was born into a wealthy, educated, and cultured family. For the bulk of his career, he worked as a reporter for newspapers in South Bend, Boston, St. Louis, and Chicago. However, it is for his short stories of lower middle-class Americans that Ring Lardner is perhaps best known. In these stories, Lardner vividly creates the language and the ambiance of this lower class, often using the misspelled words, grammatical errors, and incorrect diction that typified the language of the lower middle class.


The question:

The word “vividly” in line 6 is closest in meaning to

- (A) in a cultured way
- (B) in a correct way
- (C) in a lifelike way
- (D) in a brief way

This question asks about the meaning of the word *vividly*. To answer this question, you should notice that the word *vividly* contains the word part *viv-*, which means *life*. Answer (C) is therefore the best answer to this question.

Now look at a multiple-choice example from the computer TOEFL test where the answer can be determined from a word part.

Example from the Computer TOEFL Test 

Reading

Ring Lardner himself was born into a wealthy, educated, and cultured family. For the bulk of his career, he worked as a reporter for newspapers in South Bend, Boston, St. Louis, and Chicago. However, it is for his short stories of lower middle-class Americans that Ring Lardner is perhaps best known. In these stories, Lardner vividly creates the language and the ambiance of this lower class, often using the misspelled words, grammatical errors, and incorrect diction that typified the language of the lower middle class.

Look at the word misspelled in the passage. This word is closest in meaning to

highly improper


incorrectly written

quite vulgar

extremely long

This question asks about the meaning of the word *misspelled*. To answer this question, you should notice that the word *misspelled* contains that word part *mis-*, which means *error* or *incorrect*. The second answer is therefore the best answer to this question. You should click on the second answer to this question.

Next, look at a click-on example from the computer TOEFL test where the answer can be determined from a word part.

Example from the Computer TOEFL Test 

Reading

Ring Lardner himself was born into a wealthy, educated, and cultured family. For the bulk of his career, he worked as a reporter for newspapers in South Bend, Boston, St. Louis, and Chicago. However, it is for his short stories of lower middle-class Americans that Ring Lardner is perhaps best known. In these stories, Lardner vividly creates the language and the ambiance of this lower class, often using the misspelled words, grammatical errors, and incorrect diction that typified the language of the lower middle class.

Click on the word in the passage that is closest in meaning to "speech."

This question asks you to find a word that is close in meaning to *speech*. To answer this question, you should find the word *diction*, which contains the word part *dic-*, in the passage. The word part *dic-* means *speak*, so *diction* is the best answer to this question. You should click on *diction* to answer this question.

The following chart contains a few word parts that you will need to know to complete the exercises in this part of the text. A more complete list of word parts and exercises to practice them can be found in Appendix I at the back of the text.

A SHORT LIST OF WORD PARTS					
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
CONTRA	(against)	contrast	DIC	(say)	dictate
MAL	(bad)	malcontent	DOMIN	(master)	dominant
MIS	(error)	mistake	JUD	(judge)	judgment
SUB	(under)	subway	MOR	(death)	mortal
DEC	(ten)	decade	SPEC	(see)	spectator
MULTI	(many)	multiple	TERR	(earth)	territory
SOL	(one)	solo	VER	(turn)	divert
TRI	(three)	triple	VIV	(live)	revive

TOEFL EXERCISE 9: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–5)

Line Juan Rodriguez Cabrillo was a Portuguese-born explorer who is credited with the
 (5) exploration of the coast of what is today the state of California. Sketchy military records from the
 period show that early in his career he served with the Spanish army from 1520 to 1524 in Spain's
 quest for subjugation of the people in what are today Cuba, Mexico, and Guatemala. Little is
 (10) known of his activities over the next decades, but apparently he succeeded in rising up through
 the ranks of the military; in 1541, he was ordered by Antonio de Mendoza, the Spanish ruler of
 Mexico, to explore the western coast of North America. Cabrillo set out in June of 1542 in
 command of two ships, the *San Salvador* and the *Victoria*; he reached San Diego Bay on September
 28, 1542, and claimed the terrain for Spain. The peninsula where he landed is today named
 (15) Cabrillo Point in his honor; the area has been established as a national monument and park, and
 local residents each year hold a celebration and reenactment of Cabrillo's landing.

From San Diego, Cabrillo continued northward for further exploration of the spectacular
 California coastline. By November 1542, he had reached as far north as San Francisco Bay,
 although he missed the entrance of the bay due to a huge storm. Soon after, with the approach of
 (15) winter, he veered south and turned back to Mexico. He made it as far south as the Channel
 Islands off the coast of what is today Santa Barbara. Cabrillo, who died on San Miguel Island in
 the Channel Islands, never made it back to Mexico.

- The word "subjugation" in line 4 is closest in meaning to
 - religion
 - flag
 - control
 - agreement
- Look at the word decades in paragraph 1. This word is closest in meaning to
 - months
 - centuries
 - long epoch
 - ten-year periods
- In line 9, the word "terrain" is closest in meaning to
 - land
 - population
 - minerals
 - prosperity

4. Look at the word **spectacular** in paragraph 2. This word is closest in meaning to which of the following?

- Ruggedly handsome
- Visually exciting
- Completely uneven
- Unendingly boring

5. Look at the word **veered** in paragraph 2. Click on another word in paragraph 2 that is close in meaning to **veered**.

PASSAGE TWO (Questions 6–10)

Line (5) Checks and balances are an important concept in the formation of the U.S. system of government as presented in the Constitution of the United States. Under this conception of government, each branch of government has built-in checks and limitations placed on it by one or more different branches of government in order to ensure that any one branch is not able to usurp total dominance over the government. Under the Constitution, the United States has a tripartite government, with power divided equally among the branches: the presidency, the legislature, and the judiciary. Each branch is given some authority over the other two branches to balance the power among the three branches. An example of these checks and balances is seen in the steps needed to pass a law. Congress can pass a law with a simple majority, but the president (10) can veto such a law. Congress can then counteract the veto with a two-thirds majority. However, even if Congress passes a law with a simple majority or overrides a presidential veto, the Supreme Court can still declare the law unconstitutional if it finds that the law is contradictory to the guidelines presented in the Constitution.

6. The expression “dominance over” in line 5 is closest in meaning to

- (A) understanding of
- (B) dispute over
- (C) authority over
- (D) rejection of

7. Look at the word **tripartite** in the passage. This word suggests that something is

- divided into three
- totally democratic
- powerfully constructed
- evenly matched

8. The “judiciary” in line 7 is

- (A) the electorate
- (B) the authority
- (C) the legal system
- (D) the government

9. Look at the word **counteract** in the passage. This word is closest in meaning to

- vote for
- debate
- surpass
- work against

10. “Contradictory to” in line 12 is closest in meaning to which of the following expressions?

- (A) In agreement with
- (B) Opposite to
- (C) Supported by
- (D) Similar to

SKILL 10: USE CONTEXT TO DETERMINE MEANINGS OF DIFFICULT WORDS

On both the paper TOEFL test and the computer TOEFL test, you may be asked to determine the meaning of a difficult word in a reading passage, a word that you are not expected to know. In this case, the passage will probably give you a clear indication of what the word means. Look at a multiple-choice example from the paper TOEFL test where the context helps you to understand the meaning of an unknown word.

Example from the Paper TOEFL Test

The passage:

In a government election, the **incumbent** generally has a strong advantage over a newcomer. A person who is already in office and thus has a certain degree of prominence has a
Line better chance of being elected than does someone who is
 (5) unknown to the electorate. History has shown a strong proclivity in elections at all levels of government to return the incumbent to office.

The question:

An “**incumbent**” in line 1 is most likely

- (A) a special type of election
- (B) a political party
- (C) a beneficial comment
- (D) a current office-holder

This question asks about the meaning of the word *incumbent*. In this question, you are not expected to know the meaning of the word *incumbent*. Instead, you should understand from the context *a person who is already in office* that an *incumbent* is *a current office-holder*. Answer (D) is therefore the best answer to this question.

Now look at a multiple-choice example from the computer TOEFL test where the context helps you to understand the meaning of an unknown word.

Example from the Computer TOEFL Test

Reading

In a government election, the incumbent generally has a strong advantage over a newcomer. A person who is already in office and thus has a certain degree of
prominence has a better chance of being elected than does someone who is unknown to the electorate. History has shown a strong proclivity in elections at all levels of government to return the incumbent to office.


Look at the word prominence in the passage. This word is closest in meaning to which of the following?

- Fame
- Timeliness
- Youthfulness
- Novelty



This question asks about the meaning of the word *prominence*. In this question, you are not expected to know the meaning of the word *prominence*. Instead, you should look at the context, which contrasts *a person who...has a certain degree of prominence* with *someone who is unknown*. From this context, you can determine that *prominence* is closest in meaning to *fame*. You should click on the first answer to this question.

Next, look at a click-on example from the computer TOEFL test where the context helps you to understand the meaning of an unknown word.

Example from the Computer TOEFL Test 






Reading

In a government election, the incumbent generally has a strong advantage over a newcomer. A person who is already in office and thus has a certain degree of prominence has a better chance of being elected than does someone who is unknown to the electorate. History has shown a strong **proclivity** in elections at all levels of government to return the incumbent to office.

Click on the word in the passage that is closest in meaning to “**tendency**.”

In this question, you must find a word that is close in meaning to *tendency*. You should try the word *tendency* in place of each of the words in the passage until you find a place where it fits. Since it is meaningful to state that *history has shown a strong tendency...*, you can determine that *proclivity* must be close in meaning to *tendency* even if you do not understand the meaning of *proclivity*. You should click on *proclivity* to answer this question.

The following chart outlines the key information that you should remember about vocabulary questions containing difficult words:

VOCABULARY QUESTIONS CONTAINING DIFFICULT WORDS  		
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests  	<i>What is the meaning of “X” in line Y? The word “X” in line Y is closest in meaning to...</i>
	on computer test only 	<i>Look at the word X in paragraph Y. Click on another word that is close in meaning to X. Click on the word in paragraph Y that is closest in meaning to X.</i>
WHERE TO FIND THE ANSWER	Information to help you understand the meaning of an unknown word can often be found in the context surrounding the unknown word.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Find the word in the passage. 2. Read the sentence that contains the word carefully. 3. Look for context clues to help you understand the meaning. 4. Choose the answer that the context indicates. 	

TOEFL EXERCISE 10: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–4)

The black widow is the most dangerous spider living in the United States. It is most common in the southern parts of the country, but it can be found throughout the country. The black widow got its name because the female has been known to kill the male after mating and, as a result, becomes a widow.

(5) The black widow is rather distinctive in appearance; it has a shiny globular body, the size and shape of a pea, and is marked on its underbelly with a red or yellow spot. The female is considerably more ample than the male, roughly four times larger on the average.

If a human is bitten by a black widow, the spider's poison can cause severe illness and pain. Black widow bites have occasionally proved **deadly**, but it is certainly not the norm for black widow bites to be mortal.

1. In line 3, the word "widow" means
 - (A) a type of poison
 - (B) the dead male spider
 - (C) the human victim of the spider
 - (D) a female whose mate has died
2. Click on the word in paragraph 2 that is closest in meaning to "spherical."
3. The word "ample" in line 7 indicates that the spider is
 - (A) feminine
 - (B) large
 - (C) dotted with colors
 - (D) normal
4. Look at the word **deadly** in paragraph 3. Click on another word in paragraph 3 that is close in meaning to **deadly**.

PASSAGE TWO (Questions 5–8)

Tornadoes occur throughout the world, but for reasons that scientists are not fully able to discern, the great majority occur in the United States. Approximately 700 tornadoes a year occur within the United States, and this comprises three-quarters of the worldwide total. Most of the U.S. tornadoes take place in the Midwest and in the southern states that border the Gulf of Mexico.

(5) In general, a tornado cuts a path of a few hundred yards and lasts less than an hour; an average tornado might propel itself at a speed of 15 or 20 miles per hour and therefore cover a distance of 20 or so miles. Tornadoes, however, can be much worse than average. The most devastating tornado on record occurred on March 18, 1925, in the states of Missouri, Illinois, and Indiana. The path of this tornado was more than 200 miles long and a mile wide. Traveling at an average speed of 60 miles per hour, the winds at the center of the storm **swirled** around at considerably more than 200 miles per hour. A total of 689 people died, and countless more were injured, at the hands of this killer storm.

5. Click on the word in paragraph 1 that is closest in meaning to "understand."
6. The word "propel" in line 7 could best be replaced by
 - (A) move
 - (B) develop
 - (C) destroy
 - (D) inhibit

7. Which of the following is closest in meaning to the word “devastating” in line 9?
- (A) Described
(B) Delicate
(C) Destructive
(D) Determined
8. Look at the word **swirled** in paragraph 2. This word is closest in meaning to
- decreased
 rose
 settled
 circled

SKILL 11: USE CONTEXT TO DETERMINE MEANINGS OF SIMPLE WORDS

On both the paper TOEFL test and the computer TOEFL test, you may be asked to determine the meaning of a simple word in a reading passage, a word that you see often in everyday English. In this type of question, you should *not* give the normal, everyday meaning of the word; instead, a secondary meaning of the word is being tested, so you must determine the meaning of the word in this situation. Look at a multiple-choice example from the paper TOEFL test where a secondary meaning is the best answer to the question.

Example from the Paper TOEFL Test

The passage:

Faced with serious threats to its future, the company is taking **steps** to improve its outlook. The company has brought in a new crop of trainees to staff some of its empty positions.

Line In addition, the company has created a new committee to
(5) research various proposals and has appointed a key member of its management team to chair the committee.


The question:

The word “**steps**” in line 1 could best be replaced by

- (A) stairs
(B) walks
(C) actions
(D) footprints

In this question, you are asked to choose a word that could replace *steps*. You should understand that *steps* is a normal, everyday word that is not being used in its normal, everyday way. Because the primary meaning of *steps* is *stairs*, this answer is not the correct answer. To answer this type of question, you must see which answer best fits into the context in the passage. You cannot say that *a company is taking stairs*, or *walks*, or *footprints*, but you can say that *a company is taking actions*. Answer (C) is therefore the best answer to this question.

Now look at a multiple-choice example from the computer TOEFL test where a secondary meaning is the best answer to the question.

Example from the Computer TOEFL Test 

Reading

Faced with serious threats to its future, the company is taking steps to improve its outlook. The company has brought in a new crop of trainees to staff some of its empty positions. In addition, the company has created a new committee to research various proposals and has appointed a key member of its management team to chair the committee.

Look at the word *crop* in the passage. This word could best be replaced by

produce


group

situation

plantation

In this question, you are asked to choose which word could replace *crop*. You should again understand that the word *crop* is not being used in its primary meaning. The primary meaning of *crop* might be *produce*, so this answer is not correct. To answer this type of question, you must see which answer best fits into the context in the passage. A company would not have *a new produce of trainees*, *a new situation of trainees*, or *a new plantation of trainees*, but a company might have *a new group of trainees*. *Group* is the word that best fits into the context and is therefore the best answer to this question, so you should click on the second answer to answer this question.

Next, look at a click-on example from the computer TOEFL test where a secondary meaning is the best answer to the question.

Example from the Computer TOEFL Test 






Reading

Faced with serious threats to its future, the company is taking steps to improve its outlook. The company has brought in a new crop of trainees to staff some of its empty positions. In addition, the company has created a new committee to research various proposals and has appointed a key member of its management team to chair the committee.

Click on the word in the passage that could best be replaced by "lead."

In this question, you are asked to find a word that could best be replaced by *lead*. You should try the word *lead* in place of each of the words in the passage until you find a place where it fits. Since it is possible to *lead a committee*, you can determine that *chair* could best be replaced by *lead* in this context. You should click on *chair* to answer this question.

The following chart outlines the key information that you should remember about vocabulary questions containing simple words:

VOCABULARY QUESTIONS CONTAINING SIMPLE WORDS  		
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests  	What is the meaning of "X" in line Y? The word "X" in line Y could best be replaced by...
	on computer test only 	Look at the word X in paragraph Y. Click on another word that could best be replaced by... Click on the word in paragraph Y that could best be replaced by...
WHERE TO FIND THE ANSWER	Information to help you understand the secondary meaning of a simple word can often be found in the context surrounding the word.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Find the word in the passage. 2. Read the sentence that contains the word carefully. 3. Look for context clues to help you understand the meaning. 4. Choose the answer that the context indicates. 	

TOEFL EXERCISE 11: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–3)

The "piece of eight" was the nickname of the Spanish "peso," which was the rough equivalent of the American dollar in early America; the peso was accepted coin in much of the Americas, particularly during the period when the **stores** of Spanish ships were regularly stripped by pirates on the waters off the Americas and "redistributed" throughout coastal towns. The nickname "piece of eight" derived from the fact that the peso was equal to eight "reals" and therefore had the numeral 8 stamped on it. The "piece of eight" was sometimes actually cut into pieces, or bits, and one popular size was one-quarter of a "piece of eight," or two bits. As a consequence, the U.S. quarter of a dollar is sometimes referred to today as two-bits, particularly in the western part of the country. A visitor to that area, if told "It'll be two-bits," should take it that the price of an item is being given.

1. The word "rough" in line 1 is closest in meaning to
 - (A) unsmooth
 - (B) mean
 - (C) approximate
 - (D) heavy
2. Look at the word **stores** in the passage. **Stores** are probably
 - departments
 - markets
 - shops
 - supplies
3. Look at the expression **take it** in the passage. This expression could best be replaced by
 - hold
 - understand
 - possess
 - grab

PASSAGE TWO (Questions 4–7)

Although *Wealth of Nations* by Adam Smith appeared in 1776, it includes many of the ideas that economists still consider the foundation of private enterprise. The ideas put forth by Smith compose the basis of the philosophies of the school of thought called classical economics.

Line (5) According to Smith's ideas, free competition and free trade are vital in fostering the growth of an economy. The role of government in the economy is to ensure the ability of companies to compete freely.

(10) Smith, who was himself a Scot, lived during the period of the revolutions in America and in France. During this epoch, the predominant political thought was a strong belief in freedom and independence in government. Smith embraced economic ideas of free trade and competition which are right in line with these political ideas.

4. A "school" in line 3 is
- (A) a common belief
 - (B) a college
 - (C) a university
 - (D) an educational institution
5. Which of the following is closest in meaning to the word "free" in line 4?
- (A) Cheap
 - (B) No cost
 - (C) Uncontrolled
 - (D) Democratic
6. Look at the word *embraced* in paragraph 3. This word could best be replaced by
- hugged
 - believed in
 - encircled
 - handed over
7. Click on the word in paragraph 3 that could best be replaced by "agreement."

TOEFL EXERCISE (Skills 8–11): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–5)

Line (5) Cardamom is not as widely used as a spice in the United States as it is in other parts of the world. This fruit of the ginger plant provides an oil that basically has been used solely as a stimulant in American and English medicines. Other cultures have recognized the multipurpose benefits of this aromatic fruit. In Asia it is used to season sauces such as curry; in Middle Eastern countries it is steeped to prepare a flavorful, golden-colored tea; in parts of Northern Europe it is used as a spice in various types of pastry.

1. Click on the word in the passage that could best be replaced by “only.”
2. The word “multipurpose” in line 3 is closest in meaning to
 - (A) health
 - (B) singular
 - (C) recognized
 - (D) varied
3. Which of the following is closest in meaning to the word “season” in line 4?
 - (A) Divide
 - (B) Forecast
 - (C) Spice
 - (D) Put a time limit
4. Look at the word **curry** in the passage. Curry is
 - the fruit of the ginger plant
 - a spicy type of sauce
 - a culture in the area of the Middle East
 - a type of golden-colored tea
5. Click on the word in the passage that could best be replaced by “steamed.”

PASSAGE TWO (Questions 6–13)

The life span of an elephant that dies from natural causes is about sixty-five years. Of course, an elephant can **perish** from a number of “unnatural causes”; e.g., it can be killed by hunters, most probably for the valuable ivory in its tusks; it can die from diseases that spread throughout an elephant herd; or it can die from **drought** or from the lack of food that almost certainly accompanies the inadequate supply of water.

Line
(5)

If, however, an elephant survives these disasters, it falls prey to old age in its mid-sixties. Around this age, the cause of death is attributed to the loss of the final set of **molars**. When this last set of teeth is gone, the elephant dies from malnutrition because it is unable to obtain adequate nourishment. In old age, elephants tend to search out **a final home** where there is shade for comfort from the sun and soft vegetation for cushioning; the bones of many old elephants have been found in such places.

(10)

6. Look at the word **perish** in paragraph 1. Click on another word in paragraph 1 that is close in meaning to **perish**.
7. The word “unnatural” in line 2 is closest in meaning to
 - (A) wild
 - (B) violent
 - (C) domesticated
 - (D) abnormal
8. Look at the word **drought** in paragraph 1. A **drought** means
 - a drowning
 - a lack of food
 - an inadequate supply of water
 - an overabundance of animals
9. Which of the following could be used to replace the word “survives” in line 6?
 - (A) Rises to
 - (B) Succumbs to
 - (C) Denies
 - (D) Lives through
10. Look at the word **molars** in paragraph 2. Click on the word in paragraph 2 that is close in meaning to **molars**.
11. In line 8, “malnutrition” is used to describe a condition related to
 - (A) good health
 - (B) illness
 - (C) poor eating
 - (D) dental problems

12. Look at the expression **a final home** in paragraph 2. This expression is closest in meaning to

- a place to die
- a comfortable house
- a place for sale
- the only remaining place to live

13. The word “shade” in line 10 is closest in meaning to

- (A) color
- (B) heat
- (C) diminished light
- (D) a front porch

PASSAGE THREE (Questions 14–21)

The American flag is the end product of a long evolution. Each of its component parts has its own history.

Line The very first American flag was **hoisted** in the skies over Boston on January 1, 1776, by the
(5) American forces there. This first flag consisted of thirteen red and white stripes representing the number of American colonies. It also included the British Cross of St. George and Cross of St. Andrew. It could be considered rather ironic that these symbols of British rule were included on the American flag in that the American colonists were fighting for independence from the British.

(10) The origin of the stars on the current flag is **obscure**; that is, the stars could possibly have been taken from the flag of Rhode Island, or they could have been taken from the coat of arms of the Washington family. According to legend, this first flag with stars was sewn by Betsy Ross, a Philadelphia seamstress who was famous for her clever needlework. This version of the flag contained thirteen stars and thirteen stripes, one for each of the thirteen colonies battling for independence.

(15) The original idea was to add one star and one stripe for each state that joined the new, young country. However, by 1818, the number of states had grown to twenty, and it did not work well to keep adding stripes to the flag. As a result, Congress made the decision to revert to the original thirteen stripes representing the thirteen original colonies and adding a star each time a new state was admitted. This has been the policy ever since.

14. The word “product” in line 1 is closest in meaning to

- (A) goods
- (B) merchandise
- (C) banner
- (D) result

16. The word “ironic” in line 6 could most easily be replaced by

- (A) steellike
- (B) normal
- (C) unexpected
- (D) nationalistic

15. Look at the word **hoisted** in paragraph 2. Something that is **hoisted** is

- created
- found
- raised
- made

17. Look at the word **obscure** in paragraph 3. Click on another word in paragraph 3 that is opposite in meaning to **obscure**.

18. In line 12, the word “seamstress” is used to describe someone who

- (A) works at home
- (B) sews
- (C) is a part of high society
- (D) practices medicine

19. Click on the word in paragraph 4 that could best be replaced by “function.”
20. Click on the word in paragraph 4 that could best be replaced by “continue.”
21. The expression “revert to” in line 17 means
- (A) return to
(B) add to
(C) rejoice over
(D) forget about

TOEFL REVIEW EXERCISE (Skills 1–11): Study each of the passages and choose the best answers to the questions that follow.

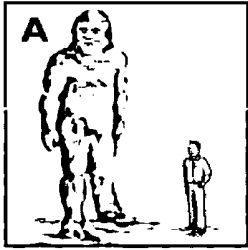
PASSAGE ONE (Questions 1–9)

Bigfoot is a humanlike creature reportedly living in the Pacific Northwest. Bigfoot sightings have been noted most often in the mountainous areas of Northern California, Oregon, and Washington in the United States. The creature has also been spotted numerous times in British Columbia in Canada, where it is known as Sasquatch.

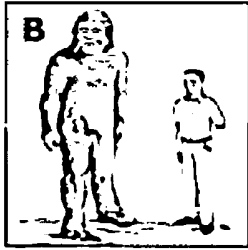
Line (5) The creature described by witnesses is tall by human standards, measuring 7 to 10 feet (2 to 3 meters) in height. It resembles an ape with its thick, powerful, fur-covered arms and short, strong neck; however, its manner of walking erect is more like that of *Homo sapiens*.

(10) Although there have been hundreds of reported sightings of Bigfoot, most experts have not seen enough evidence to be convinced of its existence. The fact that some purported evidence has been proven fake may have served to discredit other more credible information.

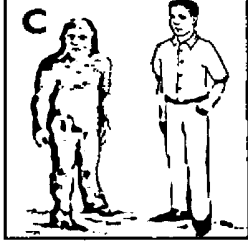
- Which of the following best states the topic of the passage?
 - Differences between Bigfoot and Sasquatch
 - A description of Bigfoot
 - Where Bigfoot, or Sasquatch, can be found
 - The creature Bigfoot and its questionable existence
- The word “noted” in line 2 is closest in meaning to which of the following?
 - Reported
 - Written in a letter
 - Refuted
 - Discussed
- It is implied in the passage that Bigfoot would probably NOT like to live
 - in Oregon
 - in the Pacific Northwest
 - on coastal plains
 - in mountainous areas
- Which of the following is NOT true about the appearance of Bigfoot?
 - Its arms and neck look like those of an ape.
 - Its arms are covered with fur.
 - It is short-necked.
 - It walks like an ape.
- Click on the drawing that shows how Bigfoot compares in height to an average man.



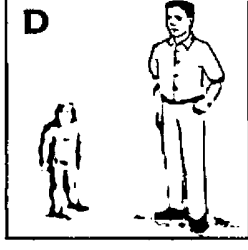
A



B



C



D

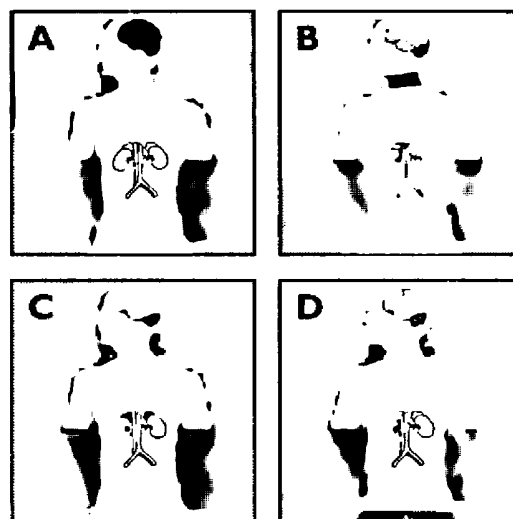
6. Look at the word **that** in paragraph 2. Click on the word or phrase that **that** refers to.
7. The expression "Homo sapiens" in line 8 is closest in meaning to
- (A) apes
(B) creatures
(C) humans
(D) furry animals
8. According to the passage, how do experts feel about the evidence concerning Bigfoot's existence?
- (A) They feel certain as to its existence.
(B) They are not yet certain.
(C) They are sure that it does not exist.
(D) They feel that all the evidence is fake.
9. Click on the paragraph that explains how knowledgeable people feel about the existence of Bigfoot.

PASSAGE TWO (Questions 10–18)

Line
(5) The next hormone is epinephrine, or adrenaline. This hormone is a natural secretion of the adrenal glands, which are located just above the kidneys in the human body. Its primary function in the human body is to help the body to **cope** with sudden surges of stress. When a person unexpectedly finds himself in a stressful situation filled with fear or anger, a large amount of epinephrine is released into the blood and the body responds with an increased heartbeat, higher blood pressure, and conversion of glycogen into glucose for energy to enable the body to deal with the stress.

(10) It is possible to extract epinephrine from the adrenal glands of animals or to synthesize it chemically in order to put it to further use. It is used in the treatment of severe asthma, where it relaxes the large muscles of the **bronchi**, the large air passages leading into the lungs. It is also used in cases of severe allergic reaction or cardiac arrest.

10. The paragraph preceding the passage most probably discusses
- (A) further uses of epinephrine
(B) the treatment of cardiac arrest
(C) a different hormone
(D) the secretions of the adrenal glands
11. What is another name for epinephrine?
- (A) Adrenal glands
(B) Stressful situation
(C) Bronchi
(D) Adrenaline
12. Click on the drawing that shows where epinephrine is produced in the human body.



13. Look at the word **cope** in paragraph 1. Click on another word or phrase in paragraph 1 that is close in meaning to **cope**.

14. Which of the following is NOT mentioned as a result of the release of epinephrine in the blood?
- (A) Severe asthma
(B) An increase in blood pressure
(C) Higher heartbeat
(D) Increased energy
15. It is implied in the passage that increased heartbeat
- (A) harms the body
(B) causes the release of epinephrine into the body
(C) is helpful in combating the stressful situation
(D) is useful in treating asthma
16. The passage indicates that epinephrine is used in the treatment of all of the following EXCEPT
- (A) asthma
(B) high blood pressure
(C) serious allergic reactions
(D) heart problems
17. Look at the word **bronchi** in paragraph 2. **Bronchi** are
- large muscles
 air passages
 part of the lungs
 part of the heart
18. Which of the following best expresses the organization of the information in the passage?
- (A) Epinephrine and adrenaline
(B) Various effects of epinephrine on the body
(C) Causes of sudden stress
(D) Epinephrine's natural functions and further applications

PASSAGE THREE (Questions 19–25)

A massive banking crisis occurred in the United States in 1933. In the two preceding years, a large number of banks had failed, and fear of lost savings had prompted many depositors to remove their funds from banks. Problems became so serious in the state of Michigan that Governor William A. Comstock was forced to declare a moratorium on all banking activities in the state on February 14, 1933. The panic in Michigan quickly spread to other states, and on March 6, President Franklin D. Roosevelt declared a banking moratorium throughout the United States that left the entire country without banking services.

Congress immediately met in a special session to solve the banking crisis, and on March 9 it passed the Emergency Banking Act of 1933 to assist financially healthy banks to reopen. By March 15, banks controlling 90 percent of the country's financial reserves were again open for business.

19. The passage states that all the following occurred prior to 1933 EXCEPT that
- (A) many banks went under
(B) many bank patrons were afraid of losing their deposits
(C) a lot of money was withdrawn from accounts
(D) Governor Comstock canceled all banking activities in Michigan
20. Look at the word **failed** in paragraph 1. This word could best be replaced by which expression?
- Not passed a test
 Forgotten something important
 Gone out of business
 Paid little interest

21. The word “moratorium” in line 4 is closest in meaning to which of the following?
- (A) Death
(B) Temporary cessation
(C) Murder
(D) Slow decline
22. The passage indicates that the moratorium declared by Roosevelt affected
- (A) the banks in Michigan
(B) the banks in most of the U.S.
(C) only the financially unhealthy banks
(D) all the banks in the U.S.
23. Look at the word **it** in paragraph 2. Click on the word or phrase that **it** refers to.
24. Which of the following can be inferred from the passage?
- (A) Congress did not give any special priority to the banking situation.
(B) The Emergency Banking Act helped all banks to reopen.
(C) Ten percent of the country’s money was in financially unhealthy banks.
(D) Ninety percent of the banks reopened by the middle of March.
25. Which of the following best describes the organization of the passage?
- (A) A theme followed by an example
(B) A problem and a solution
(C) Opposing viewpoints of an issue
(D) A problem and its causes

OVERALL REVIEW QUESTIONS

Often in the reading section of both the paper TOEFL test and the computer TOEFL test, the last question or two for a particular reading passage are overall questions that ask about the passage as a whole rather than one small detail. The most common type of overall review questions are questions that ask where in the passage something is found, questions about the tone of the passage, questions about the author’s purpose in writing the passage, questions about which course the passage might be a part of, or questions about where a particular piece of information might be inserted into the passage.

SKILL 12: DETERMINE WHERE SPECIFIC INFORMATION IS FOUND

Sometimes the final question accompanying a reading passage (or one paragraph of a passage) will ask you to determine where in the passage a piece of information is found. This type of question is worded differently on the paper TOEFL test and on the computer TOEFL test. On the paper test, there will be a multiple-choice question that asks where certain information is found. The answer choices will list possible locations for that information. On the computer test, the question asks you to click on the sentence that contains certain information. Look at a multiple-choice example from the paper TOEFL that asks you to identify where certain information is found.

Example from the Paper TOEFL Test **The passage:**

Meteor Crater, a great crater approximately forty miles east of Flagstaff, Arizona, is generally thought by scientists to have formed as a result of the impact of a 60,000-ton meteor about 50,000 years ago. The meteor, made of nickel and iron, disintegrated on impact and spread half a billion tons of rock over the surface of the land. The massiveness of the meteor can only be imagined from the mammoth size of the crater, which measures a mile in diameter and three miles around the top. The rim of the crater rises more than 150 feet above the plain where the meteor impacted and is visible for more than ten miles on a clear day.

The question:

Where in the passage does the author discuss the composition of the meteor?

- (A) Lines 1-3
- (B) Lines 4-5
- (C) Lines 6-8
- (D) Lines 9-11

This question asks you to find *where in the passage* there is information about the *composition* of the crater. You should skim through the lines of the passage listed in the answers to the question looking for the word *composition* or something that means *composition*. In line 4, you should find the expression *made of*, and you should recognize that *composition* is what something is *made of*. Answer (B) is therefore the best answer to this question.

Now look at a click-on example from the computer TOEFL test that asks you to indicate where certain information is found.

Example from the Computer TOEFL Test 







Reading

Meteor Crater, a great crater approximately forty miles east of Flagstaff, Arizona, is generally thought by scientists to have formed as a result of the impact of a 60,000-ton meteor about 50,000 years ago. The meteor, made of nickel and iron, disintegrated on impact and spread half a billion tons of rock over the surface of the land. The massiveness of the meteor can only be imagined from the mammoth size of the crater, which measures a mile in diameter and three miles around the top. The rim of the crater rises more than 150 feet above the plain where the meteor impacted and is visible for more than ten miles on a clear day.

Click on the sentence in the passage that mentions the distance from which the crater can be seen.

This question asks you to *click on the sentence* in the passage that discusses the *distance* from which the crater can be *seen*. You should skim through the passage looking for the key words or ideas *distance* and *seen*. In the last sentence, you should recognize that *visible* means *seen* and that *ten miles* is a *distance*. The last sentence in the passage is the best answer, so you should click on the last sentence to answer the question.

The following chart outlines the key information that you should remember when you are trying to determine where in the passage something is found:

QUESTIONS ABOUT WHERE IN THE PASSAGE  		
HOW TO IDENTIFY THE QUESTION	on paper test only 	Where in the passage...?
	on computer test only 	Click on the sentence that indicates....
WHERE TO FIND THE ANSWER	on paper test only 	The answer can be in any of the lines listed in the answers to the question.
	on computer test only 	The answer will be one of the sentences in the paragraph listed in the question.
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Choose a key word or idea in the question. 2. Skim the appropriate part(s) of the passage looking for the key word or idea. 3. Choose the answer that contains the key word or idea. 	

TOEFL EXERCISE 12: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–4)

Line Beavers generally live in family clusters consisting of six to ten members. One cluster would
(5) probably consist of two adults, one male and one female, and four to eight young beavers, or kits. A female beaver gives birth each spring to two to four babies at a time. These baby beavers live with their parents until they are two years old. In the springtime of their second year they are forced out of the family group to make room for the new babies. These two-year-old beavers then proceed to start new family clusters of their own.

1. Where in the passage does the author give the name of a baby beaver?
 - (A) Line 1
 - (B) Line 2
 - (C) Line 3
 - (D) Lines 4–5
2. Click on the sentence in the passage that mentions the time of year when new baby beavers are born.
 - (A) Line 1
 - (B) Line 2
 - (C) Line 3
 - (D) Lines 4–5
3. Click on the sentence in the passage that states the age at which beavers must go out on their own.
4. Where in the passage does the author indicate why the young beavers must leave their parents' home?
 - (A) Line 1
 - (B) Line 2
 - (C) Line 3
 - (D) Lines 4–5

PASSAGE TWO (Questions 5–7)

Chamber music received its name because it was originally intended to be performed in small rooms in private homes rather than huge concert halls or theaters. Today it has evolved into small ensemble music in which each performer in the ensemble plays an individual part.

Line The compositions written for this type of performance can easily be classified into three
(5) distinct periods, each with its style of music and instrumentation. In the earliest period (1450–1650), the viol and other instrumental families developed considerably, and instrumental music took its first steps toward equal footing with vocal music. In the second period (1650–1750), trio sonatas dominated. These ensemble compositions were often written for two violins and a cello; the harpsichord was also featured in various compositions of this period. In
(10) the modern period (after 1750), the preponderance of chamber music was written for the string quartet, an ensemble composed of two violins, a viola, and a cello.

5. Where in the passage does the author discuss the modern definition of chamber music?
 - (A) Lines 2–3
 - (B) Lines 4–5
 - (C) Lines 8–9
 - (D) Lines 9–11
6. Click on the sentence in paragraph 2 that describes the first of the three periods of compositions for chamber music.
7. Click on the sentence in paragraph 2 that discusses which instruments were used in ensembles for three instruments.

PASSAGE THREE (Questions 8–10)

It is common practice to coat metals such as iron and steel with a protective layer of zinc or an alloy made from zinc mixed with aluminum, cadmium, or tin in a process known as “galvanization.” The purpose of galvanization is to prevent the corrosion of the iron or steel.

Line The most common method to galvanize metal is the hot-dip galvanizing process. In this
(5) process, the iron or steel is dipped into a hot bath of a zinc alloy to form a protective coating approximately .003 inches thick. Another method of galvanizing that is not as common is the process known as electrogalvanizing; in this process the metal is placed in a solution composed of zinc sulphate and water and is then charged electrically. This causes a thin layer of zinc to coat the metal.

(10) Zinc is effective in galvanizing metals such as iron or steel in that zinc reacts more easily with oxygen than iron does. If iron is unprotected, it reacts with the oxygen in the air to form iron oxide, or rust, which leads to the corrosion of the iron. If, however, the iron is coated with zinc, as it is in the galvanization process, then it is the zinc rather than the iron which interacts with the oxygen to form zinc oxide, and the iron is not subject to corrosion.

8. Where in the passage does the author list the components of a zinc alloy?
 - (A) Lines 1–2
 - (B) Lines 4–6
 - (C) Lines 9–10
 - (D) Lines 11–12
9. Where in the passage does the author present the less routinely used process of galvanization?
 - (A) Lines 1–2
 - (B) Line 4
 - (C) Lines 6–8
 - (D) Lines 10–11
10. Click on the sentence in paragraph 2 that explains how the hot-dip galvanizing process is carried out.

SKILL 13: DETERMINE THE TONE, PURPOSE, OR COURSE

Other types of review questions occur occasionally in the reading section of both the paper TOEFL test and the computer TOEFL test. Possible questions of this type are multiple-choice questions that ask about (1) the *tone* of the passage, (2) the author's *purpose* in writing the passage, and (3) the *course* in which the passage might be used.

A question about the *tone* is asking if the author is showing any emotion in his or her writing. The majority of the passages on the TOEFL test are factual passages presented without any emotion; the tone of this type of passage could be simply *informational*, *explanatory*, or *factual*. Sometimes the author shows some emotion, and you must be able to recognize that emotion to answer a question about tone correctly. If the author is being funny, then the tone might be *humorous*; if the author is making fun of something, the tone might be *sarcastic*; if the author feels strongly that something is right or wrong, the tone might be *impassioned*. Look at a multiple-choice example from the paper TOEFL test that asks about the *tone* of a passage.

Example from the Paper TOEFL Test **The passage:**

Line Military awards have long been considered symbolic of
royalty, and thus when the United States was a young nation
just finished with revolution and eager to distance itself from
(5) anything tasting of monarchy, there was strong sentiment
against military decoration. For a century, from the end of the
Revolutionary War until the Civil War, the United States
awarded no military honors. The institution of the Medal of
Honor in 1861 was a source of great discussion and concern.
(10) From the Civil War until World War I, the Medal of Honor was
the only military award given by the United States
government, and today it is awarded only in the most extreme
cases of heroism. Although the United States is still somewhat
wary of granting military awards, several awards have been
instituted since World War I.


The question:

The *tone* of this passage is

- (A) angered
- (B) humorous
- (C) outraged
- (D) informational

This question asks about the *tone* of the passage. To determine the tone of a passage, you should look for any indications of emotion on the part of the author. In this passage, the author uses historical facts, using time expressions such as *for a century*, *in 1861*, and *since World War I*, to make a point about America's sentiment against military awards; the author does not make any kind of emotional plea. The best answer to this question is therefore answer (D), an *informational* tone. There is nothing in the passage to indicate anger (A), or humor (B), or outrage (C) on the part of the author.

A question about *purpose* is asking what the author is trying to do in the passage. You can draw a conclusion about the author's purpose by referring to the main idea and the organization of details in the passage. For example, if the main idea is that George Washington's early life greatly influenced his later career and if the details give a history of his early life, the author's purpose could be *to show how George Washington's early life influenced his later career*. However, the answer to a purpose question is often considerably more general than the main idea. A more general author's purpose for the main idea about George Washington would be *to demonstrate the influence of early experiences on later life* (without any mention of George Washington). Now look at a multiple-choice example from the computer TOEFL test that asks about the author's *purpose* in writing a passage.

Example from the Computer TOEFL Test 

Reading

Military awards have long been considered symbolic of royalty, and thus when the United States was a young nation just finished with revolution and eager to distance itself from anything tasting of monarchy, there was strong sentiment against military decoration. For a century, from the end of the Revolutionary War until the Civil War, the United States awarded no military honors. The institution of the Medal of Honor in 1861 was a source of great discussion and concern. From the Civil War until World War I, the Medal of Honor was the only military award given by the United States government, and today it is awarded only in the most extreme cases of heroism. Although the United States is still somewhat wary of granting military awards, several awards have been instituted since World War I.


The author's **purpose** in this passage is to

- describe the history of military awards prior to the Civil War
- demonstrate an effect of America's attitude toward royalty
- give an opinion of military awards
- outline various historical symbols of royalty

This question asks about the author's *purpose* in writing the passage. To answer this question correctly, you should refer to the main idea of this passage as outlined in the first sentence. The main idea is that *there was strong sentiment against military awards in the United States because military awards have been considered symbolic of royalty*. The author gives historical facts about military awards as details to support the main idea. Since the purpose is determined from the main idea and overall organization of details, the author's purpose is to describe, explain, or demonstrate that America's sentiment against military awards is because of its negative sentiment against royalty. The second answer is therefore the best answer to this question, so you should click on the second answer. You should notice that the correct answer is considerably more general than the main idea: according to the second answer, the purpose is to *demonstrate an effect* (America's dislike of military awards) *of America's attitude toward royalty*.

A question about the *course* is asking you to decide which university course might have this passage as assigned reading. You should draw a conclusion about the course by referring to the topic of the passage and organization of details. For example, if the passage is about George Washington and the details give historical background on his early life, then this would probably be assigned reading in an American history class. However, if the passage is about George Washington and the details show the various influences that he had

on the formation of the American government, then the passage might be assigned reading in a government or political science class. Now look at a multiple-choice example from the computer TOEFL test that asks about the *course*.

Example from the Computer TOEFL Test 

Reading

Military awards have long been considered symbolic of royalty, and thus when the United States was a young nation just finished with revolution and eager to distance itself from anything tasting of monarchy, there was strong sentiment against military decoration. For a century, from the end of the Revolutionary War until the Civil War, the United States awarded no military honors. The institution of the Medal of Honor in 1861 was a source of great discussion and concern. From the Civil War until World War I, the Medal of Honor was the only military award given by the United States government, and today it is awarded only in the most extreme cases of heroism. Although the United States is still somewhat wary of granting military awards, several awards have been instituted since World War I.

This passage would probably be assigned reading in a **course** on

military science





psychology

American history

interior decoration

This question asks about the *course* in which you might be assigned this reading passage. To draw a conclusion about the course, you should refer to the topic of the passage and the overall organization of details. Since this passage is about American *military awards* in *the United States*, and the details discuss the history of American military awards using such time expressions as *for a century*, *in 1861*, and *since World War I*, you can determine that this passage might be assigned in a course on *American history*. You should click on the third answer to this question.

The following chart outlines the key information that you should remember about questions on the tone, purpose, or course:

TONE, PURPOSE, OR COURSE  		
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests  	What is the tone of the passage? What is the author's purpose in this passage? In which course would this reading be assigned?
WHERE TO FIND THE ANSWER	<i>tone</i>	Look for clues throughout the passage that show if the author is showing some emotion rather than just presenting facts.
	<i>purpose</i>	Draw a conclusion about the purpose from the main idea and supporting ideas.
	<i>course</i>	Draw a conclusion about the course from the topic of the passage and the supporting ideas.
HOW TO ANSWER THE QUESTION	<i>tone</i>	1. Skim the passage looking for clues that the author is showing some emotion. 2. Choose the answer that identifies the emotion.
	<i>purpose</i>	1. Study the main idea in the topic sentence and the details used to support the main idea. 2. Draw a conclusion about the purpose.
	<i>course</i>	1. Study the main idea in the topic sentence and the details used to support the main idea. 2. Draw a conclusion about the course.

TOEFL EXERCISE 13: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–3)

Truman Capote's *In Cold Blood* (1966) is a well-known example of the "nonfiction novel," a popular type of writing based upon factual events in which the author attempts to describe the underlying forces, thoughts, and emotions that lead to actual events. In Capote's book, the author describes the sadistic murder of a family on a Kansas farm, often showing the point of view of the killers. To research the book, Capote interviewed the murderers, and he maintains that his book presents a faithful reconstruction of the incident.

Line
(5)

1. The purpose of this passage is to
 - (A) discuss an example of a particular literary genre
 - (B) tell the story of *In Cold Blood*
 - (C) explain Truman Capote's reasons for writing *In Cold Blood*
 - (D) describe how Truman Capote researched his nonfiction novel

2. Which of the following best describes the tone of the passage?
 - (A) Cold
 - (B) Sadistic
 - (C) Emotional
 - (D) Descriptive

3. This passage would probably be assigned reading in which of the following courses?
 - (A) Criminal Law
 - (B) American History
 - (C) Modern American Novels
 - (D) Literary Research

PASSAGE TWO (Questions 4–6)

Up to now, confessions that have been obtained from defendants in a hypnotic state have not been admitted into evidence by courts in the United States. Experts in the field of hypnosis have found that such confessions are not completely reliable. Subjects in a hypnotic state may confess to crimes they did not commit for one of two reasons. Either they fantasize that they committed the crimes, or they believe that others want them to confess.

A landmark case concerning a confession obtained under hypnosis went all the way to the U.S. Supreme Court. In the case of *Layra v. Denno*, a suspect was hypnotized by a psychiatrist for the district attorney; in a posthypnotic state the suspect signed three separate confessions to a murder. The Supreme Court ruled that the confessions were invalid because the confessions had been the only evidence against him.

4. Which of the following best describes the author's purpose in this passage?
 - (A) To explain the details of a specific court case
 - (B) To demonstrate why confessions made under hypnosis are not reliable
 - (C) To clarify the role of the Supreme Court in invalidating confessions from hypnotized subjects
 - (D) To explain the legal status of hypnotically induced confessions

5. The tone of this passage could best be described as
 - (A) outraged
 - (B) judicial
 - (C) hypnotic
 - (D) informative

6. This passage would probably be assigned reading in a course on
 - (A) American law
 - (B) psychiatric healing
 - (C) parapsychology
 - (D) philosophy

PASSAGE THREE (Questions 7–9)


The rate at which the deforestation of the world is proceeding is alarming. In 1950 approximately 25 percent of the earth's land surface had been covered with forests, and less than twenty-five years later the amount of forest land was reduced to 20 percent. This decrease from 25 percent to 20 percent from 1950 to 1973 represents an astounding 20 million square kilometers of forests. Predictions are that an additional 20 million square kilometers of forest land will be lost by 2020.

The majority of deforestation is occurring in tropical forests in developing countries, fueled by the developing countries' need for increased agricultural land and the desire on the part of developed countries to import wood and wood products. More than 90 percent of the plywood used in the United States, for example, is imported from developing countries with tropical rain forests. By the mid-1980s, solutions to this expanding problem were being sought, in the form of attempts to establish an international regulatory organization to oversee the use of tropical forests.

7. The author's main purpose in this passage is to
- (A) cite statistics about an improvement on the earth's land surface
- (B) explain where deforestation is occurring
- (C) make the reader aware of a worsening world problem
- (D) blame developing countries for deforestation
8. Which of the following best describes the tone of the passage?
- (A) Concerned
- (B) Disinterested
- (C) Placid
- (D) Exaggerated
9. This passage would probably be assigned reading in which of the following courses?
- (A) Geology
- (B) Geography
- (C) Geometry
- (D) Marine Biology

SKILL 14: DETERMINE WHERE TO INSERT A PIECE OF INFORMATION

On the computer TOEFL test, there may be a question following a particular paragraph or at the end of the reading passage that asks where a particular piece of information should be inserted. In this type of question, you must click on one of a number of squares in a passage to indicate that the piece of information should be inserted in that position. Look at an example from the computer TOEFL test that asks where to insert a piece of information.

Example from the Computer TOEFL Test 

Reading

The origins of the game of chess are not known with certainty, and traditional stories in a number of cultures claim credit for developing the game. **IA** One legend claims that chess was invented during the Trojan Wars. **IB** According to another legend, chess was developed to depict the battle between two royal brothers for the crown of Persia. **IC** In a third legend, chess was the creation of the mythical Arab philosopher Sassa. **ID**

Whatever its origins, chess was known to exist in India as early as 500 B.C., and it eventually spread from India to Persia, where it took on much of the terminology that today is part of the game. Foot soldiers in the Persian army were called *piyadah*, which became the pawns of today's game, and the Persian chariot was a *ruk*, which became the rook. The Persian king was the *shah*, which evolved into the name *chess*. *Shahmat*, which means "the king is dead" became the expression *checkmate*.


1. The following sentence could be **added** to paragraph 1.


When one brother was killed, the remaining brother had the game invented to explain the tragic events to his mother.

Where would it best fit in the passage? Click on the square (■) to add the sentence to the passage.

This question asks you to decide where a sentence could be *added* to one of the paragraphs. To answer this question, you should study the sentence to be inserted and then look at the context before and after each insertion box. The sentence mentions *one brother* and *the remaining brother*, and the context before insertion box **IC** mentions *two royal brothers*. From this, it can be determined that the sentence should be added at insertion box **IC**. You should click on **IC** to answer this question.

Now look at another example from the computer TOEFL test that asks where to insert a piece of information.

Example from the Computer TOEFL Test 

Reading 

The origins of the game of chess are not known with certainty, and traditional stories in a number of cultures claim credit for developing the game. One legend claims that chess was invented during the Trojan Wars. According to another legend, chess was developed to depict the battle between two royal brothers for the crown of Persia. In a third legend, chess was the creation of the mythical Arab philosopher Sassa.

Whatever its origins, chess was known to exist in India as early as 500 B.C., and it eventually spread from India to Persia, where it took on much of the terminology that today is part of the game. **2A** Foot soldiers in the Persian army were called *piyadah*, which became the pawns of today's game, and the Persian chariot was a *ruk*, which became the rook. **2B** The Persian king was the *shah*, which evolved into the name chess. **2C** *Shahmat*, which means "the king is dead" became the expression *checkmate*. **2D**



2. The following sentence could be **added** to paragraph 2.

This expression is used during the game to indicate that one player's king is on the verge of losing.

Where would it best fit in the passage? Click on the square (■) to add the sentence to the passage.

This question asks you to decide where a sentence could be *added* to one of the paragraphs. To answer this question, you should study the sentence to be inserted and then look at the context before and after each insertion box. The sentence mentions *this expression* about the *king*, and the context before insertion box **2D** mentions the *king* and *the expression checkmate*. From this, it can be determined that the sentence should be added at insertion box **2D**. You should click on **2D** to answer this question.

The following chart outlines the key information that you should remember when you are trying to determine where to insert a particular sentence:

QUESTIONS ABOUT INSERTING INFORMATION 		
HOW TO IDENTIFY THE QUESTION	on computer test only 	<i>The following sentence could be added...</i> <i>Click on the square to add the sentence to the passage.</i>
WHERE TO FIND THE ANSWER	The places where the sentence may be inserted are marked in the passage.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Look at the sentence to be inserted for any key words or ideas at the beginning or the end of the sentence. 2. Read the context before and after the insertion squares for any ideas that relate to the sentence to be inserted. 3. Choose the insertion square that is most related to the sentence to be inserted. 	

TOEFL EXERCISE 14: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–3)

1A Something unusual about lions is that they hunt in groups. **1B** Group hunting is beneficial to lions because it means that much larger prey can be captured by the lions and that individual lions expend much less energy during a hunt. **1C**

Line (5) There is a standard pattern to the process of hunting in groups. **2A** The process is initiated by a single female, who stations herself at a raised elevation to serve as a lookout to spot potential prey. **2B** When prey is spotted, a group of young lionesses advances on the herd and pushes the herd in the direction of a different lioness who has hidden herself downwind. **2C** It is up to this concealed female to choose the weakest member of the herd for the kill. **2D**

(10) **3A** As can be seen from this description of the process, it is the females rather than the male or males in the pride that take part in the kill. **3B** While the young and strong females are on the attack, the males stay behind to protect the rest of the pride from attack from predators such as hyenas. **3C**

1. The following sentence could be added to paragraph 1.

Other cats do not.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

2. The following sentence could be added to paragraph 2.

This is usually accomplished by knocking the prey to the ground and breaking its neck.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

3. The following sentence could be added to paragraph 3.

The males have a defensive rather than an offensive role.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

PASSAGE TWO (Questions 4–5)

A number of products that we commonly use today were developed quite by accident. Two of many possible examples of this concept are the leotard and the popsicle, each of which came about when an insightful person recognized a potential benefit in a negative situation.

Line (5) The first of these accidental inventions is the leotard, a close-fitting, one-piece garment worn today by dancers, gymnasts, and acrobats, among others. **4A** In 1828, a circus performer named Nelson Hower was faced with the prospect of missing his performance because his costume was at the cleaners. **4B** Instead of canceling his part of the show, he decided to perform in his long underwear. **4C** Soon, other circus performers began performing the same way. **4D** When popular acrobat Jules Leotard adopted the style, it became known as the leotard.

(10) **5A** Another product invented by chance was the popsicle. **5B** In 1905, eleven-year-old Frank Epperson stirred up a drink of fruit-flavored powder and soda water and then mistakenly left the drink, with the spoon in it, out on the back porch overnight. **5C** As the temperature dropped that night, the soda water froze around the spoon, creating a tasty treat. **5D** Years later, remembering how enjoyable the treat had been, Epperson went into business producing popsicles. **5E**

4. The following sentence could be added to paragraph 2.

They enjoyed the comfort of performing in underwear rather than costumes.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

5. The following sentence could be added to paragraph 3.

It was a taste sensation that stayed on his mind.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

PASSAGE THREE (Questions 6–7)

Uranium, a radioactive metal named after the planet Uranus, is a primary source of energy in nuclear power plants and certain nuclear weapons. It occurs naturally in three different isotopes, which differ in their facility in undergoing nuclear fission.

Line **6A** The three naturally occurring isotopes of uranium are U-234, U-235, and U-238. **6B** Each
(5) of these isotopes has the same atomic number of 92, which is the number of protons in the nucleus. **6C** However, each has a different number of neutrons and thus has a different atomic mass, which is the sum of the number of protons and neutrons. **6D**

(10) Of these three naturally occurring isotopes of uranium, U-238 is by far the most common, while U-235 is the most capable of undergoing nuclear fission. **7A** More than 99% of all naturally occurring uranium is U-238, while U-234 and U-235 each make up less than 1%. **7B** Nuclear fission can occur when a U-235 nucleus is struck by a neutron, and the nucleus splits, releasing energy and releasing two or more neutrons. **7C** However, nuclear fission rarely involves a U-238 nucleus or a U-234 nucleus because it is unusual for either of these nuclei to break apart when struck by a neutron. **7D**

6. The following sentence could be added to paragraph 2.

U-234 has 92 protons and 142 neutrons for an atomic mass of 234, U-235 has 92 protons and 143 neutrons for a total of 235, and U-238 has 92 protons and 146 neutrons for a total of 238.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

7. The following sentence could be added to paragraph 3.

These neutrons can create a chain reaction by causing other U-235 nuclei to break up.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

TOEFL EXERCISE (Skills 12–14): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–7)

- 3A** The causes of schizophrenia are not clear, but schizophrenia has long been attributed to faulty parenting. **3B** In cases where schizophrenia developed, the parents were often considered responsible. **3C** However, recent studies are now pointing to heredity and prenatal environmental factors as the chief culprits in this disease. **3D**
- Line (5) Recent studies of identical twins have been used to demonstrate that heredity plays a role in the development of schizophrenia. These studies have shown that in cases where one identical twin is afflicted with schizophrenia, the other twin has a 50 percent probability of also suffering from it.
- (10) **5A** However, heredity is not believed to be the only culprit. **5B** Studies of the fingerprints of identical twins have lent credence to the theory that prenatal environmental factors are likely contributors to the development of schizophrenia. **5C** In studies of pairs of identical twins in which one is afflicted with schizophrenia and one is not, abnormalities were found in the fingerprints of one-third of the twins, always in the afflicted twin. **5D** Since fingers develop in the second trimester of pregnancy, the hypothesis has been proposed that the abnormalities in the
- (15) fingerprints were due to a second-trimester trauma that affected only one of the twins and that this same trauma was a factor in the onset of schizophrenia. **5E**

- The author's purpose in this passage is to
 - enumerate examples
 - cause the development of schizophrenia
 - prove that faulty parenting is the main cause of schizophrenia
 - refute a common misconception
- Where in the passage does the author discuss the traditionally held view about the cause of schizophrenia?
 - Lines 1–2
 - Lines 3–4
 - Lines 6–8
 - Lines 9–11
- The following sentence can be added to paragraph 1.

They were faulted for having been uncaring, or manipulative, or emotionally abusive.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
- Where in the passage does the author present the idea that people may inherit the tendency for schizophrenia?
 - Lines 3–4
 - Line 9
 - Lines 11–13
 - Lines 13–16
- The following sentence can be added to paragraph 3.

Further research into this hypothesis is ongoing.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
- Click on the sentence in paragraph 3 that gives the fraction of twins under study with irregular fingerprints.
- This passage would probably be assigned reading in which of the following courses?
 - Criminology
 - Public Administration
 - Statistics
 - Psychology

PASSAGE TWO (Questions 8–13)

10A To Americans, the Pony Express was a fixture of the Old West; most Americans are rather surprised to find out that in reality the Pony Express was in existence for only a short period of time, about a year and a half. **10B** A short-lived forerunner of “express” mail service, the Pony Express operated between St. Joseph, Missouri, and Sacramento, California, a distance of just under 2,000 miles. **10C** Letters and small packages could be delivered in under 10 days instead of the 3 to 4 weeks that it had taken prior to the institution of the Pony Express. **10D**

In 1860, St. Joseph was the westernmost terminal of the country’s railroad system; mail destined for the West Coast could come to St. Joe by train, but the only way to get it farther west was on horseback. The Pony Express service was established on April 3, 1860, to fill this need: a letter carried on horseback with only minimal downtime for changes in horses and riders could cover 200 miles in one twenty-four hour period.

The Pony Express system consisted of approximately 80 riders, 400 horses, and 190 stations every 10 to 15 miles along the route. One rider took a mail pouch and carried it for 75 miles, changing his tired horse for a fresh one at every station; he then passed the pouch to another rider. Riders traveled day and night, and the mail never stopped.

12A On October 24, 1861, only a year and a half after the start of the Pony Express, the first transcontinental telegraph opened for business, ending the need for the Pony Express. **12B** The Pony Express officially closed for business on October 26, 1861. **12C** Obviously, its owners were quick to recognize that the need for their services no longer existed. **12D**

8. In which course would this passage most likely be assigned reading?
- (A) Veterinary Medicine
(B) Speech Communication
(C) Audiology
(D) American History
9. Where in the passage does the author mention the amount of time it took to deliver a letter before the Pony Express?
- (A) Lines 1–3
(B) Lines 5–6
(C) Lines 9–11
(D) Lines 12–13
10. The following sentence could be added to paragraph 1.
- This brief existence started in 1860 and was over before the end of 1861.**
- Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
11. Where in the passage does the author mention the technological device that put the Pony Express out of business?
- (A) Lines 5–6
(B) Lines 9–11
(C) Lines 12–13
(D) Lines 16–17
12. The following sentence could be added to paragraph 4.
- Only two days later, the Pony Express went out of business.**
- Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
13. What is the author’s purpose in writing this passage?
- (A) To warn of the dire effects of ending the Pony Express
(B) To describe a little-known reality about a historical subject
(C) To incite readers to action on behalf of the Pony Express
(D) To describe the development of express mail service

PASSAGE THREE (Questions 14–18)

The grand jury is an important part of the American legal system. **16A** The grand jury is composed of private citizens who are appointed to serve for a designated period of time. **16B** Grand juries, which hold meetings in private, serve one of two functions: charging or
 Line (5) investigatory. **16C** A grand jury that is serving a charging function listens to evidence presented by the prosecutor and decides whether or not the prosecution has adequate evidence to charge a suspect with a crime; if the grand jury feels that there is adequate evidence, then it issues an indictment, and the suspect must then proceed with a trial. **16D** A grand jury that is serving an
 (10) investigatory function investigates cases of suspected dishonesty, often by public officials. **16E**

The primary reason for the existence of the grand jury is that it is supposed to ensure that
 (15) citizens are not subject to unfair prosecution; under the grand jury system, prosecutors must first convince an unbiased group of citizens that there is justification for the charges that they want to bring. However, the grand jury system has come under attack from numerous directions. Grand juries are routinely criticized for being too slow and too costly; the grand jury system really means that there are two trials, the grand jury hearing to decide whether or not there should be a trial
 (20) and then the actual trial itself. Another criticism of the grand jury results from the fact that the meetings are held in private; the grand jury is not open to public scrutiny and is therefore not publicly responsible for its actions, and this has cast doubt on some of its findings. A final common criticism of the grand jury is that the evidence it hears is one-sided, from the perspective of the prosecution, so that the grand jury serves as the right arm of the prosecution rather than as a defender of the rights of a suspect.

14. In which course might this passage be assigned reading?

- (A) Sociology of Criminal Behavior
- (B) Introduction to Law
- (C) American History
- (D) Research Methodologies

15. Click on the sentence in paragraph 1 that mentions who serves on a grand jury.

16. The following sentence could be added to paragraph 1.

The investigatory function of the grand jury is different from the charging function.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

17. Where in the passage does the author discuss the problem associated with holding grand jury meetings in private?

- (A) Lines 4–6
- (B) Lines 7–8
- (C) Lines 10–12
- (D) Lines 15–17

18. How does the author seem to feel about the grand jury system?

- (A) Quite assured as to its usefulness
- (B) Somewhat doubtful about its effectiveness
- (C) Highly supportive of its use
- (D) Extremely negative about all aspects

TOEFL REVIEW EXERCISE (Skills 1–14): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–11)

Line
(5) Another noteworthy trend in twentieth-century music in the United States was the use of folk and popular music as a base for more serious compositions. **10A** The motivation for these borrowings from traditional music might be a desire on the part of a composer to return to simpler forms, to enhance patriotic feelings, or to establish an immediate rapport with an audience. **10B** For whatever reason, composers such as Aaron Copland and Charles Ives offered compositions featuring novel musical forms flavored with refrains from traditional Americana. **10C** Copland drew upon folk music, particularly as sources for the music he wrote for the ballets *Billy the Kid*, *Rodeo*, and *Appalachian Spring*. **10D** Ives employed the whole gamut of patriotic songs, hymns, jazz, and popular songs in his compositions.

- The paragraph preceding this passage most probably discusses
 - nineteenth-century music
 - one development in music in the last century
 - the works of Aaron Copland
 - the history of folk and popular music
- Which of the following best describes the main idea of the passage?
 - Traditional music flavored some American musical compositions in the twentieth century.
 - Ives and Copland have used folk and popular music in their compositions.
 - A variety of explanations exist as to why a composer might use traditional sources of music.
 - Traditional music is composed of various types of folk and popular music.
- It can be inferred from this passage that the author is not sure
 - when Ives wrote his compositions
 - that Ives and Copland actually borrowed from traditional music
 - why certain composers borrowed from folk and popular music
 - if Copland really featured new musical forms
- Look at the word **novel** in the passage. This word could best be replaced by

<input type="checkbox"/>	literary
<input type="checkbox"/>	new
<input type="checkbox"/>	cultural
<input type="checkbox"/>	bookish
- Look at the word **he** in the passage. Click on the word or phrase that he refers to.
- Which of the following is NOT listed in the passage as a source for Ives's compositions?
 - National music
 - Religious music
 - Jazz
 - American novels
- Click on the word in the passage that could best be replaced by "range."
- Click on the sentence in the passage that gives reasons composers might use traditional melodies in their compositions.
- Click on the sentence in the passage that lists examples of titles of Copland's works.

10. The following sentence could be added to the passage.

Ives drew inspiration from an even wider array of music than did Copland.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

11. The passage would most probably be assigned reading in which of the following courses?

- (A) American History
(B) The History of Jazz
(C) Modern American Music
(D) Composition

PASSAGE TWO (Questions 12–21)

The rattlesnake has a reputation as a dangerous and deadly snake with a fierce hatred for humanity. Although the rattlesnake is indeed a venomous snake capable of killing a human, its nature has perhaps been somewhat exaggerated in myth and folklore.

Line (5) The rattlesnake is not inherently aggressive and generally strikes only when it has been put on the defensive. In its defensive posture the rattlesnake raises the front part of its body off the ground and assumes an S-shaped form in preparation for a lunge forward. At the end of a forward thrust, the rattlesnake pushes its fangs into the victim, thereby injecting its venom.

(10) **19A** There are more than 30 species of rattlesnakes, varying in length from 20 inches to 6 feet. **19B** In the United States there are only a few deaths annually from rattlesnakes, with a mortality rate of less than 2 percent of those attacked. **19C**

12. Which of the following would be the best title for this passage?

- (A) The Exaggerated Reputation of the Rattlesnake
(B) The Dangerous and Deadly Rattlesnake
(C) The Venomous Killer of Humans
(D) Myth and Folklore about Killers

13. According to the passage, which of the following is true about rattlesnakes?

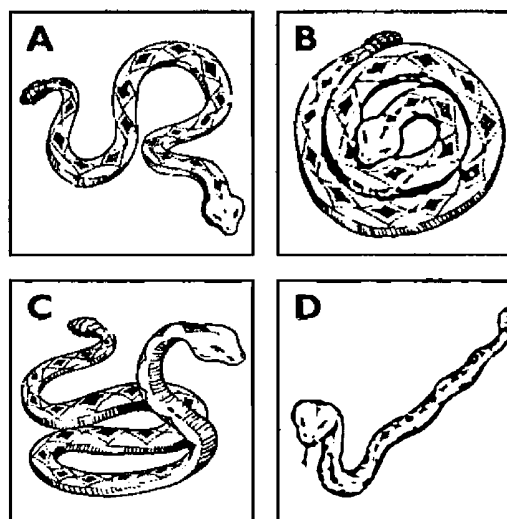
- (A) They are always ready to attack.
(B) They are always dangerous and deadly.
(C) Their fierce nature has been underplayed in myth and folklore.
(D) Their poison can kill people.

14. Click on the word in paragraph 1 that is closest in meaning to “partially.”

15. The word “posture” in line 5 is closest in meaning to which of the following?

- (A) Mood
(B) Fight
(C) Position
(D) Strike

16. Click on the drawing that shows a rattlesnake that is ready to defend itself.



17. It can be inferred from the passage that

- (A) all rattlesnake bites are fatal
(B) all rattlesnake bites are not equally harmful
(C) the few deaths from rattlesnake bites are from six-foot snakes
(D) deaths from rattlesnake bites have been steadily increasing

18. Look at the word mortality in paragraph 3. This word is closest in meaning to
- percentage
 illness
 death
 survival
19. The following sentence could be added to paragraph 3.
- They also vary in toxicity of venom.**
- Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
20. The author's purpose in this passage is to
- (A) warn readers about the extreme danger from rattlesnakes
 (B) explain a misconception about rattlesnakes
 (C) describe a rattlesnake attack
 (D) clarify how rattlesnakes kill humans
21. Click on the paragraph that explains what people believe about rattlesnakes.

PASSAGE THREE (Questions 22–30)

For a century before the Erie Canal was built, there was much discussion among the general population of the Northeast as to the need for connecting the waterways of the Great Lakes with the Atlantic Ocean. A project of such monumental proportions was not going to be undertaken and completed without a supreme amount of effort.

Line
(5)

The man who was instrumental in accomplishing the feat that was the Erie Canal was DeWitt Clinton. As early as 1812, he was in the nation's capital petitioning the federal government for financial assistance on the project, emphasizing what a boon to the economy of the country the canal would be; his efforts with the federal government, however, were not successful.

(10)

In 1816, Clinton asked the New York State Legislature for the funding for the canal, and this time he did succeed. A canal commission was instituted, and Clinton himself was made head of it. One year later, Clinton was elected governor of the state, and soon after, construction of the canal was started.

(15)

The canal took eight years to complete, and Clinton was on the first barge to travel the length of the canal, the *Seneca Chief*, which departed from Buffalo on October 26, 1825, and arrived in New York City on November 4. Because of the success of the Erie Canal, numerous other canals were built in other parts of the country.

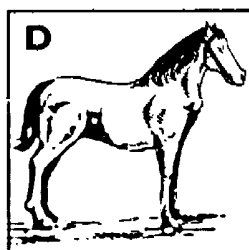
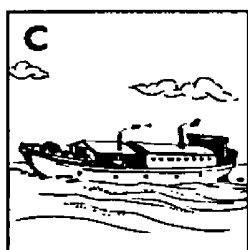
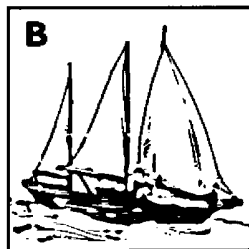
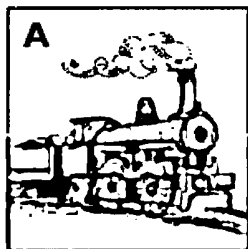
22. The information in the passage
- (A) gives a cause followed by an effect
 (B) is in chronological order
 (C) lists opposing viewpoints of a problem
 (D) is organized spatially
23. When did Clinton ask the U.S. government for funds for the canal?
- (A) One hundred years before the canal was built
 (B) In 1812
 (C) In 1816
 (D) In 1825
24. The word "boon" in line 7 is closest in meaning to which of the following?
- (A) Detriment
 (B) Disadvantage
 (C) Benefit
 (D) Cost
25. Look at the expression financial assistance in paragraph 2. Click on the word or phrase in paragraph 3 that is closest in meaning to financial assistance.

26. Look at the word *it* in paragraph 3. Click on the word or phrase that *it* refers to.

27. In what year did the actual building of the canal get underway?

- (A) In 1812
- (B) In 1816
- (C) In 1817
- (D) In 1825

28. Click on the drawing that most closely resembles the *Seneca Chief*.



29. Click on the paragraph that mentions a committee that worked to develop the canal.

30. The paragraph following the passage most probably discusses

- (A) the century before the building of the Erie Canal
- (B) canals in different U.S. locations
- (C) the effect of the Erie Canal on the Buffalo area
- (D) Clinton's career as governor of New York

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

READING POST-TEST (Paper) SECTION 3
READING COMPREHENSION
Time—55 minutes
(including the reading of the directions)
Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges.

Directions: In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

Line
(5)

Example I

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

Sample Answer

- (A)
-
- (C)
- (D)

According to the passage, John Quincy Adams “dedicated his life to public service.” Therefore, you should choose (B).

Example II

In line 4, the word “unswerving” is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

Sample Answer

- (A)
- (B)
-
- (D)

The passage states that John Quincy Adams demonstrated his unswerving belief “throughout his career.” This implies that the belief did not change. Therefore, you should choose (C).

Now begin work on the questions.

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Questions 1-10

A solar eclipse occurs when the Moon moves in front of the Sun and hides at least some part of the Sun from the earth. In a partial eclipse, the Moon covers part of the Sun; in an annular eclipse, the Moon covers the center of the Sun, leaving a bright ring of light around the Moon; in a total eclipse, the Sun is completely covered by the Moon.

Line
(5)

It seems rather improbable that a celestial body the size of the Moon could completely block out the tremendously immense Sun, as happens during a total eclipse, but this is exactly what happens. Although the Moon is considerably smaller in size than the Sun, the Moon is able to cover the Sun because of their relative distances from Earth. A total eclipse can last up to 7 minutes, during which time the Moon's shadow moves across Earth at a rate of about .6 kilometers per second.

- This passage mainly
 - describes how long an eclipse will last
 - gives facts about the Moon
 - explains how the Sun is able to obscure the Moon
 - informs the reader about solar eclipses
- In which type of eclipse is the Sun obscured in its entirety?
 - A partial eclipse
 - An annular eclipse
 - A total eclipse
 - A celestial eclipse
- The word "ring" in line 3 could best be replaced by
 - piece of gold
 - circle
 - jewel
 - bell
- A "celestial body" in line 5 is most probably one that is found
 - within the Moon's shadow
 - somewhere in the sky
 - on the surface of the Sun
 - inside Earth's atmosphere
- What is the meaning of "block out" in line 5?
 - Square
 - Cover
 - Evaporate
 - Shrink
- According to the passage, how can the Moon hide the Sun during a total eclipse?
 - The fact that the Moon is closer to Earth than the Sun makes up for the Moon's smaller size.
 - The Moon can only obscure the Sun because of the Moon's great distance from the earth.
 - Because the Sun is relatively close to Earth, the Sun can be eclipsed by the Moon.
 - The Moon hides the Sun because of the Moon's considerable size.

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7. The word "relative" in line 8 could best be replaced by
- (A) familial
(B) infinite
(C) comparative
(D) paternal
8. The passage states that which of the following happens during an eclipse?
- (A) The Moon hides from the Sun.
(B) The Moon is obscured by the Sun.
(C) The Moon begins moving at a speed of .6 kilometers per second.
(D) The Moon's shadow crosses Earth.
9. The word "rate" in line 9 is closest in meaning to
- (A) form
(B) speed
(C) distance
(D) rotation
10. Where in the passage does the author mention the rate of a total eclipse?
- (A) Lines 1-2
(B) Lines 2-4
(C) Lines 5-6
(D) Lines 8-9

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Questions 11–20

While the bald eagle is one national symbol of the United States, it is not the only one. Uncle Sam, a bearded gentleman costumed in the red, white, and blue stars and stripes of the nation's flag, is another well-known national symbol. According to legend, this character is based on Samuel

Wilson, the owner of a meat-packing business in Troy, New York. During the War of 1812, Sam Wilson's company was granted a government contract to supply meat to the nation's soldiers; this meat was supplied to the army in barrels stamped with the initials U.S., which stood for United States. However, the country was at that time relatively young, and the initials U.S. were not commonly used. Many people questioned what the initials represented, and the standard reply became "Uncle Sam," for the owner of the barrels. It is now generally accepted that the figure of Uncle Sam is based on Samuel Wilson, and the U.S. Congress has made it official by adopting a resolution naming Samuel Wilson as the inspiration for Uncle Sam.

11. The paragraph preceding this passage most probably discusses
- (A) the War of 1812
(B) the bald eagle, which symbolizes the United States
(C) Sam Wilson's meat-packing company
(D) the costume worn by Uncle Sam
12. Which of the following is the most appropriate title for this passage?
- (A) The Bald Eagle
(B) The Symbols of the United States
(C) Samuel Wilson
(D) Uncle Sam—Symbol of the Nation
13. Which of the following is NOT mentioned about Uncle Sam's appearance?
- (A) He wears facial hair.
(B) There is some blue in his clothing.
(C) He is bald.
(D) His clothes have stripes in them.
14. The word "costumed" in line 2 could most easily be replaced by
- (A) dressed
(B) nationalized
(C) hidden
(D) seen
15. Sam Wilson was the proprietor of what type of business?
- (A) A costume company
(B) A meat-packing company
(C) A military clothier
(D) A barrel-making company
16. The word "granted" in line 5 means
- (A) refused
(B) underbid for
(C) told about
(D) given
17. According to the passage, what was in the barrels stamped U.S.?
- (A) Sam Wilson
(B) Food for the army
(C) Weapons to be used in the war
(D) Company contracts
18. The word "initials" in line 6 means
- (A) nicknames
(B) family names
(C) first letters of words
(D) company names
19. The word "official" in line 10 is closest in meaning to
- (A) authorized
(B) professional
(C) dutiful
(D) accidental
20. In 1812, people most probably answered that the letters "U.S." written on the barrels stood for "Uncle Sam" because
- (A) Congress required it
(B) Samuel Wilson was their favorite uncle
(C) Sam Wilson preferred it
(D) they were not exactly sure what the letters meant

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Questions 21–31

Line (5) Most people think of deserts as dry, flat areas with little vegetation and little or no rainfall, but this is hardly true. Many deserts have varied geographical formations ranging from soft, rolling hills to stark, jagged cliffs, and most deserts have a permanent source of water. Although deserts do not receive a high amount of rainfall—to be classified as a desert, an area must get less than twenty-five centimeters of rainfall per year—there are many plants that thrive on only small amounts of water, and deserts are often full of such plant life.

(10) Desert plants have a variety of mechanisms for obtaining the water needed for survival. Some plants, such as cactus, are able to store large amounts of water in their leaves or stems; after a rainfall these plants absorb a large supply of water to last until the next rainfall. Other plants, such as the mesquite, have extraordinarily deep root systems that allow them to obtain water from far below the desert's arid surface.

21. What is the main topic of the passage?
 (A) Deserts are dry, flat areas with few plants.
 (B) There is little rainfall in the desert.
 (C) Many kinds of vegetation can survive with little water.
 (D) Deserts are not really flat areas with little plant life.
22. The passage implies that
 (A) the typical conception of a desert is incorrect
 (B) all deserts are dry, flat areas
 (C) most people are well informed about deserts
 (D) the lack of rainfall in deserts causes the lack of vegetation
23. The passage describes the geography of deserts as
 (A) flat
 (B) sandy
 (C) varied
 (D) void of vegetation
24. The word “source” in line 3 means
 (A) supply
 (B) storage space
 (C) need
 (D) lack
25. According to the passage, what causes an area to be classified as a desert?
 (A) The type of plants
 (B) The geographical formations
 (C) The amount of precipitation
 (D) The source of water
26. The word “thrive” in line 5 means
 (A) suffer
 (B) grow well
 (C) minimally survive
 (D) decay
27. The word “mechanisms” in line 7 could most easily be replaced by
 (A) machines
 (B) pumps
 (C) sources
 (D) methods
28. Which of the following is mentioned in the passage about cacti?
 (A) They have deep root systems.
 (B) They retain water from one rainfall to the next.
 (C) They survive in the desert because they do not need water.
 (D) They get water from deep below the surface of the desert.
29. “Mesquite” in line 10 is probably
 (A) a type of tree
 (B) a desert animal
 (C) a type of cactus
 (D) a geographical formation in the desert
30. The word “arid” in line 11 means
 (A) deep
 (B) dry
 (C) sandy
 (D) superficial
31. Where in the passage does the author describe desert vegetation that keeps water in its leaves?
 (A) Lines 1–2
 (B) Lines 3–6
 (C) Lines 7–9
 (D) Lines 9–11



3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

Questions 32–41

Line American jazz is a conglomeration of sounds borrowed from such varied sources as American
(5) and African folk music, European classical music, and Christian gospel songs. One of the
(5) recognizable characteristics of jazz is its use of improvisation: certain parts of the music are written
(5) out and played the same way by various performers, and other improvised parts are created
(5) spontaneously during a performance and vary widely from performer to performer.

The earliest form of jazz was ragtime, lively songs or *rags* performed on the piano, and the best-
known of the ragtime performers and composers was Scott Joplin. Born in 1868 to former slaves,
Scott Joplin earned his living from a very early age playing the piano in bars along the Mississippi.
(10) One of his regular jobs was in the Maple Leaf Club in Sedalia, Missouri. It was there that he began
(10) writing the more than 500 compositions that he was to produce, the most famous of which was "The
Maple Leaf Rag."

32. This passage is about
- (A) jazz in general and one specific type of jazz
(B) the various sources of jazz
(C) the life of Scott Joplin
(D) the major characteristics of jazz
33. The word "conglomeration" in line 1 could best be replaced by
- (A) disharmony
(B) mixture
(C) purity
(D) treasure
34. In line 3, the word "improvisation" involves which of the following?
- (A) Playing the written parts of the music
(B) Performing similarly to other musicians
(C) Making up music while playing
(D) Playing a varied selection of musical compositions
35. According to the passage, ragtime was
- (A) generally performed on a variety of instruments
(B) the first type of jazz
(C) extremely soothing and sedate
(D) performed only at the Maple Leaf Club in Sedalia
36. Which of the following statements is true according to the passage?
- (A) Scott Joplin was a slave when he was born.
(B) Scott Joplin's parents had been slaves before Scott was born.
(C) Scott Joplin had formerly been a slave, but he no longer was after 1868.
(D) Scott Joplin's parents were slaves when Scott was born.
37. The word "living" in line 8 could most easily be replaced by
- (A) money
(B) life-style
(C) enjoyment
(D) health



GO ON TO THE NEXT PAGE

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38. The word "regular" in line 9 could best be replaced by
- (A) popular
(B) steady
(C) unusual
(D) boring
39. The word "which" in line 10 refers to
- (A) regular jobs
(B) the Maple Leaf Club
(C) Sedalia, Missouri
(D) 500 compositions
40. The name of Scott Joplin's most famous composition probably came from
- (A) the name of a saloon where he performed
(B) the maple tree near his Sedalia home
(C) the name of the town where he was born
(D) the school where he learned to play the piano
41. The paragraph following the passage probably discusses
- (A) Sedalia, Missouri
(B) the Maple Leaf Club
(C) the numerous compositions of Scott Joplin
(D) the life of Scott Joplin

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Questions 42–50

The idea of determinism, that no event occurs in nature without natural causes, has been postulated as a natural law yet is under attack on both scientific and philosophical grounds. Scientific laws assume that a specific set of conditions will unerringly lead to a predetermined outcome.

Line (5) However, studies in the field of physics have demonstrated that the location and speed of minuscule particles such as electrons are the result of random behaviors rather than predictable results determined by pre-existing conditions. As a result of these studies, the principle of indeterminacy was formulated in 1925 by Werner Heisenberg. According to this principle, only the probable behavior of an electron can be predicted. The inability to absolutely predict the behavior of electrons casts doubt on the universal applicability of a natural law of determinism. Philosophically, the principal (10) opposition to determinism emanates from those who see humans as creatures in possession of free will. Human decisions may be influenced by previous events, but the ultimate freedom of humanity may possibly lead to unforeseen choices, those not preordained by preceding events.

42. It is implied in the passage that a natural law
- (A) is something that applies to science only
(B) can be incontrovertibly found in the idea of determinism
(C) is philosophically unacceptable
(D) is a principle to which there is no exception
43. The word “unerringly” in line 3 could be most easily replaced by
- (A) fortunately
(B) effortlessly
(C) without mistake
(D) with guidance
44. The idea of determinism is refuted in this passage based on
- (A) scientific proof
(B) data from the science and philosophy of determinism
(C) principles or assumptions from different fields of study
(D) philosophical doubt about free will
45. The word “minuscule” in line 4 is closest in meaning to
- (A) charged
(B) fast-moving
(C) circular
(D) tiny
46. According to the passage, which of the following is NOT true about the principle of indeterminacy?
- (A) It was formulated based on studies in physics.
(B) It is philosophically unacceptable.
(C) It has been in existence for more than a decade.
(D) It is concerned with the random behavior of electrons.



3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

47. The expression “emanates from” in line 10 could most easily be replaced by
- (A) derives from
(B) differs from
(C) is in contrast to
(D) is subordinate to
48. It is implied in the passage that free will is
- (A) accepted by all philosophers
(B) a direct outcome of Werner’s principle of indeterminacy
(C) the antithesis of determinism
(D) a natural law
49. The word “unforeseen” in line 12 is closest in meaning to
- (A) forewarned
(B) blind
(C) unappreciated
(D) unpredictable
50. Where in the passage does the author mention who developed the contrary principle to determinism?
- (A) Lines 1–2
(B) Lines 6–7
(C) Lines 8–9
(D) Lines 9–13

This is the end of Section 3.



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READING POST-TEST (Computer)

Longman Complete Course for the TOEFL® Test
1:10:00

Reading Post-Test

Reading

44 questions

This section measures the ability to read and understand short passages. It contains reading passages and questions about the passages. There are several different types of questions in this section.

When you have finished reading a passage, you will use the mouse to click on Proceed. Then the questions about the passage will be presented. You are to choose the one best answer to each question. Answer all questions on the basis of what is stated or implied in the passage.


You will see the next question after you click on Next


Click on Dismiss Directions to continue.


When finished reading directions click on the icon below


Dismiss Directions

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Section

Time


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PASSAGE ONE (Questions 1–10)

These stories of killer bees in the news in recent years have attracted a lot of attention as the bees have made their way from South America to North America. Killer bees are reputed to be extremely aggressive in nature, although experts say that their aggression may have been somewhat **inflated**.

The killer bee is a **hybrid** of the very mild European strain of honeybee and the considerably more aggressive African bee, which was created when the African strain was imported into Brazil in 1955. The African bees were brought into Brazil because their aggression was considered an advantage: they were far more productive than their European counterparts in that they spent a higher percentage of their time working and continued working longer in inclement weather than did the European bees.

These killer bees have been known to attack humans and animals, and some fatalities have occurred. Experts point out, however, that the mixed breed known as the killer bee is actually not at all as aggressive as the pure African bee. **They** also point out that the attacks have a chemical cause. A killer bee stings only when it has been disturbed; it is not aggressive by nature. However, after a disturbed bee stings and flies away, it leaves its stinger embedded in the victim. In the vicera attached to the embedded stinger is the chemical isoamyl acetate, which has an odor that attracts other bees. As other bees approach the victim of the original sting, the victim tends to panic, thus disturbing other bees and causing them to sting. The new stings create more of the chemical isoamyl acetate, which attracts more bees and increases the panic level of the victim. Killer bees tend to travel in large clusters or swarms and thus respond in large numbers to the production of isoamyl acetate.

- The subject of the preceding paragraph was most likely
 - ways of producing honey
 - stories in the media about killer bees
 - the chemical nature of killer bee attacks
 - the creation of the killer bee
- The main idea of this passage is that killer bees
 - have been in the news a lot recently
 - have been moving unexpectedly rapidly through the Americas
 - are not as aggressive as their reputation suggests
 - are a hybrid rather than a pure breed
- Look at the word **inflated** in paragraph 1. This word could best be replaced by
 - exaggerated
 - blown
 - aired
 - burst
- It can be inferred from the passage that the killer bee
 - traveled from Brazil to Africa in 1955
 - was a predecessor of the African bee
 - was carried from Africa to Brazil in 1955
 - did not exist early in the twentieth century
- Why were African bees considered beneficial?
 - They produced an unusual type of honey.
 - They spent their time traveling.
 - They were very aggressive.
 - They hid from inclement weather.
- Look at the word **hybrid** in paragraph 2. Click on the expression in paragraph 3 that is closest in meaning to **hybrid**.

7. It is stated in the passage that killer bees
- are more deadly than African bees
 - are less aggressive than African bees
 - never attack animals
 - always attack African bees
8. Look at the word **They** in paragraph 3. Click on the word or phrase that **They** refers to.
9. What is NOT mentioned in the passage as a contributing factor in an attack by killer bees?
- Panic by the victim
 - An odorous chemical
 - Disturbance of the bees
 - Inclement weather
10. Click on the sentence in paragraph 3 that describes the size of the groups in which killer bees move.

PASSAGE TWO (Questions 11–21)

Clara Barton is well known for her endeavors as a nurse on the battlefield during the Civil War and for her role in founding the American Red Cross. She is perhaps not as well known, however, for her role in establishing a bureau for tracing missing soldiers following the Civil War.

At the **close** of the Civil War, the United States did not have in place any agency responsible for accounting for what had happened to the innumerable men who had served in the military during the war, and many families had no idea as to the fate of their loved ones. Families were forced to agonize endlessly over where their loved ones were, what kind of shape they were in, whether or not they would return, and what had happened to them.

15A Clara Barton developed a system for using **print media** to publish the names of soldiers known to have been wounded or killed during various battles of the Civil War. **15B** She made numerous unsuccessful attempts to interest various government officials in her plan. **15C** However, it was not until Henry Wilson, a senator from the state of Massachusetts, took up her cause and presented her plan to President Lincoln that her plan was implemented. **15D**

With Lincoln's assistance, Clara Barton was set up in a small government office with funding for a few clerks and the authority to examine military records. She and her clerks gathered and compiled information from military records and battlefield witnesses and published **it** in newspapers and magazines. Clara Barton operated this missing persons bureau for four years, from the end of the war in 1865 until 1869. During this period, she and her staff put out more than 100,000 printed lists, answered more than 60,000 letters, and accounted for more than 20,000 missing soldiers.

11. The purpose of this passage is
- to praise Clara Barton's work as a battlefield nurse
 - to outline Clara Barton's role in establishing the American Red Cross
 - to malign the role of the U.S. government at the end of the Civil War
 - to present one of Clara Barton's lesser-known accomplishments
12. Which of the following is NOT mentioned as one of Clara Barton's accomplishments?
- That she treated wounded Civil War soldiers
 - That she was integral to the establishment of the American Red Cross
 - That she served as an elected government official
 - That she continued to work for the good of soldiers and their families after the Civil War
13. Look at the word **close** in paragraph 2. This word could best be replaced by
- near
 - battle
 - end
 - shut
14. What is stated in the passage about the issue of missing persons following the Civil War?
- The U.S. government was not officially prepared to deal with the issue.
 - President Lincoln did not recognize that there was an issue.
 - One U.S. government agency was responsible for the issue.
 - U.S. citizens were unaware of the issue.
15. The following sentence could be added to paragraph 3.
- She was prepared to publish names that she herself had gathered on the battlefield as well as information gathered from others.**
- Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

16. Look at the expression **print media** in paragraph 3. Click on the expression in paragraph 4 that is closest in meaning to **print media**.
17. It can be inferred from the passage that the budget for Barton's missing persons agency was
- quite lavish
 - open-ended
 - limited in scope
 - from private sources
18. Look at the word **it** in paragraph 4. Click on the word or phrase in paragraph 4 that **it** refers to.
19. Which of the following did Clara Barton and her staff accomplish, according to the passage?
- They searched military records.
 - They responded to 100,000 letters.
 - They printed a list with 100,000 names.
 - They talked with 20,000 missing soldiers.
20. Click on the sentence in paragraph 4 that indicates the duration of the existence of Clara Barton's missing persons agency.
21. Click on the paragraph that describes Clara Barton's efforts to establish a missing persons bureau.

PASSAGE THREE (Questions 22–34)

Federal Express is a company that specializes in rapid overnight delivery of high-priority packages. The first company of its type, Federal Express was founded by the youthful Fred Smith in 1971, when he was only 28 years old. Smith had actually **developed** the idea for the rapid delivery service in a term paper for an economics class when he was a student at Yale University. The term paper reputedly received a less-than-stellar grade because of the infeasibility of the project that Smith had outlined. The model that Smith proposed had never been tried; it was a model that was efficient to operate but at the same time was very difficult to institute.

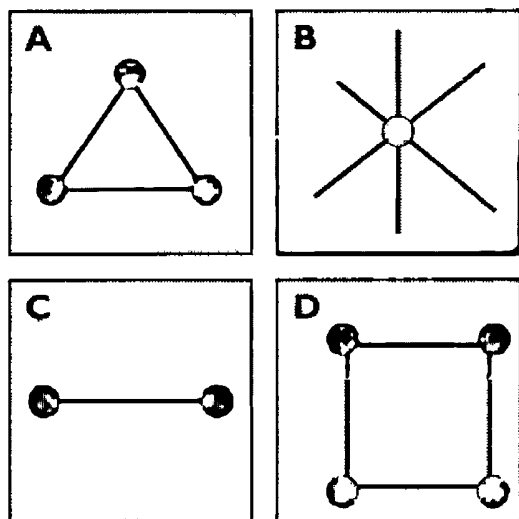
Smith achieved efficiency in his model by designing a system that was separate from the passenger system and could, therefore, focus on how to deliver packages most efficiently. His strategy was to own his own planes so that he could create his own schedules and to ship all packages through the centralized hub city of Memphis, a set-up which resembles the spokes on the wheel of a bicycle. With this combination of his own planes and hub set-up, he could get packages anywhere in the United States overnight.

What made Smith's idea difficult to institute was the fact that the entire system had to be created before the company could begin operations. He needed a fleet of aircraft to collect packages from airports every night and deliver them to Memphis, where **they** were immediately sorted and flown out to their new destinations; he needed a fleet of trucks to deliver packages to and from the various airports; he needed facilities and trained staff all in place to handle the operation. Smith had a \$4 million inheritance from his father, and he managed to raise an additional \$91 million dollars from venture capitalists to get the company operating.

32A When Federal Express began service in 1973 in 25 cities, the company was not an immediate success, but success did come within a relatively short period of time. **32B** The company lost \$29 million in the first 26 months of operations. **32C** By late 1976, Federal Express was carrying an average of 19,000 packages per night and had made a profit of \$3.6 million. **32D**

22. The most appropriate title for this passage is
- The Problems and Frustrations of a Business Student
 - The Importance of Business Studies
 - The Capitalization of Federal Express
 - The Implementation of a Successful Business
23. Look at the word **developed** in paragraph 1. This word could best be replaced by
- come up with
 - come about
 - come across
 - come into
24. What is stated in the passage about Smith's term paper?
- Smith submitted it through a delivery service.
 - It was written by a student of Smith's.
 - Its grade was mediocre.
 - The professor thought it had great potential.
25. What was a key idea of Smith's?
- That he should focus on passenger service
 - That package delivery should be separate from passenger service
 - That packages could be delivered on other companies' planes
 - That passenger service had to be efficient

26. Click on the drawing that most closely resembles a hub.



27. It can be inferred from the passage that Smith selected Memphis as his hub city because it
- was near the middle of the country
 - had a large number of passenger aircraft
 - already had a large package delivery service
 - was a favorite passenger airport
28. Look at the word **they** in paragraph 3. Click on the word or phrase that **they** refers to.
29. It is NOT mentioned in the passage that, in order to set up his company, Smith needed
- airplanes
 - trucks
 - personnel
 - faculty

30. Click on the sentence in paragraph 3 that explains how Smith raised the capital he needed.

31. How long did it take Federal Express to become profitable?

- Two months
- One year
- Three years
- Six years

32. The following sentence could be added to paragraph 4.

However, the tide was to turn relatively quickly.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

33. Click on the paragraph that explains what made Smith's model effective.

34. The tone of the passage in describing Smith's accomplishments is

- unflattering
- sincere
- unconvincing
- snobbish

PASSAGE FOUR (Questions 35–44)

Perhaps better known than the Cullinan Diamond is the Hope Diamond, a valuable and rare blue gem with a background of more than 300 years as a world traveler. The 112-carat blue stone that later became the Hope Diamond was mined in India sometime before the middle of the seventeenth century and was first known to be owned by Shah Jahan, who built the Taj Mahal in memory of his beloved wife. From India, the celebrated blue stone has changed hands often, moving from location to location in distant corners of the world.

In the middle of the seventeenth century, a trader from France named Jean Baptiste Tavernier acquired the large blue diamond, which was rumored to have been illegally removed from a temple. Tavernier returned to France with the big blue gem, where the stone was purchased by the Sun King, Louis XIV. Louis XIV had it cut down from 112 to 67 carats to make its shape symmetrical and to maximize its sparkle. The newly cut diamond, still huge by any standards, was passed down through the royal family of France, until it arrived in the hands of Louis XVI and Marie Antoinette. During the French Revolution, Louis XVI and his wife met their fate on the guillotine in 1793, and the big blue diamond disappeared from public sight.

The diamond somehow managed to get from France to England, where banker Henry Hope purchased it from a gem dealer early in the nineteenth century. The huge blue stone was cut into a 45.5 carat oval, and at this point it took on the name by which it is known today. The diamond stayed in the Hope family for around a century, when deep indebtedness brought on by a serious gambling habit on the part of one of Henry Hope's heirs forced the sale of the diamond.

From England, the Hope Diamond may have made its way into the hands of the Sultan of Turkey; whatever route it took to get there, it eventually went on to the United States when American Evelyn Walsh McLean purchased it in 1911. Mrs. McLean certainly enjoyed showing the diamond off; guests in her home were sometimes astounded to notice the huge stone embellishing the neck of Mrs. McLean's Great Dane as the huge pet trotted around the grounds of her Washington, D.C. home. The Hope Diamond later became the property of jeweler Harry Winston, who presented the stunning 45.5-carat piece to the Smithsonian in 1958. The Hope Diamond is now taking a well-earned rest following its rigorous travel itinerary and is on display at the Smithsonian Institution in Washington, D.C., where it has been since 1958.

35. The paragraph preceding the passage most likely discussed
- why gems are considered valuable
 - how the Hope Diamond was mined
 - a diamond other than the Hope Diamond
 - methods for mining diamonds
36. The main idea of this passage is that the Hope Diamond
- came from India
 - has moved around a lot
 - has been cut several times
 - now resides in the Smithsonian
37. Look at the word it in paragraph 2. Click on the word or phrase that it refers to.
38. Click on the sentence in paragraph 2 that describes what happened to the royal French owners of the diamond.
39. It can be inferred from the passage that the author is not certain
- who bought the Hope Diamond in England
 - who sold the Hope Diamond in England
 - how the Hope Diamond went from France to England
 - how big the Hope Diamond was in the nineteenth century
40. Look at the word dealer in paragraph 3. A dealer is most likely a
- card player
 - miner
 - cutter
 - businessman

41. It can be determined from the passage that Henry Hope most likely had how many carats cut off the Hope Diamond?
- 21.5
 - 45.5
 - 66.5
 - 67
42. According to the passage, Mrs. McLean
- donated the Hope Diamond to the Smithsonian
 - let her dog wear the Hope Diamond
 - purchased the Hope Diamond from the French
 - had the Hope Diamond cut to its present size of 45.5 carats
43. Which country is NOT mentioned in the passage as a place where the Hope Diamond spent some time?
- India
 - France
 - England
 - Denmark
44. Click on the paragraph that discusses the period when the Hope Diamond received its current name.



◀ پس از استقبال گرم زبان آموزان عزیز، **ویرایش دوم** کتاب **Fast Grammar** (گرامر جامع آزمون‌های زبان) تألیف استاد **مهرداد زنگیه‌وندی** (باکیفیت‌ترین برند تحصیلات تکمیلی)

در **دو رنگ** به بازار آمد...

کامل‌ترین منبع آزمون‌های زبان

✓ با بیش از **۷۵۰ تست** و **سوالات واقعی** آزمون‌های **MSRT**، **EPT**، **MHLE**، **ارشد** و **دکتری** همه رشته‌ها تا **اردیبهشت ۹۶** با پاسخ کاملاً تشریحی و تحلیل همه گزینه‌ها ...

شامل:

Fast Grammar

کلاس درس همراه

✓ آموزش کامل نکات به زبان ساده در ۱۶ بخش

✓ مباحث و تست‌های کتاب‌های **تافل لانگمن**، **تافل بارونز** و **Kit** با

پاسخ‌های کاملاً تشریحی و تحلیل همه گزینه‌ها

✓ آموزش گرامر از طریق کالبدشکافی اجزا جمله مانند فاعل، فعل، مفعول، صفت، قید، ... و نشانه‌های تشخیص ساده آنها در جمله و جایگاه و ترتیب قرار گرفتن آنها در جمله

چاپ انتشارات جنگل

✓ تست‌های مبحثی و جامع هدفمند

✓ مشخص کردن مباحث مهم آزمون

✓ نکات تست زنی سریع‌تر بصورت ابداعی و انحصاری که در کتاب‌های مشابه نخواهید دید...

✓ تست‌های منتخب از مباحث پرتکرار آزمون‌ها

✓ قرار دادن مباحث به ترتیبی که یک سیر آموزشی منسجم، هدفمند و آکادمیک دنبال می‌شود

✓ آموزش پسوندهای کلمه و نحوه استفاده از آنها برای پاسخ صحیح به سؤالات و...

✓ در کتاب **Fast Grammar رنگ‌ها** اهمیت نکات را نشان می‌دهند و فقط برای زیبایی از آنها استفاده نشده! قسمت‌های رنگی برای **مرور سریع** شما متمایز شده‌اند...

در قسمت پاسخ تشریحی تست‌ها، نکته لازم برای پاسخ به هر سؤال با رنگ آبی متمایز شده... [این نکات در آزمون‌ها دارای اهمیت زیادی هستند]. برای مرور نهایی حتماً حتماً این نکات را مطالعه نمایید.

✓ برای خرید کتاب‌های تالیفی استاد **مهرداد زنگیه‌وندی** می‌توانید به وبسایت www.FastZaban.com (با تخفیف و ارسال پستی به سراسر کشور) مراجعه نمایید و یا برای خرید حضوری به نمایندگی‌های **انتشارات جنگل** یا کتابفروشی‌های معتبر در سراسر کشور (که در انتهای این فایل آدرس برخی از آنها درج شده) مراجعه نمایید.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Fast Reading

درک مطلب جامع آزمون‌های زبان

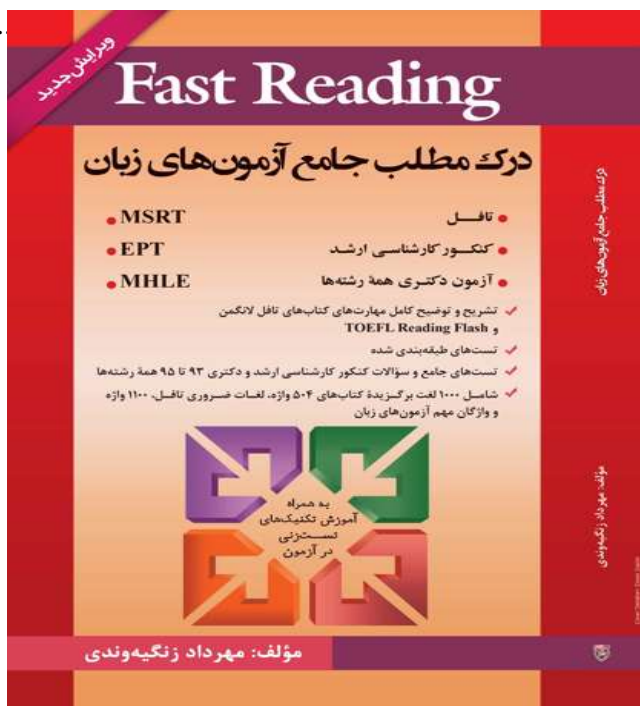
(ویرایش دوم)

تألیف: مهرداد زنگیه‌وندی

انتشارات جنگل

فهرست مطالب

- بخش اول: نکاتی کلی درباره درک مطلب ۱
- بخش دوم: سؤالات مربوط به مفاهیم و ایده‌های متن ۵
- بخش سوم: سؤالات مربوط به جزئیات صریح متن ۱۳
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- پاسخ تشریحی آزمون جامع ۶۷
- تست‌های آزمون‌های ۹۳ تا ۹۵ ۷۱
- پاسخ آزمون‌های ۹۳ تا ۹۵ ۱۰۳
- واژگان مهم آزمون‌های زبان ۱۰۶
- منابع ۱۲۹



زبان انگلیسی پرکاربردترین زبان دنیاست و با توجه به اینکه این زبان، زبان نشر علم در دانشگاه‌هاست، لزوم یادگیری آن به یک امر مبرهن و حیاتی تبدیل شده است. با علم به اینکه بیش از یک‌سوم سؤالات مطرح‌شده در آزمون‌های زبان به مبحث درک مطلب مربوط می‌شود، آمادگی مناسب برای این بخش از آزمون، یکی از دغدغه‌های همیشگی شرکت‌کنندگان در آزمون‌های مختلف است. از اینرو، تلاش نمودم تا در پی یافتن پاسخی مناسب به این نیاز برآمده و کتاب حاضر را تألیف نمایم. کتاب‌های متعددی در زمینه درک مطلب و با هدف آماده‌سازی داوطلبان برای شرکت در آزمون‌های زبان به رشته تحریر درآمده‌اند؛ ولی بسیاری از این کتاب‌ها تنها به گنجاندن تست‌ها و سؤالات سنوات گذشته اکتفا کرده و اغلب از آموزش نکات یاری‌رسان در مواجهه با سؤالات فروگذاری نموده‌اند. در این اثر، پس از تجزیه و تحلیل سؤالات ادوار گذشته آزمون‌ها، انواع سؤالات به چند دسته کلی تقسیم شده و نکات و آموزش‌های مفید در مورد چگونگی مواجهه و پاسخ به انواع سؤالات بطور کامل و با ذکر مثال توضیح داده شده است. در تألیف این کتاب از منابع مختلفی استفاده شده و عمده‌ترین منابع، کتاب‌های تافل لانگمن و کتاب **TOEFL Reading Flash** بوده‌اند که تلاش نمودم تا با تشریح کامل مهارت‌های مطرح‌شده در دو کتاب فوق و افزودن توضیحات و نکات تکمیلی و ارائه پاسخ تشریحی تست‌ها به زبانی بسیار ساده بتوانم داوطلبان گرامی را در راه رسیدن به هدفشان یاری رسانم.

کتاب حاضر، با هدف آماده‌سازی داوطلبان برای بخش درک مطلب آزمون‌های **MSRT**، **EPT**، **MHLE**، **تولیمو**، تافل و کنکور کارشناسی ارشد و دکتری رشته‌های مختلف نگاشته شده است. این کتاب هم برای مطالعه خودخوان و هم برای تدریس در کلاس توسط مدرس طراحی شده است.

قسمت‌های این کتاب

این کتاب از ۷ بخش تشکیل شده که هر یک از آنها بر روی یکی از مهارت‌های لازم برای پاسخ به سؤالات آزمون تمرکز می‌کند و هر بخش بصورت یک درس‌نامه ارائه گردیده است.

قسمت‌های مختلف کتاب به شرح زیر هستند:

۱. توضیح و آموزش نکات هر بخش به زبان ساده: در این قسمت سعی شده تا مباحث درسی به زبان ساده توضیح داده شوند.

۲. در آزمون: در این قسمت نحوه ارزیابی از مباحث هر درس در آزمون‌های مختلف و چگونگی پاسخ‌دهی به آنها با ذکر نکات ارائه شده است.

۳. قسمت **Sample Test**: در انتهای هر بخش یک آزمون نمونه قرار داده شده که شامل نمونه سؤالاتی است که در آزمون‌ها از مباحث آن بخش مطرح شده است.

۴. آزمون جامع و تست‌های آزمون‌های ۹۳ تا ۹۵: در انتها نیز یک آزمون جامع (۶۳ تست) و ۲۴ متن (۱۲۷ تست) از سؤالات آزمون‌های مختلف قرار داده شده است. برای آزمون جامع پاسخ تشریحی و برای تست‌های آزمون‌های ادوار گذشته پاسخ کلیدی ارائه گردیده است.

۵. واژگان مهم آزمون‌های زبان: بخش «واژگان مهم آزمون‌های زبان» انتهای کتاب، گزیده کتاب‌هایی چون ۵۰۴ واژه، ۴۰۰ لغت ضروری تافل، Vocabulary for IELTS, Essential Words for the TOEFL، ۱۱۰۰ واژه، واژگان ضروری GRE و Hot Words for the SAT است که با استفاده از روش ابداعی ارایه لغات در کنار مترادف‌های آنها به ترتیب ساده به دشوار، برای شما عزیزان فراهم شده است. در این قسمت، تلفظ IPA «الفبای فونتیک بین‌المللی» لغات و ترجمه فارسی روان آنها ارائه شده است. توصیه می‌شود این لغات را به دقت مطالعه کرده و به ذهن بسپارید. در قسمت مترادف‌ها، ابتدا کلماتی که زیر آنها خط کشیده نشده و سپس کلماتی که زیر آنها خط کشیده شده را مطالعه کنید، زیرا کلمات به ترتیب ساده به دشوار از چپ به راست مرتب شده‌اند. مترادف‌هایی که زیر آنها خط کشیده شده عمدتاً مترادف‌های دشوارتر و برگزیده از کتاب‌هایی چون ۱۱۰۰ واژه، واژگان ضروری GRE و SAT هستند که بیشتر برای کسانی که خود را برای کسب نمره بالا از آزمون‌های مختلف آماده می‌کنند، مناسب هستند. بنابراین، مطالعه این لغات را در اولویت دوم خود قرار دهید. با دانستن لغات این بخش از کتاب، می‌توانید یقین داشته باشید که تا بیش از ۹۰ درصد از واژگان مورد نیاز آزمون‌های زبان را فراگرفته‌اید. همچنین لازم است یادآور شوم که این بخش از کتاب چکیده‌ای از کتاب در دست تألیف ما تحت عنوان **Fast Vocabulary** واژگان جامع آزمون‌های زبان است که به‌زودی با ویژگی‌های منحصربفرد و با بهترین کیفیت تقدیم حضور شما علاقمندان خواهد شد.

ارتباط با ما از طریق وبسایت www.FastZaban.com

با مراجعه به سایت تخصصی آزمون‌های زبان (FastZaban.com)، شما عزیزان می‌توانید به نمونه سؤالات آزمون‌های مختلف به‌همراه پاسخ تشریحی، آزمون‌های آنلاین نظام‌مند، فایل‌های آموزشی و ... دسترسی پیدا کنید. همچنین، در وبسایت FastZaban.com و کانال تلگرام [Telegram.me/FastZaban](https://t.me/FastZaban) می‌توانید از امکانات دیگری نظیر مشاوره و ارایه برنامه مطالعاتی هدفمند و امکان خرید پستی سری کتاب‌های ما نظیر **Fast Grammar**، **Fast Bank (EPT)**، **Fast Vocabulary** و ... بهره‌مند شوید.

در پایان، خداوند را سپاس می‌گویم که توفیق تألیف این اثر را به بنده عنایت نمود و امیدوارم با این کار توانسته باشم خدمتی هر چند کوچک به هم‌وطنان گرامی کرده باشم. همچنین، لازم می‌دانم خالصانه از تمامی همکاران گرامی در انتشارات جنگل که با جدیت و دقت در آماده‌سازی و چاپ هر چه شایسته‌تر این اثر به من کمک کردند، تشکر کنم. ضمن آرزوی موفقیت و بهروزی یکایک داوطلبان، دانشجویان و مدرسین گرامی، از شما تقاضا دارم هرگونه پیشنهاد و انتقادی که می‌تواند در جهت بهبود این اثر مفید باشد را از طریق راه‌های ارتباطی زیر با من در میان بگذارید.

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مهرداد زنگیه‌وندی - اردیبهشت ۹۶

انواع رایج سؤالات درک مطلب در آزمون های زبان

انواع سؤالات بخش درک مطلب آزمون ها شامل شش دسته کلی می شوند که عبارتند از:

۱. سؤالات مربوط به مفاهیم و ایده های متن
 ۲. سؤالات مربوط به جزئیات صریح و بیان شده در متن
 ۳. سؤالات مربوط به مرجع ضمیر
 ۴. سؤالاتی که پاسخ آنها بطور مستقیم در متن ارائه نشده است
 ۵. سؤالات واژگان
 ۶. سؤالات کلی از متن
- در بخش های بعد، هر یک از این انواع را به همراه آموزش نکات و مثال توضیح خواهیم داد.

بخش دوم: سؤالات مربوط به مفاهیم و ایده‌های متن

یکی از انواع رایج سؤالات در بخش درک مطلب آزمون‌های زبان، سؤالات مربوط به ایده کلی متن است که سؤالات مربوط به ایده اصلی (main idea)، موضوع (topic/subject) و عنوان (title) رایج‌ترین زیرشاخه‌های آن هستند. همچنین، ممکن است درباره چگونگی سازماندهی اطلاعات در متن نیز از شما سؤال پرسیده شود.

۱. سؤالات مربوط به ایده اصلی متن

ایده اصلی متن مهم‌ترین ایده یک متن است که کل متن عمدتاً در ارتباط با آن است. تقریباً همه متن‌ها دارای یک سؤال مرتبط با ایده اصلی متن هستند. ایده اصلی متن معمولاً در جمله اول متن قرار دارد؛ البته در برخی موارد ممکن است در میانه و یا در اواخر متن قرار گیرد. پیدا کردن ایده اصلی متن از طریق مطالعه و بررسی جملات موضوع^۱ (topic sentences) میسر می‌شود. جملات موضوع اغلب در ابتدای هر پاراگراف قرار می‌گیرند و کل پاراگراف در ارتباط با آنهاست. اگر متنی تنها از یک پاراگراف تشکیل شده باشد، بایستی تنها ابتدای متن را برای پیدا کردن ایده اصلی مطالعه کنید. به مثال زیر توجه کنید:

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Passage 1:

In the philosophy of John Dewey, a sharp distinction is made between intelligence and reasoning. According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practicality and wisdom of life. Intelligence involves “interacting with other things and knowing them,” while reasoning is merely the act of an observer, “... a mind that beholds or grasps objects outside the world of things ...” With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken of events that shape one’s life.

لغات سخت متن:

distinction	تمایز، فرق، تفاوت	interact	برهم کنش داشتن
intelligence	هوش	behold	مشاهده کردن
reasoning	استدلال	grasp	درک کردن، دریافتن
practicality	انجام‌پذیری	achieve	دست یافتن / رسیدن به

^۱ به جمله اصلی هر پاراگراف که معمولاً در ابتدای آن قرار گرفته و موضوع آن را بیان می‌کند، جمله موضوع می‌گویند.

Q: What is the topic of this passage?

- (A) The intelligence of John Dewey
 (B) Distinctions made by John Dewey
 (C) Dewey's ideas on the ability to reason
 (D) How intelligence differs from reasoning in Dewey's works

این سؤال در مورد موضوع متن است. بدلیل اینکه متن تنها از یک پاراگراف تشکیل شده است، برای یافتن پاسخ بایستی تنها به جمله اول متن توجه کنیم. جمله اول متن تمایز (distinction) بین هوش (intelligence) و استدلال (reasoning) در فلسفه John Dewey را مورد بحث قرار می دهد و احتمالاً موضوع متن است. نگاهی اجمالی به بقیه جملات متن تأیید می کند که موضوع متن تفاوت بین هوش (intelligence) و استدلال (reasoning) است. حال بایستی گزینه ها را بررسی کنیم و نزدیک ترین گزینه به موضوعی که مشخص کرده ایم را انتخاب کنیم. گزینه A تنها به intelligence اشاره می کند و نمی تواند «موضوع» متن باشد. گزینه B به تمایزهای ارائه شده توسط John Dewey اشاره می کند، ولی نوع تمایز را بطور خاص بیان نمی کند. گزینه C تنها به reasoning «استدلال» اشاره می کند و ناقص است. بهترین پاسخ گزینه D است. ایده ... how intelligence differs from reasoning... از جمله اول متن گرفته شده که می گوید a sharp distinction... between intelligence and reasoning.

اگر متنی از بیش از یک پاراگراف تشکیل شده باشد، برای پیدا کردن ایده اصلی بایستی ابتدای همه پاراگرافها را مطالعه کنید. اگر هر پاراگراف دارای موضوع متفاوتی باشد، بایستی مفاهیم و موضوعات همه پاراگرافها را خلاصه یا ترکیب کنیم. در این حالت، ایده اصلی بایستی به کل متن ارتباط داشته باشد، نه فقط به یکی از پاراگرافها.

Passage 2:

Nitrogen fixation is a process by which nitrogen is continuously fed into biological circulation. In this process, certain algae and bacteria convert nitrogen into ammonia (NH₃). This newly-created ammonia is then for the most part absorbed by plants.

The opposite process of denitrification returns nitrogen to the air. During the process of denitrification, bacteria cause some of the nitrates from the soil to convert into gaseous nitrogen or nitrous oxide (N₂O). In this gaseous form, the nitrogen returns to the atmosphere.

لغات سخت متن:

nitrogen fixation	تثبیت نیتروژن	convert	تبدیل کردن
process	فرایند	absorb	جذب کردن
feed into	رساندن به	denitrification	نیتروژن زدایی
circulation	چرخه، گردش، سیر	soil	خاک

Q: Which of the following would be the best title for this passage?

- (A) The Process of Nitrogen Fixation
- (B) Two Nitrogen Processes
- (C) The Return of Nitrogen to the Air
- (D) The Effect of Nitrogen on Plant Life

این تست بهترین عنوان برای متن را مورد پرسش قرار داده است. در متن های با بیش از یک پاراگراف بایستی برای پیدا کردن موضوع، عنوان یا ایده اصلی، جمله اول پاراگراف ها را بخوانیم. در این مثال، جمله اول پاراگراف اول مشخص می کند که پاراگراف اول در مورد فرایند تثبیت نیتروژن (nitrogen fixation) است. اگر تنها پاراگراف اول را بررسی کنید، ممکن است گزینه نادرست A را انتخاب کنید که می تواند تنها عنوانی مناسب برای پاراگراف اول باشد. جمله اول پاراگراف دوم مشخص می کند که این پاراگراف در مورد فرایند نیتروژن دهی (denitrification) است. گزینه C نادرست است، زیرا بازگشت نیتروژن به هوا مربوط به فرایند نیتروژن دهی است و این تنها در پاراگراف دوم مورد بحث قرار گرفته است. گزینه D نیز نادرست است، زیرا در متن اشاره ای به تأثیر نیتروژن بر زندگی گیاهی (plant life) نشده است. بهترین پاسخ گزینه B است؛ دو فرایند نیتروژنی (the two nitrogen processes) داریم که شامل nitrogen fixation (در پاراگراف اول) و denitrification (در پاراگراف دوم) است.

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Passage 3:

Although “lie detectors” are being used by governments, police departments, and businesses that all want guaranteed ways of detecting the truth, the results are not always accurate. Lie detectors are properly called emotion detectors, for their aim is to measure bodily changes that contradict what a person says. The polygraph machine records changes in heart rate, breathing, blood pressure, and the electrical activity of the skin (galvanic skin response, or GSR). In the first part of the polygraph test, you are electronically connected to the machine and asked a few neutral questions (“What is your name?” “Where do you live?”). Your physical reactions serve as the standard (baseline) for evaluating what comes next. Then you are asked a few critical questions among the neutral ones (“When did you rob the bank?”). The assumption is that you are guilty, your body will reveal the truth, even if you try to deny it. Your heart rate, respiration, and GSR will change abruptly as you respond to the incriminating questions.

That is the theory, but psychologists have found that lie detectors are simply not reliable. Since most physical changes are the same across the emotions, machines cannot tell whether you are feeling guilty, angry, nervous, thrilled, or revved up from an exciting day. Innocent people may be tense and nervous about the whole procedure. They may react physiologically to a certain word (“bank”) not because they robbed it, but because they recently bounced a check. In either case the machine will record a “lie.” The reverse mistake is also common. Some practiced liars can lie without flinching, and others learn to beat the machine by tensing muscles or thinking about an exciting experience during neutral questions.

لغات سخت متن:

lie detector	دروغ سنج	incriminating	اتهام برانگیز
guaranteed	تضمین شده	revved up	بسیار هیجان زده
detect	کشف کردن، پی بردن به	bounce	[چک] برگشت خوردن
neutral	بی طرف	flinch	سر باز زدن؛ لرزیدن
critical	انتقادی	tense	منقبض کردن
respiration	تنفس	reliability	اتکاپذیری

Q: What is the main idea of the passage?

- (A) physical reactions reveal guilt.
- (B) how lie detectors are used and their reliability.
- (C) lie detectors distinguish different emotions.
- (D) lie detectors make innocent people nervous.

گزینه A نادرست است زیرا خیلی کلی است و هیچ ارتباطی با «دروغ سنج ها» ندارد. گزینه C نادرست است، زیرا دروغ سنج ها تنها تغییرات فیزیکی بدن را ثبت می کنند، نه تغییرات عاطفی آن را. گزینه D نادرست است، زیرا دروغ سنج ها افراد بی گناه را مضطرب می کنند، ولی این نکته تنها یکی از جزئیات متن است نه ایده اصلی آن. بهترین پاسخ گزینه B است، زیرا ترکیبی از ایده اصلی پاراگراف اول (که در مورد استفاده از دروغ سنج هاست) و مفهوم اصلی پاراگراف دوم (اتکاپذیری دروغ سنج ها) می باشد.

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Fast Grammar

گرامر جامع آزمون های زبان

- MSRT
- EPT
- MHLE

تافل

- کنکورهای ارشد و دکتری
- آیلتس

✓ تشریح و توضیح کامل مهارت های ۶۰ گانه کتاب تافل لانگمن

✓ سوالات واقعی آزمون ها تا فروردین ۹۶ و تست های کتاب KIT با پاسخ کاملاً تشریحی

✓ تست های طبقه بندی شده با پاسخ تشریحی

✓ تست های کنکور ارشد و دکتری ۹۳ تا ۹۶ با پاسخ کاملاً تشریحی

✓ تست های منتخب مباحث پرتکرار آزمون ها

✓ شامل بیش از ۷۵۰ تست با پاسخ تشریحی

قسمت های مختلف این کتاب

۱. توضیح لغات درس به زبان ساده به همراه آموزش تکنیک های تست زنی در آزمون
۲. در آزمون: در این قسمت نحوه ارزیابی از مباحث هر بخش در آزمون ها عنوان شده است. همچنین، مثال هایی از آزمون با ذکر نکات تستی ارائه شده است.
۳. قسمت Sample Test: در انتهای هر بخش یک آزمون نمونه با پاسخ های تشریحی قرار داده شده که شامل سوالاتی است که در آزمون ها از مباحث آن بخش بطور مکرر مطرح شده است.
۴. آزمون های جامع Kit و تست های آزمون های سراسری رشته های مختلف با پاسخ تشریحی
۵. تست های منتخب از مباحث پرتکرار آزمون های MSRT، EPT و MHLE تا فروردین ۹۶ با پاسخ کاملاً تشریحی

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در آزمون

الف. سؤالات مربوط به ایده اصلی متن به شکل های مختلفی پرسیده می شوند؛ مانند:

(A) What is the **(main) topic of subject of main idea of main idea** expressed in author's **main point in main theme in main/primary purpose** the passage?

(B) The passage **deals mainly with is mainly about**

(C) With what topic is the passage/author **mainly concerned**?

What does the passage **mainly discuss**?

The passage provides **sufficient information to answer** which of the following questions?

Which of the following would be the **best title**?

ب. نحوه پاسخ به سؤالات مربوط به ایده اصلی متن بصورت زیر است:

۱. جمله اول هر پاراگراف را بخوانید.
۲. به دنبال یک موضوع یا ایده مشترک بین جملات اول پاراگرافها باشید.
۳. مابقی متن را به سرعت از نظر بگذرانید تا مطمئن شوید که جمله (های) موضوع را به درستی پیدا کرده اید.
۴. پاسخ های نادرست را حذف کرده و از میان گزینه های باقی مانده بهترین پاسخ را انتخاب کنید.

ج. گزینه های نادرست در سؤالات مربوط به ایده اصلی متن اغلب به شکل های کلی زیر دیده می شوند:

۱. گزینه نادرست ممکن است خیلی کلی باشد.
۲. گزینه نادرست ممکن است صحیح بنظر برسد، ولی خیلی جزئی و ناقص باشد و تنها در بردارنده ایده اصلی یکی از پاراگرافها باشد.
۳. گزینه نادرست ممکن است سوء برداشت ناصحیحی از ایده اصلی متن باشد.

Fast Reading

سوالات مربوط به مفاهیم و ایده های متن

۲. سازماندهی مفاهیم در متن

در بخش درک مطلب، ممکن است از شما سوالاتی درباره سازماندهی و ساختمان مفاهیم متن پرسیده شود. چنین سوالاتی اغلب ارتباط بین مفاهیم یک یا چند پاراگراف با مفاهیم یک یا چند پاراگراف دیگر را از شما می پرسند.

Passage 4:

If asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did. They believe this because the story about Doubleday is part of the tradition of baseball.

Doubleday was given credit for this invention early in the twentieth century when sporting-goods manufacturer Spaulding inaugurated a commission to research the question of who invented baseball. In 1908, a report was published by the commission in which Abner Doubleday, a U.S. Army officer from Cooperstown, New York, was given credit for the invention of the game. The National Baseball Hall of Fame was established in Cooperstown in honor of Doubleday.

Today, most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball. Instead, baseball seems to be a close relative of the English game of rounders and probably has English rather than American roots.

۱۰

لغات سخت متن:

give credit	ستودن	inaugurate	افتتاح کردن؛ آغاز کردن
-------------	-------	------------	------------------------

Q: In this passage ...

- (A) an idea is presented and then refuted
- (B) a concept is followed by examples
- (C) a cause is followed by an effect
- (D) a belief is supported with reasons

این سؤال در ارتباط با سازماندهی اطلاعات در متن است. برای پاسخ به این سؤال، بایستی به ایده اصلی هر یک از پاراگرافها توجه کنید. ایده اصلی پاراگراف اول در جمله اول آن قرار دارد:

if asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did.

ایده اصلی پاراگراف دوم نیز در جمله اول آن قرار دارد:

Doubleday was given credit for this invention.

و ایده اصلی پاراگراف سوم نیز در جمله اول آن قرار دارد:

most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball.

با بررسی جمله اول پاراگرافها متوجه می شویم که پاراگراف سوم اطلاعات دو پاراگراف اول را نقض می کند (refute). بنابراین، بهترین پاسخ گزینه A است.

Passage 5:

IQ, or intelligence quotient, is defined as the ratio of a person's mental age to chronological age, with the ratio multiplied by 100 to remove the decimal. Chronological age is easily determined; mental age is generally measured by some kind of standard test and is not so simple to define.

In theory, a standardized IQ test is set up to measure an individual's ability to perform intellectual operations such as reasoning and problem solving. These intellectual operations are considered to represent intelligence.

In practice, it has been impossible to arrive at consensus as to which types of intellectual operations demonstrate intelligence. Furthermore, it has been impossible to devise a test without cultural bias, which is to say that any IQ tests so far proposed have been shown to reflect the culture of the test makers. Test takers from that culture would, it follows, score higher on such a test than test takers from a different culture with equal intelligence.

لغات سخت متن:

quotient	[ریاضی] خارج قسمت	consensus	اتفاق نظر
multiplied by	ضربدر	bias	تبعیض، غرضمندی
decimal	دهگان		

11

Q: What type of information is included in the first paragraph?

- (A) an argument (B) a definition
(C) an opinion (D) a theory

پاسخ گزینه B است. به is defined as دقت کنید.

در آزمون

الف. اشکال مختلف سؤالاتی که مربوط به سازماندهی و ساختمان مفاهیم متن می شوند عبارتند از:

How is the information in the passage **organized**?

How is the information in the second paragraph **related** to the information in the first paragraph?

ب. نحوه پاسخ دهی به این نوع سؤالات:

پاسخ این نوع سؤالات معمولاً با بررسی جمله اول پاراگرافهای مورد نظر مشخص می شود. بنابراین:

۱. جمله اول هر پاراگراف را بخوانید.

۲. به دنبال کلماتی باشید که روابط بین پاراگرافها را نشان می دهند؛ و گزینه صحیح را انتخاب کنید.

Sample Test 1 (Unit 2)

Vaccines are prepared from harmful viruses or bacteria and administered to patients to provide immunity to specific diseases. The various types of vaccines are classified according to the method by which they are derived.

The most basic class of vaccines actually contains disease-causing microorganisms that have been killed with a solution containing formaldehyde. In this type of vaccine, the microorganisms are dead and therefore cannot cause disease; however, the antigens found in and on the microorganisms can still stimulate the formation of antibodies. Examples of this type of vaccine are the ones that fight influenza, typhoid fever, and cholera.

A second type of vaccine contains the toxins produced by the microorganisms rather than the microorganisms themselves. This type of vaccine is prepared when the microorganism itself does little damage but the toxin within the microorganism is extremely harmful. For example, the bacteria that cause diphtheria can thrive in the throat without much harm, but when toxins are released from the bacteria, muscles can become paralyzed and death can ensue.

A final type of vaccine contains living microorganisms that have been rendered harmless. With this type of vaccine, a large number of antigen molecules are produced and the immunity that results is generally longer lasting than the immunity from other types of vaccines. The Sabin oral antipolio vaccine and the BCG vaccine against tuberculosis are examples of this type of vaccine.

1. Which of the following expresses the main idea of the passage?

- (A) vaccines provide immunity to specific diseases
- (B) vaccines contain disease-causing microorganisms
- (C) vaccines are derived in different ways
- (D) new approaches in administering vaccines are being developed

2. How many types of vaccines are presented in the passage?

- (A) two
- (B) three
- (C) four
- (D) five

3. Which paragraph discusses the vaccines made from dead organisms?

- (A) paragraph 1
- (B) paragraph 2
- (C) paragraph 3
- (D) paragraph 4

4. Which paragraph discusses the vaccines that do not contain the disease-causing microorganism?

- (A) paragraph 1
- (B) paragraph 2
- (C) paragraph 3
- (D) paragraph 4

ویژگی‌های کتاب **Fast Grammar** تألیف **مهرداد زنگیه‌وندی**:

✓ آموزش کامل نکات به زبان ساده در ۱۶ بخش:

در قسمت درسنامه هر بخش نکات آموزشی به زبان بسیار ساده توضیح داده شده‌اند. در این قسمت تلاش شده مهم‌ترین نکات هر بخش با ذکر مثال و نکات تستی و سؤالات ادوار گذشته آزمون‌ها با پاسخ تشریحی ارائه گردد.

✓ قسمت در آزمون:

در قسمت در آزمون انتهای هر بخش، نحوه ارزیابی از مباحث هر بخش در آزمون‌ها توضیح داده شده است. در این قسمت انواع سؤالاتی که از هر بخش در آزمون‌ها مطرح می‌شود و شکل کلی گزینه‌های نادرست در سؤالات برای رد گزینه‌ها توضیح داده شده است.

✓ قسمت **Sample Test**:

در انتهای هر بخش، یک آزمون نمونه با پاسخ تشریحی قرار داده که شامل سؤالاتی است که در آزمون‌ها از آن مبحث بطور مکرر مطرح شده است.

✓ آزمون‌های جامع، تست‌های واقعی ادوار گذشته آزمون‌ها و تست‌های

کنکورهای سراسری تا اردیبهشت ۹۶:

در انتهای کتاب، سؤالات آزمون‌های ادوار گذشته MSRT، EPT، ... و تست‌های کنکور رشته‌های مختلف تا سال ۹۶ با پاسخ تشریحی قرار داده شده است. برای این سؤالات (حدود ۴۰۰ تست)، پاسخ‌های کاملاً تشریحی به همراه تحلیل همه گزینه‌ها و دلیل درستی یا نادرستی هر گزینه ارائه گردیده است.

✓ تست‌های منتخب از مباحث پرتکرار ادوار گذشته آزمون‌های EPT،

MSRT، MHLE و ... تا اردیبهشت ۹۶

✓ نکات تست‌زنی سریع بصورت ابدایی و انحصاری

✓ کانال تلگرامی آموزش و مشاوره رایگان استاد **مهرداد زنگیه‌وندی**:

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دانلود رایگان منابع و جزوات آزمون‌های زبان از وبسایت:

www.FastZaban.com

از همین مؤلف:

کتاب Fast Reading (راهنمای جامع درک مطلب آزمون‌های زبان) (چاپ جدید)



کتاب Fast Reading تلاشی است برای آماده ساختن داوطلبان برای بخش درک مطلب کنکور کارشناسی ارشد و دکتری رشته‌های مختلف، MSRT، EPT، MHLE و تافل.

قسمت‌های مختلف کتاب Fast Reading

این کتاب از ۷ بخش تشکیل شده که هر یک از آنها بر روی یکی از مهارت‌های لازم برای پاسخ به انواع مختلف سؤالات آزمون تمرکز می‌کند. هر یک از بخش‌های کتاب بصورت یک درس‌نامه ارائه گردیده است.

▪ بخش‌های مختلف کتاب به شرح زیر هستند:

۱. توضیح و آموزش نکات هر بخش به زبان ساده: در این قسمت سعی شده تا مباحث درسی به زبان ساده با مثال توضیح داده شوند.

۲. در آزمون: در این قسمت نحوه ارزیابی از مباحث هر درس در آزمون‌های مختلف و چگونگی پاسخ‌دهی به آنها با ذکر نکات تستی ارائه شده است.

۳. قسمت Sample Test: در انتهای هر بخش، یک آزمون نمونه قرار داده شده که شامل نمونه سؤالاتی است که در آزمون‌ها از مباحث آن بخش مطرح شده‌اند.

۴. آزمون جامع و تست‌های آزمون‌های مختلف: در انتها نیز یک آزمون جامع (۶۵ تست) و ۲۶ متن (۱۵۰ تست) از سؤالات آزمون‌های مختلف قرار داده شده است.

۵. لغت‌نامه واژگان مهم: در این بخش واژگان مهم آزمون‌های زبان با ترجمه آنها آورده شده است. توصیه می‌شود این لغات را به‌دقت مطالعه کرده و به ذهن بسپارید.

برای تهیه این کتاب و دریافت نمونه سؤالات آزمون‌ها و ویدیوهای آموزشی می‌توانید به وبگاه اینترنتی ما به نشانی (www.FastZaban.com) مراجعه کنید.

از همین مؤلف:

کتاب (Fast Bank (EPT) بانک جامع سؤالات آزمون (EPT)



شامل:

- همهٔ سؤالات ۱۵ دورهٔ اخیر آزمون EPT (از اسفند ۹۴ تا خرداد ۹۶) با پاسخ کاملاً تشریحی (جمعاً ۱۵۰۰ تست)
- تحلیل آزمون‌ها و مشخص کردن مباحث پرتکرار آزمون
- آموزش نکات تستی
- لیست لغات مهم و پرتکرار آزمون

قابل استفادهٔ داوطلبان آزمون‌های EPT، MSRT، MHLE، تویمو و کنکور کارشناسی ارشد رشته‌های مختلف

برای تهیهٔ این کتاب و دریافت نمونه سؤالات آزمون‌ها و ویدئوهای آموزشی می‌توانید به وبگاه اینترنتی ما به نشانی (www.FastZaban.com) مراجعه کنید.

برای دریافت سؤالات آزمون‌ها با پاسخ کاملاً تشریحی و تحلیل آزمون،

به وبسایت www.FastZaban.com یا

کانال تلگرامی ما

t.me/FastZaban مراجعه نمائید.

برخی از مراکز فروش کتاب‌های تألیفی **مهرداد زنگی‌وندی** در سراسر کشور

میدان انقلاب، خیابان انقلاب، خیابان ۱۲ فروردین، خیابان لبافی‌نژاد، نرسیده به منبری جاوید	تهران فروشگاه انتشارات جنگل ۱	۱
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✓ همچنین، شما عزیزان می‌توانید کتاب‌های پرفروش **Fast Reading**، **Fast Grammar**، **بانک**

سؤالات **EPT**، **Fast Vocab** و ... را از کتابفروشی‌های معتبر یا از وب‌سایت

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COMPLETE TESTS

1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1

COMPLETE TEST (Paper) SECTION 1
LISTENING COMPREHENSION
Time—approximately 35 minutes
(including the reading of the directions for each part)

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

Directions: In Part A you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Listen to an example.

Sample Answer

On the recording, you hear:

(man) *That exam was just awful.*
 (woman) *Oh, it could have been worse.*
 (narrator) *What does the woman mean?*

Ⓐ
 Ⓑ
 Ⓒ
 Ⓓ

In your test book, you read: (A) The exam was really awful.
 (B) It was the worst exam she had ever seen.
 (C) It couldn't have been more difficult.
 (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "It wasn't that hard." Therefore, the correct choice is (D).

Wait

1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1

1. (A) Carla does not live very far away.
(B) What Carla said was unjust.
(C) He does not fear what anyone says.
(D) Carla is fairly rude to others.
2. (A) She thinks it's an improvement.
(B) The fir trees in it are better.
(C) It resembles the last one.
(D) It is the best the man has ever done.
3. (A) He graduated last in his class.
(B) He is the last person in his family to graduate.
(C) He doesn't believe he can improve gradually.
(D) He has finally finished his studies.
4. (A) He's surprised there were five dresses.
(B) It was an unexpectedly inexpensive dress.
(C) He would like to know what color dress it was.
(D) The dress was not cheap.
5. (A) Leave the car somewhere else.
(B) Ignore the parking tickets.
(C) Add more money to the meter.
(D) Pay the parking attendant.
6. (A) He does not like to hold too many books at one time.
(B) There is no bookstore in his neighborhood.
(C) It's not possible to obtain the book yet.
(D) He needs to talk to someone at the bookstore.
7. (A) It was incomplete.
(B) It finished on time.
(C) It was about honor.
(D) It was too long.
8. (A) She needs to use the man's notes.
(B) Yesterday's physics class was quite boring.
(C) She took some very good notes in physics class.
(D) She would like to lend the man her notes.
9. (A) It's her birthday today.
(B) She's looking for a birthday gift.
(C) She wants to go shopping with her dad.
(D) She wants a new wallet for herself.
10. (A) He prefers cold water.
(B) His toes are too big.
(C) The pool felt quite refreshing.
(D) He didn't go for a swim.
11. (A) She just left her sister's house.
(B) Her sister is not at home.
(C) She's not exactly sure where her sweater is.
(D) She doesn't know where her sister lives.
12. (A) She doesn't have time to complete additional reports.
(B) She cannot finish the reports that she is already working on.
(C) She is scared of having responsibility for the reports.
(D) It is not time for the accounting reports to be compiled.
13. (A) He's had enough exercise.
(B) He's going to give himself a reward for the hard work.
(C) He's going to stay on for quite some time.
(D) He would like to give the woman an exercise machine as a gift.
14. (A) He cannot see the huge waves.
(B) The waves are not coming in.
(C) He would like the woman to repeat what she said.
(D) He agrees with the woman.
15. (A) The exam was postponed.
(B) The man should have studied harder.
(C) Night is the best time to study for exams.
(D) She is completely prepared for the exam.


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16. (A) Students who want to change schedules should form a line.
 (B) It is only possible to make four changes in the schedule.
 (C) It is necessary to submit the form quickly.
 (D) Problems occur when people don't wait their turn.
17. (A) In a mine
 (B) In a jewelry store
 (C) In a clothing store
 (D) In a bank
18. (A) A visit to the woman's family
 (B) The telephone bill
 (C) The cost of a new telephone
 (D) How far away the woman's family lives
19. (A) She hasn't met her new boss yet.
 (B) She has a good opinion of her boss.
 (C) Her boss has asked her about her impressions of the company.
 (D) Her boss has been putting a lot of pressure on her.
20. (A) The recital starts in three hours.
 (B) He intends to recite three different poems.
 (C) He received a citation on the third of the month.
 (D) He thinks the performance begins at three.
21. (A) Choose a new dentist
 (B) Cure the pain himself
 (C) Make an appointment with his dentist
 (D) Ask his dentist about the right way to brush
22. (A) It is almost five o'clock.
 (B) The man doesn't really need the stamps.
 (C) It is a long way to the post office.
 (D) It would be better to go after five o'clock.
23. (A) The article was placed on reserve.
 (B) The woman must ask the professor for a copy.
 (C) The woman should look through a number of journals in the library.
 (D) He has reservations about the information in the article.
24. (A) He needs to take a nap.
 (B) He hopes the woman will help him to calm down.
 (C) The woman just woke him up.
 (D) He is extremely relaxed.
25. (A) She doesn't think the news report is false.
 (B) She has never before reported on the news.
 (C) She never watches the news on television.
 (D) She shares the man's opinion about the report.
26. (A) Management will offer pay raises on Friday.
 (B) The policy has not yet been decided.
 (C) The manager is full of hot air.
 (D) The plane has not yet landed.
27. (A) He doesn't believe that it is really snowing.
 (B) The snow had been predicted.
 (C) The exact amount of snow is unclear.
 (D) He expected the woman to go out in the snow.
28. (A) She's going to take the test over again.
 (B) She thinks she did a good job on the exam.
 (C) She has not yet taken the literature exam.
 (D) She's unhappy with how she did.
29. (A) The door was unlocked.
 (B) It was better to wait outside.
 (C) He could not open the door.
 (D) He needed to take a walk.
30. (A) He nailed the door shut.
 (B) He is heading home.
 (C) He hit himself in the head.
 (D) He is absolutely correct.

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Part B

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.

31. (A) The haircut is unusually short.
(B) This is Bob's first haircut.
(C) Bob doesn't know who gave him the haircut.
(D) After the haircut, Bob's hair still touches the floor.
32. (A) It is just what he wanted.
(B) He enjoys having the latest style.
(C) He dislikes it immensely.
(D) He thinks it will be cool in the summer.
33. (A) A broken mirror
(B) The hairstylist
(C) The scissors used to cut his hair
(D) Piles of his hair
34. (A) "You should become a hairstylist."
(B) "Please put it back on."
(C) "It'll grow back."
(D) "It won't grow fast enough."
35. (A) Every evening
(B) Every week
(C) Every Sunday
(D) Every month
36. (A) That she was eighty-five years old
(B) That a storm was coming
(C) That she was under a great deal of pressure
(D) That she wanted to become a weather forecaster
37. (A) In her bones
(B) In her ears
(C) In her legs
(D) In her head
38. (A) Call his great-grandmother less often
(B) Watch the weather forecasts with his great-grandmother
(C) Help his great-grandmother relieve some of her pressures
(D) Believe his great-grandmother's predictions about the weather



1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1

Part C

Directions: In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

(narrator) *Listen to an instructor talk to his class about painting.*

(man) *Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.*

Now listen to a sample question.

Sample Answer

(narrator) *What style of painting is known as American regionalist?*

- In your test book, you read:
- (A) Art from America's inner cities
 - (B) Art from the central region of the United States
 - (C) Art from various urban areas in the United States
 - (D) Art from rural sections of America

(A)

(B)

(C)

(D)

The best answer to the question, "What style of painting is known as American regionalist?" is (D), "Art from rural sections of America." Therefore, the correct choice is (D).

Now listen to another sample question.

Sample Answer

(narrator) *What is the name of Wood's most successful painting?*

- In your test book, you read:
- (A) "American Regionalist"
 - (B) "The Family Farm in Iowa"
 - (C) "American Gothic"
 - (D) "A Serious Couple"

(A)

(B)

(C)

(D)

The best answer to the question, "What is the name of Wood's most successful painting?" is (C), "American Gothic." Therefore, the correct choice is (C).

Remember, you are not allowed to take notes or write in your test book.

Wait

1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1

39. (A) In a car
(B) On a hike
(C) On a tram
(D) In a lecture hall
40. (A) It means they have big tears.
(B) It means they like to swim.
(C) It means they look like crocodiles.
(D) It means they are pretending to be sad.
41. (A) They are sad.
(B) They are warming themselves.
(C) They are getting rid of salt.
(D) They regret their actions.
42. (A) Taking photographs
(B) Getting closer to the crocodiles
(C) Exploring the water's edge
(D) Getting off the tram
43. (A) Water Sports
(B) Physics
(C) American History
(D) Psychology
44. (A) To cut
(B) To move fast
(C) To steer a boat
(D) To build a ship
45. (A) To bring tea from China
(B) To transport gold to California
(C) To trade with the British
(D) To sail the American river system
46. (A) A reading assignment
(B) A quiz on Friday
(C) A research paper for the end of the semester
(D) Some written homework
47. (A) Writers
(B) Actors
(C) Athletes
(D) Musicians
48. (A) He or she would see butterflies.
(B) He or she would break a leg.
(C) He or she would have shaky knees.
(D) He or she would stop breathing.
49. (A) By staring at the audience
(B) By breathing shallowly
(C) By thinking about possible negative outcomes
(D) By focusing on what needs to be done
50. (A) At two o'clock
(B) At four o'clock
(C) At six o'clock
(D) At eight o'clock

**This is the end of Section 1.
Stop work on Section 1.**

Turn off the recording.



**Read the directions for Section 2 and begin work.
Do NOT read or work on any other section
of the test during the next 25 minutes.**

2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2

SECTION 2
STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes
(including the reading of the directions)
Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Structure

Directions: Questions 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Look at the following examples.

Example I

The president _____ the election by a landslide.

- (A) won
- (B) he won
- (C) yesterday
- (D) fortunately

Sample Answer

-
- B
- C
- D

The sentence should read, "The president won the election by a landslide." Therefore, you should choose (A).

Example II

When _____ the conference?

- (A) the doctor attended
- (B) did the doctor attend
- (C) the doctor will attend
- (D) the doctor's attendance

Sample Answer

- A
- B
- C
- D

The sentence should read, "When did the doctor attend the conference?" Therefore, you should choose (B).

Now begin work on the questions.

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2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2

1. _____, the outermost layer of skin, is about as thick as a sheet of paper over most of the skin.
 - (A) It is the epidermis
 - (B) In the epidermis
 - (C) The epidermis
 - (D) The epidermis is
2. Sam Spade in *The Maltese Falcon* and Rick Blaine in *Casablanca* _____ of Humphrey Bogart's more famous roles.
 - (A) they are two
 - (B) two of them are
 - (C) two of them
 - (D) are two
3. The compound microscope has not one _____ two lenses.
 - (A) and also
 - (B) but
 - (C) and there are
 - (D) but there are
4. During the Precambrian period, the Earth's crust formed, and life _____ in the seas.
 - (A) first appeared
 - (B) first to appear
 - (C) is first appearing
 - (D) appearing
5. The hard palate forms a partition _____ and nasal passages.
 - (A) the mouth
 - (B) between the mouth
 - (C) is between the mouth
 - (D) it is between the mouth
6. Conditions required for seed germination include abundant water, an adequate supply of oxygen, and _____.
 - (A) the temperatures must be appropriate
 - (B) having appropriate temperatures
 - (C) appropriate temperatures
 - (D) appropriately temperate
7. When fluid accumulates against the eardrum, a second more insidious type of _____.
 - (A) *otitis media* may develop
 - (B) developing *otitis media*
 - (C) the development of *otitis media*
 - (D) to develop *otitis media*
8. Some general theories of motivation _____ of central motives, from which other motives develop.
 - (A) identify a limited number
 - (B) identification of a limited amount
 - (C) identify a limited amount
 - (D) identifying a limited number
9. Before the Statue of Liberty arrived in the United States, newspapers invited the public to help determine where _____ placed after its arrival.
 - (A) should the statue be
 - (B) the statue being
 - (C) it should be the statue
 - (D) the statue should be
10. Hydroelectric power can be produced by _____ and using tidal flow to run turbines.
 - (A) water basins are dammed
 - (B) damming water basins
 - (C) to dam water basins
 - (D) dams in water basins
11. Abraham Lincoln and Jefferson Davis, _____ of the Union and the Confederacy during the Civil War, were both born in Kentucky.
 - (A) they were opposing presidents
 - (B) were opposing presidents
 - (C) opposing presidents
 - (D) presidents opposed


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2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2

12. A stock _____ at an inflated price is called a watered stock.
- (A) issued
(B) is issued
(C) it is issued
(D) which issued
13. The leaves of the white mulberry provide food for silkworms, _____ silk fabrics are woven.
- (A) whose cocoons
(B) from cocoons
(C) whose cocoons are from
(D) from whose cocoons
14. Not only _____ generate energy, but it also produces fuel for other fission reactors.
- (A) a nuclear breeder reactor
(B) it is a nuclear breeder reactor
(C) does a nuclear breeder reactor
(D) is a nuclear breeder reactor
15. D.W. Griffith pioneered many of the stylistic features and filmmaking techniques _____ as the Hollywood standard.
- (A) that established
(B) that became established
(C) what established
(D) what became established

GO ON TO THE NEXT PAGE 

2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2

Written Expression

Directions: In questions 16–40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples.

Example I

The four string on a violin are tuned
A B C D
in fifths.

Sample Answer

- (A)
 (B)
 (C)
 (D)

The sentence should read, “The four strings on a violin are tuned in fifths.” Therefore, you should choose (B).

Example II

The research for the book *Roots* taking
A B C
Alex Haley twelve years.
D

Sample Answer

- (A)
 (B)
 (C)
 (D)

The sentence should read, “The research for the book *Roots* took Alex Haley twelve years.” Therefore, you should choose (C).

Now begin work on the questions.



2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2

16. Mosquitoes will accepts the malaria parasite at only one stage of the parasite's complex life cycle.
A B C D
17. The counterpart of a negative electrons is the positive proton.
A B C D
18. The ankle joint occur where the lower ends of the tibia and fibula slot neatly around the talus.
A B C D
19. In the United States and Canada, motor vehicle laws affect the operate of motorcycles as well as automobiles.
A B C D
20. The neocortex is, in evolutionary terms, most recent layer of the brain.
A B C D
21. There are more than eighty-four million specimens in the National Museum of Natural History's collection of biological, geological, archeological, and anthropology treasures.
A B C D
22. After George Washington married widow Martha Custis, the couple came to resides at Mount Vernon.
A B C D
23. At this stage in their development, rubberized asphalt can hardly be classified as cutting edge.
A B C D
24. Rhesus monkeys exhibit patterns of shy similar to those in humans.
A B C D
25. In space, with no gravity for muscles to work against, the body becomes weakly.
A B C D
26. Fort Jefferson, in the Dry Tortugas off the southern tip of Florida, can be reach only by boat or plane.
A B C D


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2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2

27. A zoom lens produces an inverted real image, either on the film in a camera and on the light-sensitive tube of a television camera.
28. Supersonic flight is flight that is faster the speed of sound.
29. The Betataken House Ruins at Navajo National Monument is among the largest and most elaborate cliff dwellings in the country.
30. It is a common observation that liquids will soak through some materials but not through other.
31. The number of wild horses on Assateague are increasing lately, resulting in overgrazed marsh and dune grasses.
32. The newsreels of Hearst Metronome News, which formed part of every moviegoer's experience in the era before television, offer an unique record of the events of the 1930s.
33. Unlikely gas sport balloons, hot air balloons do not have nets.
34. Born in Massachusetts in 1852, Albert Farbanks has begun making banjos in Boston in the late 1870s.
35. Dwight David Eisenhower, military officer and thirty-fourth president of the United States, lived in the White House and of least thirty-seven other residences.
36. Methane in wetlands comes from soil bacteria that consumes organic plant matter.
37. Alois Alzheimer made the first observers of the telltale signs of the disease that today bears his name.


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2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2

38. Edward MacDowell remembers as the composer of such perennial favorites as "To a Wild Rose" and "To a Water Lily."
A B C D
39. Animism is the belief that objects and natural phenomena such as rivers, rocks, and wind are live and have feelings.
A B C D
40. Newtonian physics accounts for the observing orbits of the planets and the moons.
A B C D

**This is the end of Section 2.
If you finish before 25 minutes has ended,
check your work on Section 2 only.**



**At the end of 25 minutes, go on to Section 3.
Use exactly 55 minutes to work on Section 3.**

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

SECTION 3
READING COMPREHENSION
Time—55 minutes
(including the reading of the directions)
Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges.

Directions: In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

Line
(5)

Example I

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

Sample Answer

- (A)
- (B)
- (C)
- (D)

According to the passage, John Quincy Adams “dedicated his life to public service.” Therefore, you should choose (B).

Example II

In line 4, the word “unswerving” is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

Sample Answer

- (A)
- (B)
- (C)
- (D)

The passage states that John Quincy Adams demonstrated his unswerving belief “throughout his career.” This implies that the belief did not change. Therefore, you should choose (C).

Now begin work on the questions.



3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

Questions 1-10

The hippopotamus is the third largest land animal, smaller only than the elephant and the rhinoceros. Its name comes from two Greek words which mean "river horse." The long name of this animal is often shortened to the easier to handle term "hippo."

Line (5) The hippo has a natural affinity for the water. It does not float on top of the water; instead, it can easily walk along the bottom of a body of water. The hippo commonly remains underwater for three to five minutes and has been known to stay under for up to half an hour before coming up for air.

(10) In spite of its name, the hippo has relatively little in common with the horse and instead has a number of interesting similarities in common with the whale. When a hippo comes up after a stay at the bottom of a lake or river, it releases air through a blowhole, just like a whale. In addition, the hippo resembles the whale in that they both have thick layers of blubber for protection and they are almost completely hairless.

- The topic of this passage is
 - the largest land animals
 - the derivations of animal names
 - the characteristics of the hippo
 - the relation between the hippo and the whale
- It can be inferred from the passage that the rhinoceros is
 - smaller than the hippo
 - equal in size to the elephant
 - a hybrid of the hippo and the elephant
 - one of the two largest types of land animals
- The possessive "Its" in line 2 refers to
 - hippopotamus
 - elephant
 - rhinoceros
 - horse
- It can be inferred from the passage that the hippopotamus is commonly called a hippo because the word "hippo" is
 - simpler to pronounce
 - scientifically more accurate
 - the original name
 - easier for the animal to recognize
- The word "float" in line 4 is closest in meaning to
 - sink
 - drift
 - eat
 - flap
- According to the passage, what is the maximum time that hippos have been known to stay underwater?
 - Three minutes
 - Five minutes
 - Thirty minutes
 - Ninety minutes
- The expression "has relatively little in common" in line 7 could best be replaced by
 - has few interactions
 - is not normally found
 - has minimal experience
 - shares few similarities
- The passage states that one way in which a hippo is similar to a whale is that
 - they both live on the bottoms of rivers
 - they both have blowholes
 - they are both named after horses
 - they both breathe underwater
- The word "blubber" in line 10 is closest in meaning to
 - fat
 - metal
 - water
 - skin
- The passage states that the hippo does not
 - like water
 - resemble the whale
 - have a protective coating
 - have much hair

GO ON TO THE NEXT PAGE 

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

Questions 11-19

- John James Audubon, nineteenth-century artist and naturalist, is known as one of the foremost authorities on North American birds. Born in Les Cayes, Haiti, in 1785, Audubon was raised in France and studied art under French artist Jacques-Louis David. After settling on his father's Pennsylvania estate at the age of eighteen, he first began to study and paint birds.
- (5) In his young adulthood, Audubon undertook numerous enterprises, generally without a tremendous amount of success; at various times during his life he was involved in a mercantile business, a lumber and grist mill, a taxidermy business, and a school. His general mode of operating a business was to leave it either unattended or in the hands of a partner and take off on excursions through the wilds to paint the natural life that he saw. His business career came to end in 1819 when
- (10) he was jailed for debt and forced to file for bankruptcy.
- It was at that time that Audubon began seriously to pursue the dream of publishing a collection of his paintings of birds. For the next six years he painted birds in their natural habitats while his wife worked as a teacher to support the family. His *Birds of America*, which included engravings of 435 of his colorful and lifelike water colors, was published in parts during the period from 1826 to 1838 in
- (15) England. After the success of the English editions, American editions of his work were published in 1839, and his fame and fortune were ensured.

11. This passage is mainly about
- (A) North American birds
(B) Audubon's route to success as a painter of birds
(C) the works that Audubon published
(D) Audubon's preference for travel in natural habitats
12. The word "foremost" in line 1 is closest in meaning to
- (A) prior
(B) leading
(C) first
(D) largest
13. In the second paragraph, the author mainly discusses
- (A) how Audubon developed his painting style
(B) Audubon's involvement in a mercantile business
(C) where Audubon went on his excursions
(D) Audubon's unsuccessful business practices
14. The word "mode" in line 7 could best be replaced by
- (A) method
(B) vogue
(C) average
(D) trend
15. Audubon decided not to continue to pursue business when
- (A) he was injured in an accident at a grist mill
(B) he decided to study art in France
(C) he was put in prison because he owed money
(D) he made enough money from his paintings
16. The word "pursue" in line 11 is closest in meaning to
- (A) imagine
(B) share
(C) follow
(D) deny


 GO ON TO THE NEXT PAGE

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

17. According to the passage, Audubon's paintings
- (A) were realistic portrayals
 - (B) used only black, white, and gray
 - (C) were done in oils
 - (D) depicted birds in cages
18. The word "support" in line 13 could best be replaced by
- (A) tolerate
 - (B) provide for
 - (C) side with
 - (D) fight for
19. It can be inferred from the passage that after 1839 Audubon
- (A) unsuccessfully tried to develop new businesses
 - (B) continued to be supported by his wife
 - (C) traveled to Europe
 - (D) became wealthy



Questions 20–29

Line (5) Schizophrenia is often confused with multiple personality disorder yet is quite distinct from it. Schizophrenia is one of the more common mental disorders, considerably more common than multiple personality disorder. The term “schizophrenia” is composed of roots which mean “a splitting of the mind,” but it does not refer to a division into separate and distinct personalities, as occurs in multiple personality disorder. Instead, schizophrenic behavior is generally characterized by illogical thought patterns and withdrawal from reality. Schizophrenics often live in a fantasy world where they hear voices that others cannot hear, often voices of famous people. Schizophrenics tend to withdraw from families and friends and communicate mainly with the “voices” that they hear in their minds.

(10) It is common for the symptoms of schizophrenia to develop during the late teen years or early twenties, but the causes of schizophrenia are not well understood. It is believed that heredity may play a part in the onset of schizophrenia. In addition, abnormal brain chemistry also seems to have a role; certain brain chemicals, called neurotransmitters, have been found to be at abnormal levels in some schizophrenics.

20. The paragraph preceding the passage most probably discusses
- (A) the causes of schizophrenia
(B) multiple personality disorder
(C) the most common mental disorder
(D) possible cures for schizophrenia
21. Which of the following is true about schizophrenia and multiple personality disorder?
- (A) They are relatively similar.
(B) One is a psychological disorder, while the other is not.
(C) Many people mistake one for the other.
(D) Multiple personality disorder occurs more often than schizophrenia.
22. “Disorder” in line 3 is closest in meaning to which of the following?
- (A) Disruption
(B) Untidiness
(C) Misalignment
(D) Disease
23. It can be inferred from the passage that a “schism” is
- (A) a division into factions
(B) a mental disease
(C) a personality trait
(D) a part of the brain
24. What is NOT true about schizophrenia, according to the passage?
- (A) It is characterized by separate and distinct personalities.
(B) It often causes withdrawal from reality.
(C) Its symptoms include illogical thought patterns.
(D) Its victims tend to hear voices in their minds.
25. According to the passage, how do schizophrenics generally relate to their families?
- (A) They are quite friendly with their families.
(B) They become remote from their families.
(C) They have an enhanced ability to understand their families.
(D) They communicate openly with their families.
26. It can be inferred from the passage that it would be least common for schizophrenia to develop at the age of
- (A) fifteen
(B) twenty
(C) twenty-five
(D) thirty

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

27. The word “onset” in line 11 is closest in meaning to
- (A) start
 - (B) medication
 - (C) effect
 - (D) age
28. The word “abnormal” in line 11 is closest in meaning to
- (A) unstable
 - (B) unregulated
 - (C) uncharted
 - (D) unusual
29. Where in the passage does the author explain the derivation of the term “schizophrenia”?
- (A) Lines 3–5
 - (B) Lines 5–6
 - (C) Lines 9–10
 - (D) Lines 11–13

GO ON TO THE NEXT PAGE 

Questions 30–39

People are often surprised to learn just how long some varieties of trees can live. If asked to estimate the age of the oldest living trees on Earth, they often come up with guesses in the neighborhood of two or perhaps three hundred years. The real answer is considerably larger than that, more than five thousand years.

Line

(5)

The tree that wins the prize for its considerable maturity is the bristlecone pine of California. This venerable pine predates wonders of the ancient world such as the pyramids of Egypt, the Hanging Gardens of Babylon, and the Colossus of Rhodes. It is not nearly as tall as the giant redwood that is also found in California, and, in fact, it is actually not very tall compared with many other trees, often little more than five meters in height. This relatively short height may be one of the factors that aid the bristlecone pine in living to a ripe old age—high winds and inclement weather cannot easily reach the shorter trees and cause damage. An additional factor that contributes to the long life of the bristlecone pine is that this type of tree has a high percentage of resin, which prevents rot from developing in the tree trunk and branches.

(10)

30. The best title for this passage would be
- (A) The Size of the Bristlecone Pine
 - (B) Three-Hundred-Year-Old Forests
 - (C) The Wonders of the Ancient World
 - (D) An Amazingly Enduring Tree
31. The word “estimate” in line 2 is closest in meaning to
- (A) measure
 - (B) approximate
 - (C) evaluate
 - (D) view
32. The expression “in the neighborhood of” in lines 2–3 could best be replaced by
- (A) of approximately
 - (B) on the same block as
 - (C) with the friendliness of
 - (D) located close to
33. It can be inferred from the passage that most people
- (A) are quite accurate in their estimates of the ages of trees
 - (B) have two to three hundred trees in their neighborhoods
 - (C) do not really have any idea how old the oldest trees on Earth are
 - (D) can name some three-hundred-year-old trees
34. According to the passage, approximately how old are the oldest trees on Earth?
- (A) Two hundred years old
 - (B) Three hundred years old
 - (C) Five hundred years old
 - (D) Five thousand years old
35. The word “venerable” in line 6 is closest in meaning to which of the following?
- (A) Ancient
 - (B) Incredible
 - (C) Towering
 - (D) Unrecognizable

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

36. The author mentions the Egyptian pyramids as an example of something that is
- (A) far away
 - (B) believed to be strong
 - (C) extremely tall
 - (D) known to be old
37. Which of the following is true about the bristlecone pine?
- (A) It is as tall as the great pyramids.
 - (B) It is never more than five meters in height.
 - (C) It is short in comparison to many other trees.
 - (D) It can be two to three hundred feet tall.
38. The word “inclement” in line 10 could best be replaced by
- (A) sunny
 - (B) bad
 - (C) unusual
 - (D) strong
39. The passage states that resin
- (A) assists the tree trunks to develop
 - (B) is found only in the bristlecone pine
 - (C) flows from the branches to the tree trunk
 - (D) helps stop rot from starting

GO ON TO THE NEXT PAGE 

Questions 40–50

Line The organization that today is known as the Bank of America did start out in America, but
(5) under quite a different name. Italian American A.P. Giannini established this bank on October 17, 1904, in a renovated saloon in San Francisco’s Italian community of North Beach under the name Bank of Italy, with immigrants and first-time bank customers comprising the majority of his first customers. During its development, Giannini’s bank survived major crises in the form of a natural disaster and a major economic upheaval that not all other banks were able to overcome.

(10) One major test for Giannini’s bank occurred on April 18, 1906, when a massive earthquake struck San Francisco, followed by a raging fire that destroyed much of the city. Giannini obtained two wagons and teams of horses, filled the wagons with the bank’s reserves, mostly in the form of gold, covered the reserves with crates of oranges, and escaped from the chaos of the city with his clients’ funds protected. In the aftermath of the disaster, Giannini’s bank was the first to resume operations. Unable to install the bank in a proper office setting, Giannini opened up shop on the Washington Street Wharf on a makeshift desk created from boards and barrels.

(15) In the period following the 1906 fire, the Bank of Italy continued to prosper and expand. By 1918 there were twenty-four branches of the Bank of Italy, and by 1928 Giannini had acquired numerous other banks, including a Bank of America located in New York City. In 1930 he consolidated all the branches of the Bank of Italy, the Bank of America in New York City, and another Bank of America that he had formed in California into the Bank of America National Trust and Savings Association.

(20) A second major crisis for the bank occurred during the Great Depression of the 1930s. Although Giannini had already retired prior to the darkest days of the Depression, he became incensed when his successor began selling off banks during the bad economic times. Giannini resumed leadership of the bank at the age of sixty-two. Under Giannini’s leadership, the bank weathered the storm of the Depression and subsequently moved into a phase of overseas development.

40. According to the passage, Giannini
- (A) opened the Bank of America in 1904
 - (B) worked in a bank in Italy
 - (C) set up the Bank of America prior to setting up the Bank of Italy
 - (D) later changed the name of the Bank of Italy
41. Where did Giannini open his first bank?
- (A) In New York City
 - (B) In what used to be a bar
 - (C) On Washington Street Wharf
 - (D) On a makeshift desk
42. According to the passage, which of the following is NOT true about the San Francisco earthquake?
- (A) It happened in 1906.
 - (B) It occurred in the aftermath of a fire.
 - (C) It caused problems for Giannini’s bank.
 - (D) It was a tremendous earthquake.
43. The word “raging” in line 8 could best be replaced by
- (A) angered
 - (B) localized
 - (C) intense
 - (D) feeble
44. It can be inferred from the passage that Giannini used crates of oranges after the earthquake
- (A) to hide the gold
 - (B) to fill up the wagons
 - (C) to provide nourishment for his customers
 - (D) to protect the gold from the fire
45. The word “chaos” in line 10 is closest in meaning to
- (A) legal system
 - (B) extreme heat
 - (C) overdevelopment
 - (D) total confusion

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

46. The word “consolidated” in line 17 is closest in meaning to
- (A) hardened
 - (B) merged
 - (C) moved
 - (D) sold
47. The passage states that after his retirement, Giannini
- (A) began selling off banks
 - (B) caused economic misfortune to occur
 - (C) supported the bank’s new management
 - (D) returned to work
48. The expression “weathered the storm of” in line 23 could best be replaced by
- (A) found a cure for
 - (B) rained on the parade of
 - (C) survived the ordeal of
 - (D) blew its stack at
49. Where in the passage does the author describe Giannini’s first banking clients?
- (A) Lines 2–5
 - (B) Lines 7–8
 - (C) Lines 12–13
 - (D) Lines 14–16
50. The paragraph following the passage most likely discusses
- (A) bank failures during the Great Depression
 - (B) a third major crisis of the Bank of America
 - (C) the international development of the Bank of America
 - (D) how Giannini spent his retirement

This is the end of Section 3.



**If you finish in less than 55 minutes,
check your work on Section 3 only.
Do NOT read or work on any other section of the test.**

EXERCISE (Skills 56–57)

1. C
2. I (should be *forgive you for*)
3. I (should be *excels in*)
4. C
5. I (should be *reminds me of*)
6. C
7. C
8. I (should be *interfere with*)
9. I (should be *waited for*)
10. I (should be *laughs at, should be looks at*)

TOEFL EXERCISE (Skills 56–57)

- | | |
|---------------------------------|----------------------------------|
| 1. C <i>in</i> | 6. D <i>as</i> |
| 2. A <i>occurrence of edema</i> | 7. B <i>means of strings</i> |
| 3. C <i>of</i> | 8. D <i>close to Fort Sumner</i> |
| 4. A <i>According to legend</i> | 9. D <i>according to</i> |
| 5. B <i>to</i> | 10. D <i>with</i> |

TOEFL REVIEW EXERCISE (Skills 1–57)

- | | |
|----------------------|-------------------------------------|
| 1. C | 6. C <i>became</i> |
| 2. A | 7. C <i>and</i> |
| 3. B | 8. A <i>will Antarctic icebergs</i> |
| 4. B <i>on</i> | 9. A <i>the largest</i> |
| 5. D <i>bulletin</i> | 10. D <i>effect of water</i> |

EXERCISE 58

1. I (*did* should be *made*)
2. C
3. I (*makes* should be *does*)
4. I (*did* should be *made*)
5. C
6. C
7. C
8. I (*do* should be *make*)
9. I (*makes* should be *does*)
10. C

EXERCISE 59

1. I (*like* should be *alike*)
2. C
3. I (*Alike* should be *Like*)
4. C
5. I (*alike* should be *like*)
6. C
7. C
8. I (*alike* should be *like*)
9. C
10. C

EXERCISE 60

1. C
2. I (*the another* should be *another*)
3. C
4. I (*others* should be *other*)
5. C
6. C
7. C
8. I (*a other* should be *another*)
9. C
10. I (*cartridges* should be *cartridge*)

EXERCISE (Skills 58–60)

1. C
2. I (*does* should be *makes*)
3. C
4. I (*routes* should be *route*)
5. I (*like* should be *alike*)
6. C

7. C
8. I (*doing* should be *making*)
9. I (*did* should be *made*)
10. I (*others* should be *other*)

TOEFL EXERCISE (Skills 58–60)

- | | | |
|---------------------|-------------------------|----------------------|
| 1. B <i>alike</i> | 5. C <i>other</i> | 9. C <i>like</i> |
| 2. A <i>Another</i> | 6. A <i>Like</i> | 10. A <i>Another</i> |
| 3. D <i>make</i> | 7. B <i>done</i> | |
| 4. A <i>Unlike</i> | 8. D <i>alternative</i> | |

TOEFL REVIEW EXERCISE (Skills 1–60)

- | | | |
|-------------------|-------------------|---------------------|
| 1. A | 5. C <i>taken</i> | 9. C <i>romance</i> |
| 2. A | 6. B <i>piece</i> | 10. D <i>of</i> |
| 3. D <i>other</i> | 7. A <i>like</i> | |
| 4. C <i>known</i> | 8. B <i>fans</i> | |

STRUCTURE POST-TEST (Paper)

- | | |
|------------------------|------------------------------------|
| 1. A | 21. D <i>recorded</i> |
| 2. D | 22. A <i>unlike</i> |
| 3. A | 23. D (<i>omit a</i>) |
| 4. D | 24. A <i>Many</i> |
| 5. C | 25. C <i>it was</i> |
| 6. C | 26. B <i>other</i> |
| 7. C | 27. C <i>than</i> |
| 8. B | 28. B <i>recently</i> |
| 9. B | 29. D (<i>omit it was built</i>) |
| 10. D | 30. B <i>have there</i> |
| 11. B | 31. A <i>the mobility</i> |
| 12. D | 32. B <i>as</i> |
| 13. C | 33. D <i>battle fatigue</i> |
| 14. A | 34. C <i>a damaged</i> |
| 15. C | 35. C <i>gravitational</i> |
| 16. B <i>travel</i> | 36. D <i>are not determined</i> |
| 17. B <i>has</i> | 37. B <i>the revoution</i> |
| 18. C <i>types</i> | 38. B <i>such as</i> |
| 19. C <i>to verify</i> | 39. D <i>electricity</i> |
| 20. A <i>were</i> | 40. B <i>made</i> |

STRUCTURE POST-TEST (Computer)

- | | |
|---------------------|-----------------------------------|
| 1. 1 <i>than</i> | 11. 3 <i>were</i> |
| 2. 3 <i>became</i> | 12. 4 <i>the cells of smaller</i> |
| 3. 1 | 13. 3 |
| 4. 2 <i>rode</i> | 14. 4 <i>the</i> |
| 5. 3 <i>their</i> | 15. 3 <i>were issued</i> |
| 6. 3 | 16. 2 |
| 7. 3 <i>include</i> | 17. 1 <i>alone</i> |
| 8. 1 <i>A</i> | 18. 4 |
| 9. 1 <i>Like</i> | 19. 3 <i>suitable</i> |
| 10. 2 | 20. 2 <i>nucleus</i> |

READING**READING DIAGNOSTIC PRE-TEST (Paper)**

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. C | 11. B | 21. C | 31. C | 41. B |
| 2. B | 12. A | 22. B | 32. D | 42. C |
| 3. A | 13. D | 23. A | 33. A | 43. B |
| 4. C | 14. C | 24. C | 34. B | 44. A |
| 5. A | 15. A | 25. D | 35. A | 45. B |
| 6. B | 16. D | 26. D | 36. D | 46. A |
| 7. D | 17. B | 27. B | 37. B | 47. A |
| 8. A | 18. C | 28. B | 38. A | 48. B |
| 9. B | 19. D | 29. A | 39. D | 49. D |
| 10. B | 20. D | 30. C | 40. C | 50. D |

DIAGNOSTIC PRE-TEST (Computer)

- | | | |
|------------------|--------------------------|-------------------------|
| 1. 4 | 16. <i>unattached</i> | 31. C |
| 2. <i>battle</i> | 17. 3 | 32. P2 |
| 3. 1 | 18. <i>UV radiation</i> | 33. 4 |
| 4. 1 | 19. 1 | 34. 1 |
| 5. 3 | 20. A | 35. 2 |
| 6. P2, S3 | 21. P3, S6 | 36. 4 |
| 7. 2 | 22. 2 | 37. 1 |
| 8. <i>fought</i> | 23. 1 | 38. 3 |
| 9. 4 | 24. <i>uncomplicated</i> | 39. <i>publications</i> |
| 10. C | 25. 3 | 40. 2 |
| 11. P4 | 26. 4 | 41. E |
| 12. 2 | 27. P4, S3 | 42. P4, S4 |
| 13. 4 | 28. 2 | 43. <i>numerous</i> |
| 14. 3 | 29. 4 | 44. P4 |
| 15. C | 30. 4 | |

TOEFL EXERCISE 1

- | | | | | |
|------|------|------|------|------|
| 1. B | 3. B | 5. D | 7. C | 9. C |
| 2. C | 4. A | 6. B | 8. A | |

TOEFL EXERCISE 2

- | | | |
|-------|-------|-------|
| 1. B | 3. B | 5. A |
| 2. P3 | 4. P3 | 6. P2 |

TOEFL EXERCISE (Skills 1-2)

- | | | | | |
|------|------|-------|------|--------|
| 1. C | 3. C | 5. P2 | 7. D | 9. P1 |
| 2. B | 4. B | 6. P3 | 8. A | 10. P3 |

TOEFL EXERCISE 3

- | | | | |
|------|------|------|-------|
| 1. C | 4. C | 7. C | 10. B |
| 2. B | 5. D | 8. B | 11. D |
| 3. D | 6. A | 9. B | |

TOEFL EXERCISE 4

- | | | |
|------|------|------|
| 1. A | 3. B | 5. D |
| 2. D | 4. D | 6. A |

TOEFL EXERCISE 5

- | | | |
|-------------------|--------------------|------------------------------|
| 1. C | 3. A | 5. B |
| 2. <i>farmers</i> | 4. <i>tourists</i> | 6. <i>industrial average</i> |

TOEFL EXERCISE (Skills 3-5)

- | | | |
|-----------------------------|---------------|-----------------------|
| 1. B | 6. D | 12. B |
| 2. <i>George Washington</i> | 7. D | 13. <i>Camp David</i> |
| | 8. B | 14. C |
| 3. D | 9. <i>tar</i> | 15. B |
| 4. B | 10. C | 16. C |
| 5. C | 11. D | 17. C |

TOEFL REVIEW EXERCISE (Skills 1-5)

- | | | |
|----------------------|--------|-----------------------|
| 1. C | 8. D | 15. <i>continents</i> |
| 2. D | 9. A | 16. D |
| 3. B | 10. A | 17. D |
| 4. A | 11. A | 18. D |
| 5. <i>his speech</i> | 12. P2 | 19. P2 |
| 6. B | 13. C | |
| 7. C | 14. B | |

TOEFL EXERCISE 6

- | | | | |
|------|------|------|------|
| 1. A | 3. D | 5. B | 7. A |
| 2. C | 4. D | 6. D | 8. B |

TOEFL EXERCISE 7

- | | | |
|------|------|------|
| 1. A | 3. C | 5. C |
| 2. C | 4. B | 6. A |

TOEFL EXERCISE (Skills 6-7)

- | | | | |
|------|------|------|-------|
| 1. A | 4. A | 7. A | 10. C |
| 2. D | 5. B | 8. C | 11. B |
| 3. A | 6. B | 9. C | 12. A |

TOEFL REVIEW EXERCISE (Skills 1-7)

- | | |
|----------------------------|-----------------------------------|
| 1. D | 13. <i>mood elevation</i> |
| 2. <i>Mason-Dixon Line</i> | 14. C |
| 3. A | 15. A |
| 4. B | 16. B |
| 5. C | 17. <i>medium (of television)</i> |
| 6. A | 18. B |
| 7. P2 | 19. D |
| 8. B | 20. D |
| 9. B | 21. A |
| 10. D | 22. A |
| 11. A | 23. P2 |
| 12. B | |

TOEFL EXERCISE 8

- | | | | |
|------|--------------------|------|----------------------|
| 1. D | 3. <i>set free</i> | 5. D | 7. C |
| 2. D | 4. C | 6. C | 8. <i>phenomenon</i> |

TOEFL EXERCISE 9

- | | | | |
|------|------------------|------|-------|
| 1. C | 4. B | 7. A | 10. B |
| 2. D | 5. <i>turned</i> | 8. C | |
| 3. A | 6. C | 9. D | |

TOEFL EXERCISE 10

- | | | | |
|--------------------|------------------|-------------------|------|
| 1. D | 3. B | 5. <i>discern</i> | 7. C |
| 2. <i>globular</i> | 4. <i>mortal</i> | 6. A | 8. D |

TOEFL EXERCISE 11

- | | | | |
|------|------|------|----------------|
| 1. C | 3. B | 5. C | 7. <i>line</i> |
| 2. D | 4. A | 6. B | |

TOEFL EXERCISE (Skills 8-11)

- | | | | |
|------------------|------------------|------------------|-----------------|
| 1. <i>solely</i> | 7. D | 13. C | 19. <i>work</i> |
| 2. D | 8. C | 14. D | 20. <i>keep</i> |
| 3. C | 9. D | 15. C | 21. A |
| 4. B | 10. <i>teeth</i> | 16. C | |
| 5. <i>seeped</i> | 11. C | 17. <i>clear</i> | |
| 6. <i>die</i> | 12. A | 18. B | |

TOEFL REVIEW EXERCISE (Skills 1-11)

- | | |
|-----------------------------|---------------------|
| 1. D | 14. A |
| 2. A | 15. C |
| 3. C | 16. B |
| 4. D | 17. B |
| 5. B | 18. D |
| 6. <i>manner of walking</i> | 19. D |
| 7. C | 20. C |
| 8. B | 21. B |
| 9. P3 | 22. D |
| 10. C | 23. <i>Congress</i> |
| 11. D | 24. C |
| 12. C | 25. B |
| 13. <i>deal</i> | |

TOEFL EXERCISE 12

- | | | | |
|-----------|-----------|-----------|------------|
| 1. B | 4. D | 7. P2, S3 | 10. P2, S2 |
| 2. P1, S3 | 5. A | 8. A | |
| 3. P1, S5 | 6. P2, S2 | 9. C | |

TOEFL EXERCISE 13

- | | | | | |
|------|------|------|------|------|
| 1. A | 3. C | 5. D | 7. C | 9. B |
| 2. D | 4. D | 6. A | 8. A | |

TOEFL EXERCISE 14

1. B 3. B 5. D 7. C
2. D 4. D 6. D

TOEFL EXERCISE (Skills 12-14)

1. D 6. P3, S3 11. D 16. D
2. A 7. D 12. B 17. D
3. C 8. D 13. B 18. B
4. A 9. B 14. B
5. E 10. B 15. P1, S2

TOEFL REVIEW EXERCISE (Skills 1-14)

1. B 16. C
2. A 17. B
3. C 18. C
4. B 19. B
5. Copland 20. C
6. D 21. P1
7. gamut 22. B
8. P1, S2 23. B
9. P1, S4 24. C
10. D 25. funding
11. C 26. canal commission
12. A 27. C
13. D 28. C
14. somewhat 29. P3
15. C 30. B

READING POST-TEST (Paper)

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. D | 11. B | 21. D | 31. C | 41. C |
| 2. C | 12. D | 22. A | 32. A | 42. D |
| 3. B | 13. C | 23. C | 33. B | 43. C |
| 4. B | 14. A | 24. A | 34. C | 44. A |
| 5. B | 15. B | 25. C | 35. B | 45. D |
| 6. A | 16. D | 26. B | 36. B | 46. B |
| 7. C | 17. B | 27. D | 37. A | 47. A |
| 8. D | 18. C | 28. B | 38. B | 48. C |
| 9. B | 19. A | 29. A | 39. D | 49. D |
| 10. D | 20. D | 30. B | 40. A | 50. B |

READING POST-TEST (Computer)

- | | | |
|----------------|-----------------|-------------|
| 1. 2 | 16. newspapers | 30. P3, S3 |
| 2. 3 | and magazines | 31. 3 |
| 3. 1 | 17. 3 | 32. C |
| 4. 4 | 18. information | 33. P2 |
| 5. 3 | 19. 1 | 34. 2 |
| 6. mixed breed | 20. P4, S3 | 35. 3 |
| 7. 2 | 21. P3 | 36. 2 |
| 8. Experts | 22. 4 | 37. diamond |
| 9. 4 | 23. 1 | 38. P2, S5 |
| 10. P3, S9 | 24. 3 | 39. 3 |
| 11. 4 | 25. 2 | 40. 4 |
| 12. 3 | 26. B | 41. 1 |
| 13. 3 | 27. 1 | 42. 2 |
| 14. 1 | 28. packages | 43. 4 |
| 15. B | 29. 4 | 44. P3 |

WRITING

EXERCISE 4

1. (A) *employee* [L2] [L9]
(B) *worker* [L3]
2. (A) *priorities* [L4] [L6] [L8]
(B) *them* [L7]
3. (A) *manner* [L10]
style [L9]
(B) *It* [L12]

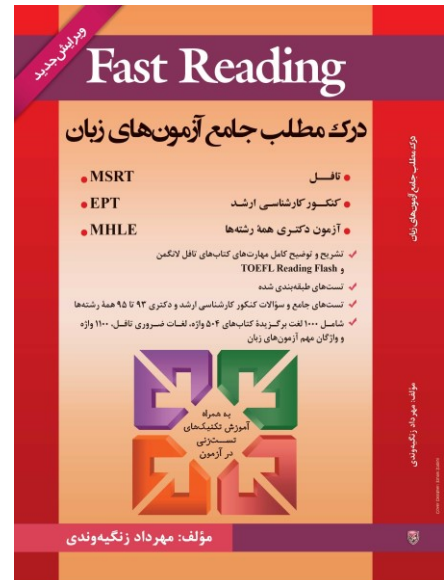
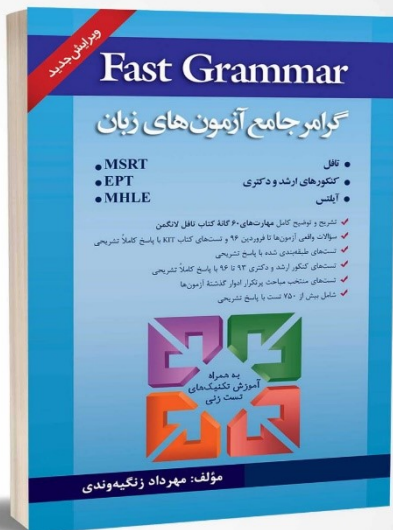
4. (A) *First of all* [L2]
(B) *S5* [L7-10]
5. (A) *for example* [L4]
(B) *for instance* [L10]
(C) *i.e.* [L13]

EXERCISE 7A

1. I meaning missing verb
2. I When you found extra subordinate clause connector
3. C reaction was
4. I leaves missing subject
5. I indication missing verb
6. C no one has collected
7. I Why committee met extra subordinate clause connector
8. I cannot submit missing subject
9. I refusal missing verb
10. C idea shocked
11. I Since each was extra subordinate clause connector
12. I missing subject and verb
13. C discussion has been scheduled
14. I situation missing verb
15. I that books were extra subordinate clause connector
16. C dean decided
17. I missing subject and verb
18. I If outcome had been extra subordinate clause connector
19. C results have been posted
20. I What students were extra subordinate clause connector

EXERCISE 7B

1. I researcher completed , results were
2. C meeting did not take place , so it will have
3. I I expected , however it was
4. C sales were ; as a result , manager has been given
5. I We finished and then we submitted
6. C employees come , but this does not seem
7. C team won . Next , it will compete
8. I lightbulb has burned out [] I need
9. I manager is hiring , then we will not have
10. C chapter was , yet I finished
11. I You must turn in , otherwise grade will be lowered
12. C decision has not yet been made . Therefore , we must wait
13. I Afterwards construction was completed , traffic moved
14. C course requires ; in contrast , course required
15. I flight is scheduled [] we must head
16. C building has ; tower is
17. C We have , or we will have
18. C I have worked ; finally , I will be
19. I bookstore is [] we should go
20. I It has been raining , consequently , streets are



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