



# LONGMAN

With  
Answer  
Key

## PREPARATION COURSE FOR THE TOEFL® TEST

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## QUESTIONS ABOUT THE IDEAS OF THE PASSAGE

It is very common for reading passages in the Reading Comprehension section of the 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. Occasionally, there will also be a question about how the information in the passage is organized.

### SKILL 1: ANSWER MAIN IDEA QUESTIONS CORRECTLY

Almost every reading passage on the TOEFL test will have a 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 not difficult to find the main idea by studying the topic sentence, which is most probably found at the beginning of a paragraph.

If a passage consists of only one paragraph, you should study the beginning of that paragraph to determine the main idea.

#### Example I

##### 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.
- Line (5) 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. ..."
- (10) 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

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 makes, 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.

### Example II

#### The passage:

Line Nitrogen fixation is a process by which nitrogen is  
(5) continuously fed into biological circulation. In this process, certain  
algae and bacteria convert nitrogen into ammonia ( $\text{NH}_3$ ). This  
newly created ammonia is then for the most part absorbed by  
plants.

(10) 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 ( $\text{N}_2\text{O}$ ). In this gaseous form the nitrogen returns to the  
atmosphere.

#### The question:

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

In a passage with more than one paragraph, you should be sure to read the first sentence of each paragraph to determine the subject, title, or main idea. In Example II, 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 answer (A), 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. Answer (C) is incorrect because *the return of nitrogen to the air* is the process of denitrification, and this is discussed in the second paragraph only. Answer (D) is incorrect because *the effect of nitrogen on plant life* is not discussed in this passage. The best answer to this question is answer (B); 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	<p>What is the <b>topic</b> of the passage?</p> <p>What is the <b>subject</b> of the passage?</p> <p>What is the <b>main idea</b> of the passage?</p> <p>What is the author's <b>main point</b> in the passage?</p> <p>With what is the author <b>primarily concerned</b>?</p> <p>Which of the following would be the best <b>title</b>?</p>
WHERE TO FIND THE ANSWER	<p>The answer to this type of question can generally be determined by looking at the first sentence of each paragraph.</p>

HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> <li>1. Read the first line of each paragraph.</li> <li>2. Look for a common theme or idea in the first lines.</li> <li>3. Pass your eyes quickly over the rest of the passage to check that you really have found the topic sentence(s).</li> <li>4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.</li> </ol>
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**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 U.S. 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)

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.

Line  
(5)

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)

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.

Line  
(5)

*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 Comprehension section of the TOEFL test, there will sometimes be questions about the organization of ideas in a passage. In this type of question, you will be asked to determine how the ideas in one paragraph (or paragraphs) relate to the ideas in another paragraph (or paragraphs).

**Example****The passage:**

Line If asked who invented the game of baseball, most Americans  
(5) would probably reply that it was Abner Doubleday. At the  
beginning of this century, there was some disagreement over how  
the game of baseball had actually originated, so sporting-goods  
manufacturer Spaulding inaugurated a commission to research the  
question. 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  
(10) 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  
(15) American roots.

**The question:**

The second paragraph

- (A) provides examples to support the ideas in the first paragraph
- (B) precedes the ideas in the first paragraph
- (C) outlines the effect of the idea in the first paragraph
- (D) refutes the idea in the first paragraph

To answer this question it is necessary to look at the main ideas of each of the two paragraphs. The main idea of the first paragraph is found in the first sentence of the first paragraph: most people believe that Abner Doubleday invented the game of baseball. The main idea of the second paragraph is found in the first line of the second paragraph: historians generally agree that Doubleday did not invent baseball. The second paragraph therefore *contradicts* or *refutes* the information in the first paragraph. The best answer to this question is answer (D).

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	How is the information in the passage <b>organized</b> ? How is the information in the second paragraph <b>related</b> to the information in the first paragraph?
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"> <li>1. Read the first line of each paragraph.</li> <li>2. Look for words that show the relationship between the paragraphs.</li> <li>3. Choose the answer that best expresses the relationship.</li> </ol>

**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.

Line According to the traditional view of conflict, conflict is harmful to an organization. Managers  
(5) with this traditional view of conflict see it as their role in an organization to rid the 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. What type of information is included in the third paragraph?
  - (A) A comparison of the interactionist and traditional views of conflict
  - (B) A discussion of the weaknesses of the interactionist view of conflict
  - (C) An outline of the type of manager who prefers the interactionist view of conflict
  - (D) A description of one of the opposing views of conflict

## PASSAGE TWO (Questions 3–4)

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.

Line In theory, a standardized IQ test is set up to measure an individual's ability to perform  
(5) 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  
(10) 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. How does the information in the third paragraph differ from that in the second paragraph?
  - (A) It presents a contrasting point of view.
  - (B) It follows chronologically from the ideas in the second paragraph.
  - (C) It presents real information rather than a premise.
  - (D) It presents an example of the ideas in the second paragraph.

## PASSAGE THREE (Questions 5–6)

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  
Line 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. The third paragraph contains information on
  - (A) how the size of the lake affects weather conditions
  - (B) the effects of contrasting weather conditions on the size of the lake
  - (C) the effects of changes in the size of the lake
  - (D) the causes of the varied weather conditions in the area of the lake

**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)*

Line Common types of calendars can be based on the Sun or on the Moon. The solar calendar is  
(5) 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 3-4)*

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 The most basic class of vaccines actually contains disease-causing microorganisms that have  
(5) 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

## PASSAGE THREE (Questions 5–7)

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, (10) confounded scientists for more than forty years. Finally 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.

5. 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 an example of a hoax
6. 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
7. The second paragraph includes
- (A) an illustration to support the ideas in the first paragraph
  - (B) a counterargument to the ideas in the first paragraph
  - (C) an analogy to the ideas in the first paragraph
  - (D) a detailed definition of a hoax

**DIRECTLY ANSWERED QUESTIONS**

Many questions in the Reading Comprehension section of the 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 common questions of this type are (1) stated detail questions, (2) "unstated" detail questions, and (3) pronoun referent 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.

**Example****The passage:**

Line Williamsburg is a historic city in Virginia situated on a  
(5) peninsula between two rivers, the York and the James. It 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 the peninsula.  
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 questions:**

1. According to the passage, Williamsburg is located
  - (A) on an island
  - (B) in the middle of a river
  - (C) where the York and the James meet
  - (D) on a piece of land with rivers on two sides
2. 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
3. The passage states that the name Middle Plantation
  - (A) is a more recent name than Williamsburg
  - (B) derived from the location of the colony on the peninsula
  - (C) refers to the middle part of England that was home to the colonists
  - (D) was given to the new colony because it was located in the middle of several plantations

The answers to the questions are generally found in order in the passage, so you should look for the answer to the first question near the beginning of the passage. Since the first question asks about where *Williamsburg is located*, you should see that the first sentence in the passage answers the question because *situated* means *located*. Answer (A) is an incorrect answer because Williamsburg is not located on an island; the passage states that it is *situated on a peninsula*. Answer (B) is incorrect because Williamsburg is *between two rivers*, not *in the middle of a river*. Answer (C) is incorrect because the passage says nothing about whether or not the two rivers meet at Williamsburg. The best answer to this question is answer (D); *with rivers on two sides* is closest in meaning to *between two rivers*.

The answer to the second question will probably be located in the passage after the answer to the first question. Since the second question is about *Jamestown*, 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 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), which is directly stated in the passage about Jamestown.

The answer to the third question will probably be located in the passage after the answer to the second question. Because the third question is about *the name Middle Plantation*, you should skim through the passage to find the part that discusses this topic. The answer to this question is found in the statement *Williamsburg was named Middle Plantation because of its location in the middle of the peninsula*. Answer (B) is correct because it is closest in meaning to this statement. Answer (A) is incorrect because it is false; the area was named Middle Plantation *in the beginning*, and the name Williamsburg is *more recent*. Answer (C) is incorrect because the passage says nothing about naming the area after the colonists' home in England. Answer (D) is incorrect because the passage says nothing about any other plantations in the area of Williamsburg.

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

STATED DETAIL QUESTIONS	
HOW TO IDENTIFY THE QUESTION	<p><b>According</b> to the passage,...</p> <p>It is <b>stated</b> in the passage. . .</p> <p>The passage <b>indicates</b> that. . .</p> <p>The author <b>mentions</b> that. . .</p> <p>Which of the following is <b>true</b>. . . ?</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"> <li>1. Choose a <i>key word</i> in the question.</li> <li>2. Skim in the appropriate part of the passage for the <i>key word</i> or <i>idea</i>.</li> <li>3. Read the sentence that contains the <i>key word</i> or <i>idea</i> carefully.</li> <li>4. Look for the answer that restates an idea in the passage.</li> <li>5. Eliminate the definitely wrong answers and choose the best answer from the remaining choices.</li> </ol>

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

*PASSAGE ONE (Questions 1–3)*

Line  
(5)

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.

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

*PASSAGE TWO (Questions 4–6)*

Line  
(5)

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.

4. 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
5. 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
6. According to the passage, which part of the heart gets blood from the body tissues and passes it on to the lungs?
  - (A) The atria
  - (B) The ventricles
  - (C) The right atrium and ventricle
  - (D) The left atrium and ventricle

PASSAGE THREE (Questions 7-9)

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.

Line

(5)

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.

(10)

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.

7. According to the passage, the Golden Age of Railroads
  - (A) occurred prior to the Civil War
  - (B) was a result of World War I
  - (C) was a period when most of U.S. mass transportation was controlled by the railroads
  - (D) resulted in a decrease in uniformity of track gauge
8. 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
9. 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 Comprehension section of the 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. Your actual job is to find the three correct answers and then choose the letter of the one remaining answer.

You should note that there are two kinds of answers to this type of question: (1) there are three true answers and one answer that is not discussed in the passage, or (2) there are three true answers and one that is false according to the passage.

#### Example

##### 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 questions:

1. 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.
2. Which of the following is NOT mentioned in the passage as an expression for something that is not known?
  - (A) A *thingamabob*
  - (B) A *gadget*
  - (C) A *doohickey*
  - (D) A *what-is-it*

The first question asks for the one answer that is *not true*, so three of the answers are true and one answer is *not*. Answer (B) is the one answer that is not true: the word *gadget* was first used in 1850, which is the middle of the nineteenth century, so answer (B) is the best answer. Answer (A) is true according to the second line of the paragraph; answer (C) is true according to the fourth and fifth lines of the paragraph; answer (D) is true according to the fourth line of the paragraph.

The second question asks for the one answer that is *not mentioned*, so three of the answers are listed in the passage and one is not. Since a *thingamabob*, a *gadget*, and a *doohickey* are listed in the passage, answers (A), (B), and (C) are incorrect. However, a *what-is-it* is not listed in the passage, so answer (D) is the best answer to 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	<p>Which of the following is <b>not stated</b>. . . ?</p> <p>Which of the following is <b>not mentioned</b>. . . ?</p> <p>Which of the following is <b>not discussed</b>. . . ?</p> <p>All of the following are true <b>except</b>. . .</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"> <li>1. Choose a <i>key word</i> in the question.</li> <li>2. Scan in the appropriate place in the passage for the <i>key word</i> (or related <i>idea</i>).</li> <li>3. Read the sentence that contains the <i>key word</i> or <i>idea</i> carefully.</li> <li>4. Look for answers that are definitely true according to the passage. Eliminate those answers.</li> <li>5. Choose the answer that is <i>not true</i> or <i>not discussed</i> in the passage.</li> </ol>

**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.

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.

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

## 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)

Dekanawida's role as a supreme lawgiver in the Iroquois tribe has given him the status of 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.

Line (5) 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.

(10) 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.

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

**SKILL 5: FIND PRONOUN REFERENTS**

In the Reading Comprehension section of the TOEFL test, you will sometimes be asked to determine which noun a pronoun refers to. In this type of 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.

**Example****The passage:**

Line Carnivorous plants, such as the sundew and the Venus  
(5) 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  
(10) itself around the insect. The leaves of the Venus flytrap function  
more like a trap, snapping suddenly and forcefully shut around an  
insect.

**The questions:**

1. The pronoun "they" in line 5 refers to
  - (A) humid areas
  - (B) these plants
  - (C) insects
  - (D) digestive fluids
2. The pronoun "it" in line 8 refers to
  - (A) a variety
  - (B) the sundew
  - (C) an insect
  - (D) the leaf

To answer the first 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). To answer the second 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; *the leaf* comes after the pronoun, so it is probably not the correct answer. Next you should try the three possible answers in the sentence in place of the pronoun. *An insect* gets caught up in the sticky hairs, rather than *a variety* or *the sundew*, so the best answer to this question is answer (C).

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

PRONOUN REFERENTS	
HOW TO IDENTIFY THE QUESTION	<i>The pronoun "... " in line X refers to which of the following?</i>
WHERE TO FIND THE ANSWER	The line where the pronoun is located is generally given in the question. 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"> <li>1. Find the pronoun in the passage. (The line where the pronoun can be found is generally stated in the question.)</li> <li>2. Look for nouns that come <i>before</i> the pronoun.</li> <li>3. Read the part of the passage <i>before</i> the pronoun carefully.</li> <li>4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.</li> </ol>

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

*PASSAGE ONE (Questions 1–2)*

Line (5) 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. The pronoun "they" in line 2 refers to
  - (A) farmers
  - (B) nights
  - (C) times of the year
  - (D) northern and southern hemispheres

*PASSAGE TWO (Questions 3–4)*

Line (5) 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. The pronoun "they" in line 6 refers to
  - (A) numerous festivities
  - (B) tourists
  - (C) various countries
  - (D) nonstop activities

PASSAGE THREE (Questions 5-6)

Line (5) 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 (10) 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. The pronoun "it" in line 8 refers to
  - (A) the industrial average
  - (B) an investor
  - (C) the state of the stock market
  - (D) an investment

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

PASSAGE ONE (Questions 1-4)

Line (5) 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.

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. 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.
3. 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.
4. The pronoun "it" in line 6 refers to
  - (A) the cause
  - (B) the beginning of the present century
  - (C) the original idea
  - (D) Congress

## PASSAGE TWO (Questions 5–9)

The La Brea tar pits, 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 tar pits 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 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 tar pits 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.

5. Which of the following is NOT true about the La Brea tar pits?
  - (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.
6. The pronoun "they" in line 3 refers to
  - (A) the La Brea tar pits
  - (B) Ice Age fossils
  - (C) shallow pools of water
  - (D) animals
7. According to the passage, how did the Ice Age animals die?
  - (A) The water poisoned them.
  - (B) They got stuck in the tar.
  - (C) They were attacked by other animals.
  - (D) They were killed by hunters.
8. When did archeologists become aware of the possible value of the contents of the tar pits?
  - (A) During the Ice Age
  - (B) Thousands and thousands of years ago
  - (C) Early in the twentieth century
  - (D) Within the past decade
9. Which of the following is NOT mentioned as an example of a skeleton found in the tar pits?
  - (A) A bear
  - (B) A sloth
  - (C) A horse
  - (D) A snake

## PASSAGE THREE (Questions 10–14)

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 the official retreat of the president of the United States. It consists of living space for the president, the first family, and the presidential staff as well as sporting and recreational facilities.

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.

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.

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.

10. Which of the following is NOT discussed about Camp David?
  - (A) Its location
  - (B) Its cost
  - (C) Its facilities
  - (D) Its uses
11. According to the passage, who founded Camp David?
  - (A) George Washington
  - (B) The first family
  - (C) Franklin Delano Roosevelt
  - (D) Dwight David Eisenhower
12. The pronoun "he" in line 10 refers to
  - (A) Camp David
  - (B) Roosevelt
  - (C) James Hilton
  - (D) President Dwight David Eisenhower
13. 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.
14. 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 1-4)*

Line  
(5)

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

1. 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
2. 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.
3. 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
4. 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.

## PASSAGE TWO (Questions 5–9)

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.

5. 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
6. Which of the following is true about the ceremonies at Gettysburg during the Civil War?
- (A) Lincoln was the main speaker.
  - (B) Lincoln gave a two-hour speech.
  - (C) Everett was the closing speaker of the ceremonies.
  - (D) Everett's speech was longer than Lincoln's.
7. 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
8. 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
9. The pronoun "it" in line 10 refers to which of the following?
- (A) His speech
  - (B) Print
  - (C) Appreciation
  - (D) One

PASSAGE THREE (Questions 10–15)

Line According to the theory of continental drift, the continents are not fixed in position but instead  
(5) 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.

10. 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
11. 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
12. The pronoun "they" in line 4 refers to
  - (A) mapmakers
  - (B) continents
  - (C) pieces
  - (D) tectonic plates
13. 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.
14. 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
15. 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.

## PASSAGE FOUR (Questions 16–24)

Charles Lutwidge Dodgson is perhaps not a name that is universally recognized, but Dodgson did achieve enormous success under the pseudonym Lewis Carroll. He created this pseudonym from the Latinization, *Carolus Ludovicus*, of his real given names. It was under the name Lewis Carroll that Dodgson published the children's books *Alice's Adventures in Wonderland* (1865) and its sequel *Through the Looking Glass* (1872). Though Dodgson achieved this success in children's literature, he was not an author of children's books by training or profession. His education and chosen field of pursuit were far removed from the field of children's literature and were instead focused on theoretical mathematics.

- (10) Dodgson graduated with honors from Christ Church, Oxford, in 1854 and then embarked on a career in the world of academia. He worked as a lecturer in mathematics at Oxford and, later in his career, published a number of theoretical works on mathematics under his own name rather than under the pseudonym that he used for his children's stories. He produced a number of texts for students, such as *A Syllabus of Plane Algebraical Geometry* (1860), *Formulae of Plane Trigonometry* (1861), which was notable for the creativity of the symbols that he used to express trigonometric functions such as sine and cosine, and *A Guide for the Mathematical Student* (1866). In a number of more esoteric works, he championed the principles of Euclid; in *Euclid and His Modern Rivals* (1879), he presented his ideas on the superiority of Euclid over rival mathematicians in a highly imaginative fashion, by devising a courtroom trial of anti-Euclid mathematicians that he named "Euclid-wreakers" and ultimately finding the defendants guilty as charged. *Curiosa Mathematica* (1888–1893) made a further defense of Euclid's work, focusing on Euclid's definition of parallel lines. These academic works never had the universal impact of Dodgson's works for children using the name Lewis Carroll, but they demonstrate a solid body of well-regarded academic material.

16. The topic of this passage is
  - (A) the works of Lewis Carroll
  - (B) Charles Dodgson and Euclid
  - (C) the story of *Alice's Adventures in Wonderland*
  - (D) Dodgson and Carroll: mathematics and children's stories
17. According to the passage, Dodgson
  - (A) did not use his given name on his stories for children
  - (B) used the same name on all his published works
  - (C) used the name Carroll on his mathematical works
  - (D) used a pseudonym for the work about the courtroom trial
18. Which of the following is true, according to the passage?
  - (A) "Lewis" is a Latin name.
  - (B) "Lutwidge" is part of Dodgson's pseudonym.
  - (C) "Carolus" is the Latin version of the name "Charles."
  - (D) "Ludovicus" is part of Dodgson's given name.
19. It is NOT stated in the passage that Dodgson
  - (A) attended Christ Church, Oxford
  - (B) studied children's literature
  - (C) was an outstanding student
  - (D) was a published author of academic works
20. What is stated in the passage about the work *Formulae of Plane Trigonometry*?
  - (A) It portrayed mathematics in a creative way.
  - (B) It was written by Euclid.
  - (C) It was published in 1860.
  - (D) It was one of the texts that Dodgson studied at Oxford.
21. All of the following are stated in the passage about the work *Euclid and His Modern Rivals* EXCEPT that
  - (A) it was published in 1879
  - (B) it was a highly creative work
  - (C) it described an actual trial in which Euclid participated
  - (D) it described a trial in which "Euclid-wreakers" were found guilty

22. The passage indicates that which of the following works was about Euclid?
- (A) *A Syllabus of Plane Algebraical Geometry*
  - (B) *Formulae of Plane Trigonometry*
  - (C) *A Guide for the Mathematical Student*
  - (D) *Curiosa Mathematica*
23. The pronoun "they" in line 22 refers to
- (A) parallel lines
  - (B) these academic works
  - (C) Dodgson's works for children
  - (D) children
24. What is stated in the passage about Dodgson's academic works?
- (A) They are all about Euclid.
  - (B) They had an impact on his works for children.
  - (C) They were published under the name Lewis Carroll.
  - (D) They were well received in the academic world.

## INDIRECTLY ANSWERED QUESTIONS \_\_\_\_\_

Some questions in the Reading Comprehension section of the TOEFL test will require answers that are not directly stated in the passage. To answer these 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 question 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.

**Example****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. This visitor may attend an outside *luau* where everyone eats too much and may be invited afterwards to dance the *hula*.

**The questions:**

1. Which of the following is probably NOT a Hawaiian word?
  - (A) *mahalo*
  - (B) *mahimahi*
  - (C) *meklea*
  - (D) *moana*
2. It is implied that a *luau* is
  - (A) a dance
  - (B) a feast
  - (C) a concert
  - (D) a language

To answer the first 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), *meklea*, is probably not a Hawaiian word because the consonants *k* and *l* appear together in this word, so answer (C) is the best answer to this question. To answer the second question, you should refer to the part of the passage where it states that at a *luau*, *everyone eats too much*. From this you can draw the conclusion that a *luau* is a feast, which is a very large meal. The best answer is therefore answer (B).

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

IMPLIED DETAIL QUESTIONS	
HOW TO IDENTIFY THE QUESTION	<p><i>It is <b>implied</b> in the passage that ...</i></p> <p><i>It can be <b>inferred</b> from the passage that ...</i></p> <p><i>It is most <b>likely</b> that ...</i></p> <p><i>What <b>probably</b> happened ...?</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"> <li>1. Choose a key word in the question.</li> <li>2. Scan the passage for the key word (or a related idea).</li> <li>3. Carefully read the sentence that contains the key word.</li> <li>4. Look for an answer that <i>could be true</i>, according to that sentence.</li> </ol>

**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 (5) The kayak is something like a canoe that has been covered by a deck. A kayak is generally 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.

1. It is implied in the passage that if a kayak has two holes, then
  - (A) it accommodates two riders
  - (B) it is less stable than a kayak with one hole
  - (C) it is as large as an umiak
  - (D) it cannot be used on the ocean
2. It can be inferred from the passage that an example of the animal mentioned in lines 11–12 might be
  - (A) a kangaroo
  - (B) a snake
  - (C) a whale
  - (D) a salmon

## PASSAGE TWO (Questions 3–5)

Two types of trees from the same family of trees share honors in certain respects as the most 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.

Line The California redwood is found along the northern coast of the state, while the giant sequoia is  
(5) found inland and at higher elevations, along the western slopes of the Sierra Nevadas.

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  
(10) feet (30 meters) around the base, with weights of more than 6,000 tons.

3. It is implied in the passage that

- (A) the leaves of only the California redwood turn brown in the autumn
- (B) the leaves of only the giant sequoia turn brown in the winter
- (C) the leaves of both types of trees in the passage turn brown in the winter
- (D) the leaves of neither type of tree in the passage turn brown in the winter

4. It can be inferred from the passage that the Sierra Nevadas are

- (A) a type of giant redwood
- (B) a coastal community
- (C) a group of lakes
- (D) a mountain range

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 boardgame 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
- (10) 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 at 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.

- |  |   |
|--|---|
| <p>6. The French version of Monopoly might possibly include a piece of property entitled</p> <p>(A) Atlantic City, New Jersey</p> <p>(B) Germantown, Pennsylvania</p> <p>(C) Boardwalk</p> <p>(D) the Eiffel Tower</p> | <p>8. Parker Brothers is probably</p> <p>(A) a real estate company</p> <p>(B) a game manufacturing company</p> <p>(C) a group of Charles Darrow's friends</p> <p>(D) a toy design company</p> |
|--|---|
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

**SKILL 7: ANSWER TRANSITION QUESTIONS CORRECTLY**

You will sometimes be asked to determine 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.

**Example****The passage:**

Line Another myth of the oceans concerns Davy Jones, who in  
(5) folklore is the 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.

(10) 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 questions:**

1. 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
2. The topic of the paragraph *following* the passage most likely is
  - (A) valuable items located at the bottom of the ocean
  - (B) where Davy Jones is found today
  - (C) Jonah and the whale
  - (D) preventing objects from falling overboard

The first 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). The second 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 best answer to the second question is therefore answer (A).

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

TRANSITION QUESTIONS	
HOW TO IDENTIFY THE QUESTION	The paragraph <b>preceding</b> the passage probably ... What is most likely in the paragraph <b>following</b> the passage?
WHERE TO FIND THE ANSWER	The answer can generally be found in the <i>first line</i> of the passage for a <i>preceding</i> question. The answer can generally be found in the <i>last line</i> for a <i>following</i> question.

<p>HOW TO ANSWER THE QUESTION</p>	<ol style="list-style-type: none"> <li>1. Read the <i>first</i> line for a <i>preceding</i> question.</li> <li>2. Read the <i>last</i> line for a <i>following</i> question.</li> <li>3. Draw a conclusion about what comes <i>before</i> or <i>after</i>.</li> <li>4. Choose the answer that is reflected in the <i>first</i> or <i>last</i> line of the passage.</li> </ol>
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**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.

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

*PASSAGE TWO (Questions 3–4)*

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.

Line  
(5)

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.

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

## PASSAGE THREE (Questions 5–6)

Line While draft laws are federal laws, marriage laws are state laws rather than federal; marriage  
 (5) 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  
 (10) 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)

Line The most conservative sect of the Mennonite Church is the Old Order Amish, with 33,000  
 (5) 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 Indian tribes also lived on the Great Plains. The Sioux, a group of seven American Indian 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 Indian 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 Plains Indian tribes
  - (C) where the Sioux lived
  - (D) American Indian 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 Indian 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 1–6)

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.

1. The best title for this passage would be
  - (A) Dividing the North and the South
  - (B) The Meaning of the Mason-Dixon Line
  - (C) Two English Astronomers
  - (D) The History of the Mason-Dixon Line
2. It can be inferred from the passage that before the Civil War
  - (A) Pennsylvania was south of the Mason-Dixon Line
  - (B) Pennsylvania was a nonslave state
  - (C) the states south of the Mason-Dixon Line had the same opinion about slavery as Pennsylvania
  - (D) the slave states were not divided from the nonslave states

3. According to the passage, the Mason-Dixon Line was established because of a disagreement
  - (A) about borders
  - (B) about slaves
  - (C) between two astronomers
  - (D) over surveying techniques
4. The passage states all of the following about Mason and Dixon EXCEPT that
  - (A) they came from England
  - (B) they worked as astronomers
  - (C) they caused the boundary dispute between Pennsylvania and Maryland
  - (D) they surveyed the area of the boundary between Pennsylvania and Maryland
5. The passage indicates that the Mason-Dixon Line was identified with
  - (A) pieces of rock
  - (B) fences
  - (C) a stone wall
  - (D) a border crossing
6. The paragraph following the passage most probably discusses
  - (A) where the Mason-Dixon Line is located
  - (B) the Mason-Dixon Line today
  - (C) the effect of the Civil War on slavery
  - (D) what happened to Charles Mason and Jeremiah Dixon

PASSAGE TWO (Questions 7–12)

Line (5) Manic depression is another psychiatric illness that mainly affects 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.

7. 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
8. 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
9. According to the passage, a manic-depressive patient in a manic phase would be feeling
  - (A) highly emotional
  - (B) unhappy
  - (C) listless
  - (D) relatively normal
10. 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
11. The pronoun "it" in line 5 refers to
  - (A) the general population
  - (B) the mood elevation
  - (C) insomnia
  - (D) heightened aggressiveness
12. 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 13–18)

Line Unlike earlier campaigns, the 1960 presidential campaign featured the politically innovative and  
(5) highly influential series of televised debates in the contest between the Republicans and the Democrats. Senator John Kennedy established an early lead among the 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. 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. Political experts contend that the debates were a pivotal force in the elections. In front of a viewership of more than 100 million citizens, Kennedy masterfully  
(10) 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.

13. 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.
14. 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
15. 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
16. 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.
17. 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
18. The pronoun "him" in line 11 refers to
  - (A) John Kennedy
  - (B) Richard Nixon
  - (C) Eisenhower
  - (D) the better-known and more experienced candidate

PASSAGE FOUR (Questions 19–29)

Unlike these fish, which are actually extinct, the coelacanth is a type of fish that was believed to be extinct. However, an unexpected twentieth-century rediscovery of living coelacanths has brought about a reassessment of the status of this prehistoric sea creature that was believed to have long since disappeared from the Earth.

From fossil remains of the coelacanth, paleontologists have determined that the coelacanth was in existence around 350 million years ago, during the Paleozoic Era, more than 100 million years before the first dinosaurs arrived on Earth. The most recent fossilized coelacanths date from around 70 million years ago, near the end of the Mesozoic Era and near the end of the age of dinosaurs. Because no fossilized remnants of coelacanths from the last 70 million years have been found, the coelacanth was believed to have died out around the same time as the dinosaurs.

The prehistoric coelacanth studied by paleontologists had distinctive characteristics that differentiated it from other fish. It was named for its hollow spine and was known to have been a powerful carnivore because of its many sharp teeth and a special joint in the skull that allowed the ferocious teeth to move in coordination with the lower jaw. It also had a pair of fins with unusual bony and muscular development that allowed the coelacanth to dart around the ocean floor. These fins also enable the coelacanth to search out prey trying to hide on the ocean bottom.

In 1938, a living specimen of the coelacanth was discovered in the catch of a fishing boat off the coast of South Africa, and since then numerous other examples of the coelacanth have been found in the waters of the Indian Ocean. This modern version of the coelacanth is not exactly the same as its prehistoric cousin. Today's coelacanth is larger than its prehistoric relative, measuring up to six feet in length and weighing up to 150 pounds. However, the modern version of the coelacanth still possesses the characteristic hollow spine and distinctive fins with their unusual bony and muscular structure.

19. The topic of the preceding paragraph is most likely
  - (A) various extinct fish
  - (B) the discovery of the coelacanth
  - (C) a reassessment of the status of a number of kinds of fish
  - (D) a particular prehistoric sea creature
20. This passage is about a fish
  - (A) that is extinct
  - (B) that once was extinct
  - (C) that is becoming extinct
  - (D) that, surprisingly, is not extinct
21. It can be inferred from the passage that the first dinosaurs most likely appeared on Earth around
  - (A) 150 million years ago
  - (B) 250 million years ago
  - (C) 350 million years ago
  - (D) 450 million years ago
22. Coelacanths were believed to have died out after existing for
  - (A) 70 million years
  - (B) 140 million years
  - (C) 280 million years
  - (D) 350 million years
23. It can be inferred from the passage that the word *coelacanth* comes from the Greek for
  - (A) extinct fish
  - (B) hollow spine
  - (C) sharp teeth
  - (D) bony fingers
24. What is stated in the passage about the prehistoric coelacanth?
  - (A) It was a rather feeble fish.
  - (B) It lived on plants.
  - (C) It had few teeth.
  - (D) It moved its teeth in an unusual way.
25. The pronoun "It" in line 14 refers to
  - (A) coelacanth
  - (B) joint
  - (C) coordination
  - (D) jaw
26. According to the passage, why are scientists sure that the prehistoric coelacanth was a flesh-eater?
  - (A) Because of its hollow spine
  - (B) Because of the size of the skull
  - (C) Because of the shape and movement of the teeth
  - (D) Because of its unusual bony and muscular development

27. How many modern coelacanths have been found?
- (A) Only one
  - (B) Only two
  - (C) Only a few
  - (D) Quite a few
28. What is NOT true about the prehistoric coelacanth, according to the passage?
- (A) It was smaller than the modern coelacanth.
  - (B) It measured as much as six feet in length.
  - (C) It weighed less than 150 pounds.
  - (D) It had a hollow spine and distinctive fins.
29. Which paragraph describes the earlier version of the coelacanth?
- (A) The first paragraph
  - (B) The second paragraph
  - (C) The third paragraph
  - (D) The fourth paragraph

## VOCABULARY QUESTIONS

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In the Reading Comprehension section of the TOEFL test, there will be a number of vocabulary questions. To answer this type of question, it is of course helpful if you know the meaning of the word that the TOEFL test is testing. 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 Comprehension section of the 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.

**Example****The passage:**

Line One of the leading schools of psychological thought in the  
(5) twentieth century was 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 was famous for his research on how rewards and punishments influence behavior. He came to believe that positive reinforcements such as praise, food, or money were more effective in promoting good behavior than negative reinforcement, or punishment.

**The questions:**

1. In "behaviorism" in line 2, a psychologist is concerned with
  - (A) conscious thought patterns
  - (B) unconscious thought patterns
  - (C) observable actions
  - (D) unobservable actions
2. What is "positive reinforcement" in line 7?
  - (A) A gift
  - (B) A reward
  - (C) A bribe
  - (D) A penalty
3. What is "negative reinforcement" in line 9?
  - (A) A promotion
  - (B) A reward
  - (C) A surprise
  - (D) A punishment

To answer the first 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). To answer the second question, you should look at the part of the passage following the expression *positive reinforcements*. 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*. The best answer to this question is therefore answer (B). To answer the third question, you should look at the part of the passage following 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 answer (D) is the best answer to this question.

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

STRUCTURAL CLUES	
HOW TO IDENTIFY THE QUESTION	<i>What is ...?</i> <i>What is the <b>meaning</b> of ...?</i> <i>What is true about ...?</i>
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	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 States  
 (5) 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, clunked over the head to knock it out, and tied to a tree; however, Teddy, who really wanted to actually hunt, 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”?<br>(A) A ferocious animal<br>(B) The president of the United States<br>(C) A famous hunter<br>(D) A plaything | 2. In line 4, “pastimes” could best be replaced by<br>(A) things that occurred in the past<br>(B) previous jobs<br>(C) hunting trips<br>(D) leisure activities |
|--|--|

3. The word "extricated" in line 8 is closest in meaning to which of the following?

(A) Released  
(B) Tied up  
(C) Hunted  
(D) Shot

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)

A supernova occurs when all of the hydrogen in the core of a huge star is transformed to 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 the Earth) since 1604. One 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

7. The "Milky Way" in line 9 is

(A) part of the Earth  
(B) a galaxy close to the Earth  
(C) the galaxy that is home to the Earth  
(D) a creamy-colored cloud in the sky

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 the Earth's galaxy  
(D) A cloud in the sky above the Earth

8. Which of the following is closest in meaning to "phenomenon" in line 12?

(A) Everyday occurrence  
(B) Misunderstood event  
(C) Common belief  
(D) 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 Comprehension section of the TOEFL test, it is sometimes possible to determine the meaning of the word by studying the word parts.

**Example****The passage:**

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.

Line However, it is for his short stories of lower middle-class Americans  
(5) 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 questions:**

1. 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
2. The word "misspelled" in line 7 is closest in meaning to
  - (A) highly improper
  - (B) vulgar
  - (C) incorrectly written
  - (D) slang
3. The word "diction" in line 8 is closest in meaning to
  - (A) writing
  - (B) sentence structure
  - (C) form
  - (D) speech

In the first question, the word *vividly* contains the word part *viv*, which means *life*, so the best answer is answer (C). In the second question, the word *misspelled* contains the word part *mis*, which means *error* or *incorrect*, so the best answer is answer (C). In the third question, the word *diction* contains the word part *dic*, which means *speak*, so the best answer is answer (D).

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 exploration of  
 (5) the coast of what is today the state of California. Sketchy military records from the period show that  
 of the people in what are today Cuba, Mexico, and Guatemala. Little is 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  
 (10) peninsula where he landed is today named 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 winter, he  
 (15) veered south and headed 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 3 is closest in meaning to
  - religion
  - flag
  - control
  - agreement
- In line 5, the word "decades" is closest in meaning to
  - months
  - centuries
  - long epoch
  - ten-year periods
- In line 8, the word "terrain" is closest in meaning to
  - land
  - population
  - minerals
  - prosperity
- The word "spectacular" in line 12 is closest in meaning to which of the following?
  - Ruggedly handsome
  - Visually exciting
  - Completely uneven
  - Unendingly boring
- The word "veered" in line 15 is closest in meaning to
  - arrived
  - ran
  - turned
  - cooled

## PASSAGE TWO (Questions 6–10)

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 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.

- Line (5) (10)
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. The word "tripartite" in line 5 suggests that something is
    - (A) divided into three
    - (B) totally democratic
    - (C) powerfully constructed
    - (D) evenly matched
  8. The "judiciary" in line 7 is
    - (A) the electorate
    - (B) the authority
    - (C) the legal system
    - (D) the government
  9. The word "counteract" in line 10 is closest in meaning to
    - (A) vote for
    - (B) debate
    - (C) surpass
    - (D) 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 the TOEFL test you will sometimes be asked to determine the meaning of a difficult word, a word that you are not expected to know. In this case, the passage will give you a clear indication of what the word means.

#### Example

##### A line in the passage:

... The barges headed across the lake ...

##### The question:

A "barge" is probably which of the following?

- (A) A train
- (B) A plane
- (C) A bicycle
- (D) A boat

In this type of question, you are not expected to know the meaning of the word *barge*. Instead, you should understand from the context that if the *barge* went across a *lake*, then it is probably a type of boat. Answer (D) is therefore the best answer.

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	<p>"What is the <b>meaning</b> ...?"</p> <p>"Which of the following is closest in <b>meaning</b> to ...?"</p> <p>The word is a difficult word, one that you probably do not know.</p>
WHERE TO FIND THE ANSWER	The question usually tells you in which line of the passage the word can be found.
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> <li>1. Find the word in the passage.</li> <li>2. Read the sentence that contains the word <i>carefully</i>.</li> <li>3. Look for context clues to help you understand the meaning.</li> <li>4. Choose the answer that the context indicates.</li> </ol>

**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.

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 resulted in death, but it is certainly not the norm for black widow bites to be mortal.

1. In line 2, 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. Which of the following is closest in meaning to the word "globular" in line 5?
  - (A) Earthen
  - (B) Luminescent
  - (C) Green in color
  - (D) Round
3. The word "ample" in line 7 indicates that the spider is
  - (A) feminine
  - (B) large in size
  - (C) dotted with colors
  - (D) normal
4. Which of the following has the same meaning as the word "mortal" in line 10?
  - (A) Deadly
  - (B) Painful
  - (C) Poisonous
  - (D) Sickening

## 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.

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. The word "discern" in line 2 is closest in meaning to which of the following?

(A) Present  
(B) Understand  
(C) Cause  
(D) Misrepresent

6. The word "propel" in line 6 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 7?

(A) Described  
(B) Delicate  
(C) Destructive  
(D) Determined

8. The word "swirled" in line 10 is closest in meaning to

(A) decreased  
(B) rose  
(C) settled  
(D) circled

**SKILL 11: USE CONTEXT TO DETERMINE MEANINGS OF SIMPLE WORDS**

You will sometimes be asked to determine the meaning of a simple word, 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, the TOEFL test wants to know the meaning of the word **in this situation**.

**Example**

**A line from the passage:**

... He put his answer this way. . . .

**The question:**

The word "put" is closest in meaning to which of the following?

(A) placed  
(B) set  
(C) expressed  
(D) handed

In this type of question, you should understand that *put* is a normal, everyday word, and you are not being asked to give the regular meaning of a normal, everyday word. Because the primary meaning of *to put* is *to place*, answer (A) is **not** the correct answer. To answer this type of question, you must see which of the answers best fits into the sentence in the passage. You cannot *place an answer* or *set an answer* or *hand an answer*, but you can *express an answer*, so answer (C) is the best answer to 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	<p>"What is the <b>meaning</b> . . . ?"</p> <p>"Which of the following is closest in <b>meaning</b> to . . . ?"</p> <p>The word is a simple word, one that you see often in everyday English.</p>
WHERE TO FIND THE ANSWER	The question usually tells you in which line of the passage the word can be found.
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> <li>1. Find the word in the passage.</li> <li>2. Read the sentence that contains the word <i>carefully</i>.</li> <li>3. Look for context clues to help you understand the meaning.</li> <li>4. Choose the answer that the context indicates.</li> </ol>

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

**PASSAGE ONE** (Questions 1–3)

Line (5) 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. "Stores" in line 3 are probably
  - (A) departments
  - (B) markets
  - (C) shops
  - (D) supplies
3. The word "take" in line 9 could best be replaced by
  - (A) hold
  - (B) understand
  - (C) possess
  - (D) grab

## PASSAGE TWO (Questions 4–6)

Although the *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's economic ideas of free trade and competition 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. The word "line" in line 9 could best be replaced by
  - (A) straightness
  - (B) directness
  - (C) file
  - (D) 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. The word "solely" in line 2 could best be replaced by
  - (A) initially
  - (B) only
  - (C) reportedly
  - (D) healthfully
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. "Curry" in line 4 is
  - (A) the fruit of the ginger plant
  - (B) a spicy type of sauce
  - (C) a culture in the area of the Middle East
  - (D) a type of golden-colored tea
5. The word "steeped" in line 5 is closest in meaning to
  - (A) soaked
  - (B) dried
  - (C) stored
  - (D) grown

PASSAGE TWO (Questions 6-13)

Line (5) 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.

(10) 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.

6. The word "perish" in line 2 means

- (A) fall ill
- (B) shoot
- (C) die
- (D) get rich

7. The word "unnatural" in line 2 is closest in meaning to

- (A) wild
- (B) violent
- (C) domesticated
- (D) abnormal

8. The word "drought" in line 4 means

- (A) a drowning
- (B) a lack of food
- (C) an inadequate supply of water
- (D) 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. "Molars" in line 7 are

- (A) germs
- (B) old-age characteristics
- (C) types of food
- (D) teeth

11. In line 8, "malnutrition" is used to describe someone who

- (A) is in good health
- (B) has an illness
- (C) suffers from poor eating
- (D) experiences dental problems

12. The expression "a final home" in line 9 is closest in meaning to

- (A) a place to die
- (B) a comfortable house
- (C) a place for sale
- (D) the only remaining place to live

13. The word "shade" in line 9 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.

The very first American flag was hoisted in the skies over Boston on January 1, 1776, by the 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.

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.

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

15. Something that is "hoisted" (line 3) is

- (A) created
- (B) found
- (C) raised
- (D) made

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

- (A) steel-like
- (B) normal
- (C) unexpected
- (D) nationalistic

17. Which of the following is closest in meaning to "obscure" in line 8?

- (A) Unclear
- (B) Original
- (C) Modern
- (D) Known

18. In line 11, 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. The word "work" in line 14 could best be replaced by

- (A) get a job
- (B) function
- (C) accomplish
- (D) make an effort

20. The word "keep" in line 14 could best be replaced by

- (A) continue
- (B) maintain
- (C) hold
- (D) guard

21. The expression "revert to" in line 15 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 1–6)*

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*.

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*.

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.

1. Which of the following best states the topic of the passage?
  - (A) Differences between Bigfoot and Sasquatch
  - (B) A description of Bigfoot
  - (C) Where Bigfoot, or Sasquatch, can be found
  - (D) The creature Bigfoot and its questionable existence
2. The word "noted" in line 2 is closest in meaning to which of the following?
  - (A) Reported
  - (B) Written in a letter
  - (C) Refuted
  - (D) Discussed
3. It is implied in the passage that Bigfoot would probably NOT like to live
  - (A) in Oregon
  - (B) in the Pacific Northwest
  - (C) on coastal plains
  - (D) in mountainous areas
4. Which of the following is NOT true about the appearance of Bigfoot?
  - (A) Its arms and neck look like those of an ape.
  - (B) Its arms are covered with fur.
  - (C) It is short-necked.
  - (D) It walks like an ape.
5. The expression *Homo sapiens* in line 7 is closest in meaning to
  - (A) ape
  - (B) creature
  - (C) human
  - (D) furry animal
6. 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.

## PASSAGE TWO (Questions 7–13)

The next hormone is epinephrine, or adrenaline. This hormone is a natural secretion of the adrenal glands in the human body. Its primary function in the human body is to assist the body in coping 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.

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.

- Line (5) (10)
7. 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
8. What is another name for epinephrine?
- (A) Adrenal glands  
(B) Stressful situation  
(C) Bronchi  
(D) Adrenaline
9. 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
10. 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
11. 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
12. What are the “bronchi” in line 9?
- (A) A large muscle  
(B) Air passages  
(C) The lungs  
(D) Part of the heart
13. 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 14–18)

Line A massive banking crisis occurred in the United States in 1933. In the two preceding years, a  
(5) 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.

(10) Congress immediately met in a special session to solve the banking crisis and on March 9  
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.

14. 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
15. 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
16. The passage indicates that the moratorium declared by Roosevelt affected
  - (A) the banks in Michigan
  - (B) the banks in most of the United States
  - (C) only the financially unhealthy banks
  - (D) all the banks in the United States
17. 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.
18. 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

## PASSAGE FOUR (Questions 19–31)

Benjamin Franklin is famous in the history of the United States because of his many and varied accomplishments later in his life, as a brilliant diplomat, as a scientist, as an inventor, as a philosopher, and as a public official. Early in his life, however, he was headed for a career as a printer. He was apprenticed at the age of twelve in a print shop that belonged to his half-brother James. When faced with the unhappy prospect of spending nine years in an intolerable situation, Benjamin devised a way to get out of his contract as an apprentice printer in a rather unusual and creative way.

Benjamin's half-brother James ran a weekly newspaper, the *New-England Courant*, and it was in this paper that young Benjamin worked as an apprentice printer. Unbeknownst to his half-brother James, who owned the paper, a very young Benjamin wrote a series of humorous letters to the paper. He did not sign his own name to these letters. Instead, he used the pseudonym Mrs. Silence Dogood. In these letters he mocked the life around Boston. The letters amused the paper's readers, but they did not have the same effect on city officials.

As a result of the letters, city officials forbade James to publish his newspaper. James then decided to continue printing the paper using Benjamin's name rather than his own; in order to do this, however, James had to release Benjamin from his contract as an apprentice. After all, a newspaper could not be headed by an apprentice printer. After James had released Benjamin from his apprenticeship, he was to discover that Benjamin had written the letters that had caused so much trouble. He was angry that he had lost the right to publish his paper because of Benjamin. On his part, Benjamin was delighted to have been released from his contract as an apprentice.

Later in his life, after he had achieved success in so many varied fields of endeavor, Benjamin Franklin did admit that he had not handled his dissatisfaction with his apprenticeship in the most mature way. However, he still appreciated the creative way that he had dealt with the problem.

19. The main idea of the passage is that Benjamin Franklin
  - (A) worked at a newspaper owned by his half-brother James
  - (B) was known for his many and varied accomplishments
  - (C) was involved in a prank at a New England newspaper
  - (D) dealt creatively with a problem early in his amazing career
20. It is NOT mentioned in the passage that Benjamin Franklin was recognized for his achievements in
  - (A) diplomacy
  - (B) science
  - (C) psychology
  - (D) public service
21. The expression "headed for" in line 3 could best be replaced by
  - (A) moving in the direction of
  - (B) serving as a leader of
  - (C) at the top of
  - (D) climbing up
22. How did young Benjamin feel about the idea of spending time as an apprentice printer?
  - (A) He was overjoyed.
  - (B) He was discontented.
  - (C) He was amused.
  - (D) He was satisfied.
23. The expression "unbeknownst to" could best be replaced by which of the following?
  - (A) On behalf of
  - (B) In regard to
  - (C) Without the knowledge of
  - (D) Without consideration for
24. It can be determined from the passage that Benjamin and James
  - (A) were not related
  - (B) had one parent in common
  - (C) were distant cousins
  - (D) had the same parents
25. The letters that Benjamin wrote
  - (A) had a serious tone
  - (B) were sent to city officials
  - (C) were about life as an inventor
  - (D) did not include Benjamin's name

26. The word "mocked" in line 11 is closest in meaning to
- (A) was complimentary
  - (B) made fun of
  - (C) cried over
  - (D) paid attention to
27. The pronoun "they" in line 11 refers to
- (A) citizens
  - (B) letters
  - (C) readers
  - (D) officials
28. It is implied in the passage that, when city officials read the letters, they
- (A) laughed at them
  - (B) paid no attention
  - (C) got angry
  - (D) agreed with the content
29. The word "headed" in line 16 could best be replaced by
- (A) led
  - (B) located
  - (C) aimed
  - (D) mounted
30. What eventually happened as a result of Benjamin's letters?
- (A) Benjamin became an apprentice printer.
  - (B) James was given control of the paper.
  - (C) James laughed at the joke.
  - (D) Benjamin got out of his contract.
31. In which paragraph does the author describe the outcome of Benjamin Franklin's letter-writing campaign?
- (A) The first paragraph
  - (B) The second paragraph
  - (C) The third paragraph
  - (D) The fourth paragraph

## OVERALL REVIEW QUESTIONS

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Often in the Reading Comprehension section of the TOEFL test the last question (or two) for a particular reading passage is an *overall* question, one that asks about the passage as a whole rather than one small detail. The overall review questions are generally *not* main idea questions; instead they ask about some other aspect of the passage as a whole. The most common types of overall review questions are (1) questions that ask *where* in the passage something is found, (2) questions about the *tone* of the passage, (3) questions about the *author's purpose* in writing the passage, or (4) questions about which *course* the passage might be a part of.

**SKILL 12: DETERMINE WHERE SPECIFIC INFORMATION IS FOUND**

Sometimes the final question in a reading passage will ask you to determine where in the passage a piece of information is found. The answer choices will list possible locations for that information. The best way to approach this type of question is to study the question to determine the information that you are looking for and then to go to the lines listed in the answers and skim for that information.

**Example****The passage:**

Line Meteor Crater, a great crater approximately 40 miles east of  
(5) 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  
(10) visible for more than ten miles on a clear day.

**The questions:**

1. Where in the passage does the author discuss the composition of the meteor?
  - (A) Lines 1–4
  - (B) Lines 4–5
  - (C) Lines 6–8
  - (D) Lines 8–10
2. Where in the passage does the author mention the distance from which the crater can be seen?
  - (A) Lines 1–4
  - (B) Lines 4–5
  - (C) Lines 6–8
  - (D) Lines 9–10

The first question asks you to find 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*. The best answer to this question is therefore answer (B). The second question asks you to find information about the *distance from which the crater can be seen*. You should again skim through the lines of the passage listed in the answers to the question looking for the key words or ideas *distance* and *seen*. In lines 9 and 10 you should recognize that *visible* means *seen*, and *ten miles* is a *distance*. The best answer to this question is therefore answer (D).

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	<b>Where in the passage ....?</b>
WHERE TO FIND THE ANSWER	The answer can be in any of the lines listed in the answers to the question.
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> <li>1. Choose a <i>key word or idea</i> in the question.</li> <li>2. Skim the lines in the passage that are listed in the answers to the question. You should skim for the <i>key word or idea</i>.</li> <li>3. Choose the answer that contains the line numbers of a <i>restatement</i> of the question.</li> </ol>

**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. Where in the passage does the author mention the time of year when new baby beavers are born?
  - (A) Line 1
  - (B) Line 2
  - (C) Line 3
  - (D) Lines 4–5
3. Where in the passage does the author state the age at which beavers must go out on their own?
  - (A) Line 1
  - (B) Line 2
  - (C) Line 3
  - (D) Lines 4–5
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 distinct  
(5) 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  
(10) featured in various compositions of this period. In 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
7. Where in the passage does the author mention music written for four strings?
- (A) Lines 2–3  
(B) Lines 4–5  
(C) Lines 7–9  
(D) Lines 9–11
6. Where in the passage does the author discuss the period when ensembles for three instruments predominated?
- (A) Lines 2–3  
(B) Lines 4–5  
(C) Lines 7–9  
(D) Lines 9–11

## 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 process,  
(5) 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 11–13
9. Where in the passage does the author present the less routinely used process of galvanization?
- (A) Lines 1–2
  - (B) Lines 4–6
  - (C) Lines 6–8
  - (D) Lines 9–10
10. Where in the passage does the author describe what happens when iron and oxygen interact?
- (A) Lines 4–6
  - (B) Lines 6–8
  - (C) Lines 10–11
  - (D) Lines 11–13

### SKILL 13: DETERMINE THE TONE, PURPOSE, OR COURSE

Other types of overall review questions occur occasionally in the Reading Comprehension section of the TOEFL test. Possible questions of this type are those 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 on the TOEFL test, however, 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*.

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).

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 the 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.

**Example****The passage:**

Line Military awards have long been considered symbolic of  
(5) royalty, and thus when the United States was a young nation just  
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  
(10) 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 questions:**

1. The *tone* of the passage is
  - (A) angered
  - (B) humorous
  - (C) outraged
  - (D) informational
2. The author's *purpose* in this passage is to
  - (A) describe the history of military awards from the Revolutionary War to the Civil War
  - (B) demonstrate an effect of America's attitude toward royalty
  - (C) give an opinion of military awards
  - (D) outline various historical symbols of royalty
3. The passage would probably be assigned reading in a *course on*
  - (A) general science
  - (B) psychology
  - (C) American history
  - (D) interior decoration

The first 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 to make a point about America's sentiment against military awards; the author does not make any kind of emotional plea. Therefore, the best answer to this question is answer (D). There is nothing in the passage to indicate any anger (A), or humor (B), or outrage (C) on the part of the author.

The second 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 has been strong sentiment against military awards in the United States because military awards are symbols 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 the 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 best answer to this

question is therefore answer (B); you should notice that the correct answer is considerably more general than the main idea: according to answer (B) the purpose is to *demonstrate an effect* (America's dislike of military awards) *of America's attitude toward royalty*.

The third 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, and the details discuss the history of American military awards from the Revolutionary War until today, the best answer is (C).

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

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

**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.

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

**TOEFL EXERCISE (Skills 12–13):** Study each of the passages and choose the best answers to the questions that follow.

*PASSAGE ONE (Questions 1–5)*

Line The causes of schizophrenia are not clear, but schizophrenia has long been attributed to faulty  
(5) parenting. In cases where schizophrenia developed, the parents were often considered responsible and were faulted for having been uncaring, or manipulative, or emotionally abusive. However, recent studies are now pointing to heredity and prenatal environmental factors as the chief culprits in this disease.

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) However, heredity is not believed to be the only culprit. 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. 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. Since fingers develop in the second trimester of pregnancy, the hypothesis has been proposed that the abnormalities in the fingerprints were due to a second-  
(15) trimester trauma that affected only one of the twins and that this same trauma was a factor in the onset of schizophrenia.

1. The author's purpose in this passage is to
  - (A) enumerate examples
  - (B) cause the development of schizophrenia
  - (C) prove that faulty parenting is the main cause of schizophrenia
  - (D) refute a common misconception
2. Where in the passage does the author discuss the traditionally held view about the cause of schizophrenia?
  - (A) Lines 1–3
  - (B) Lines 3–5
  - (C) Lines 6–7
  - (D) Lines 9–11
3. Where in the passage does the author present the idea that people may inherit the tendency for schizophrenia?
  - (A) Lines 2–3
  - (B) Lines 6–7
  - (C) Lines 11–13
  - (D) Lines 13–16
4. Where in the passage does the author give the fraction of twins under study with irregular fingerprints?
  - (A) Lines 3–5
  - (B) Lines 7–8
  - (C) Lines 9–11
  - (D) Lines 11–13
5. This passage would probably be assigned reading in which of the following courses?
  - (A) Criminology
  - (B) Public Administration
  - (C) Statistics
  - (D) Psychology

PASSAGE TWO (Questions 6–9)

Line To Americans, the Pony Express was a fixture of the Old West; most Americans are rather  
(5) 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. This forefather of “express” mail service operated between St. Joseph, Missouri, and Sacramento, California, a distance of just under 2,000 miles; 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.

(10) 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.

(15) 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.

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. The Pony Express officially closed for business on October 26, 1861; obviously its owners were quick to recognize that the need for their services had just been basically wiped out.

6. In which course would this passage most likely be assigned reading?

- (A) Veterinary Medicine
- (B) Speech Communication
- (C) Audiology
- (D) American History

7. 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 3–6
- (C) Lines 9–11
- (D) Lines 12–13

8. Where in the passage does the author discuss why the Pony Express was discontinued?

- (A) The first paragraph
- (B) The second paragraph
- (C) The third paragraph
- (D) The fourth paragraph

9. 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 10–13)

The grand jury is an important part of the American legal system. The grand jury is composed of private citizens who are appointed to serve for a designated period of time. Grand juries, which hold meetings in private, serve one of two functions: charging or investigatory. 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. A grand jury that is serving an investigatory function investigates cases of suspected dishonesty, often by public officials.

The primary reason for the existence of the grand jury is that it is supposed to ensure that 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 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.

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

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

11. Where in the passage does the author mention who serves on a grand jury?

- (A) Lines 1–2
- (B) Lines 6–8
- (C) Lines 9–11
- (D) Lines 15–17

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

- (A) Lines 3–6
- (B) Lines 6–8
- (C) Lines 12–15
- (D) Lines 15–17

13. 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 1–13):** Study each of the passages and choose the best answers to the questions that follow.

*PASSAGE ONE (Questions 1–6)*

Line  
(5)

Another noteworthy trend in twentieth-century music in the U.S. was the use of folk and popular music as a base for more serious compositions. 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. For whatever reason, composers such as Charles Ives and Aaron Copland offered compositions featuring novel musical forms flavored with refrains from traditional Americana. Ives employed the whole gamut of patriotic songs, hymns, jazz, and popular songs in his compositions, while Copland drew upon folk music, particularly as sources for the music he wrote for the ballets *Billy the Kid*, *Rodeo*, and *Appalachian Spring*.

1. The paragraph preceding this passage most probably discusses
  - (A) nineteenth-century music
  - (B) one development in music in the twentieth century
  - (C) the works of Aaron Copland
  - (D) the history of folk and popular music
2. Which of the following best describes the main idea of the passage?
  - (A) Traditional music flavored some American musical compositions in the last century.
  - (B) Ives and Copland used folk and popular music in their compositions.
  - (C) A variety of explanations exist as to why a composer might use traditional sources of music.
  - (D) Traditional music is composed of various types of folk and popular music.
3. It can be inferred from this passage that the author is not sure
  - (A) when Ives wrote his compositions
  - (B) that Ives and Copland actually borrowed from traditional music
  - (C) why certain composers borrowed from folk and popular music
  - (D) if Copland really featured new musical forms
4. Which of the following is not listed in the passage as a source for Ives's compositions?
  - (A) National music
  - (B) Religious music
  - (C) Jazz
  - (D) American novels
5. Where in the passage does the author list examples of titles of Copland's works?
  - (A) Lines 1–2
  - (B) Lines 2–4
  - (C) Lines 4–6
  - (D) Lines 6–9
6. The passage would most probably be assigned reading in which of the following courses?
  - (A) American History
  - (B) The History of Jazz
  - (C) American Music
  - (D) Composition

## PASSAGE TWO (Questions 7–13)

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) There are more than 30 species of rattlesnakes, varying in length from 20 inches to 6 feet and also varying in toxicity of venom. 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.

7. 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
8. 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.
9. The word "posture" in line 5 is closest in meaning to which of the following?
  - (A) Mood
  - (B) Fight
  - (C) Position
  - (D) Strike
10. When a rattlesnake is ready to defend itself, it
  - (A) lies in an S-shape on the ground
  - (B) lunges with the back part of its body
  - (C) is partially off the ground
  - (D) assumes it is prepared by thrusting its fangs into the ground
11. 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
12. The word "mortality" in line 10 is closest in meaning to
  - (A) percentage
  - (B) illness
  - (C) death
  - (D) survival
13. 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

## PASSAGE THREE (Questions 14–21)

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.

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.

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.

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.

14. 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

15. 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

16. The word "boon" in line 7 is closest in meaning to which of the following?

- (A) Detriment
- (B) Disadvantage
- (C) Benefit
- (D) Cost

17. The pronoun "it" in line 10 refers to which of the following?

- (A) The New York State Legislature
- (B) The canal
- (C) The commission
- (D) The state governor

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

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

19. The *Seneca Chief* was

- (A) the name of the canal
- (B) the name of a boat
- (C) Clinton's nickname
- (D) the nickname of Buffalo

20. Where in the passage does the author mention a committee that worked to develop the canal?

- (A) The first paragraph
- (B) The second paragraph
- (C) The third paragraph
- (D) The fourth paragraph

21. 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

## PASSAGE FOUR (Questions 22–33)

Line The Celtic languages are a group of languages of northern Europe that are descendants of the  
 (5) Indo-European family of languages. These languages developed from the language of the Celts, a warlike civilization originating in the eastern part of central Europe, in the northern Alps, and along the Danube during the Bronze Age. The Celts reached the height of their civilization during the Iron Age, the last five centuries B.C., and then fanned out from their original homeland into many parts of continental Europe and across the channel and into the British Isles. Celtic languages were spoken in much of western Europe during Pre-Roman and Roman times. Place names of Celtic origin can be found today all over the British Isles and France, in northern Spain and Italy, and in Switzerland and parts of Germany.

(10) Rather than one language, the Celtic languages consist of two distinct clusters: the Gaelic group and the Brythonic group. These two clusters of languages most likely developed from dialects of the same language, the language of the Celts in their original homeland. These two dialects were most likely mutually intelligible to some degree as late as the fourth century. The Gaelic group of Celtic languages consists of Irish, Scottish, and Manx, the language of the Isle of Man. The Brythonic group  
 (15) of Celtic languages includes Welsh, Cornish, Breton, and Gaulish, the language of Gaul prior to the days of the Roman Empire, with its Latin-speaking population.

Many, though not all, of the Celtic languages are either extinct or are in the process of becoming extinct. Gaulish apparently disappeared around 600 A.D. Cornish and Manx both actually became  
 (20) extinct, the former in the nineteenth century and the latter just a few decades ago, but both are being revived and are now taught in a few schools each. Scottish, Irish, and Breton are all declining in use. There are under a hundred thousand speakers of Scottish Gaelic, mostly on the northern Hebridean Islands; there are more than a hundred thousand speakers of Irish, mainly in the western counties of Ireland; there are about a half million speakers who use Breton on a daily basis. In all these  
 (25) situations, though, the rate of transmission to new generations is low, and this does not bode well for the survival of these languages. Of all the Celtic languages, perhaps only Welsh has a strong hold on the future.

22. The author's purpose in the passage is to

- (A) describe the past and present of a related set of languages
- (B) list the major characteristics of Celtic languages
- (C) outline the major achievements of the Celts
- (D) explain how languages manage to survive without changing

23. According to the passage, the Celtic languages did NOT

- (A) develop from the Indo-European language family
- (B) originate in the British Isles
- (C) exist before the time of the Roman Empire
- (D) provide any Italian place names

24. The passage states that the Celts were

- (A) peaceful farmers
- (B) unheard of during the Bronze Age
- (C) at their peak during the Iron Age
- (D) at the height of their civilization 1,500 years ago

25. The expression "fanned out" in line 5 could best be replaced by

- (A) spread out
- (B) called off
- (C) got lost
- (D) turned out

26. The Brythonic group of languages does NOT include

- (A) Welsh
- (B) Cornish
- (C) Manx
- (D) Breton

27. It is implied in the passage that Gaulish

- (A) first surfaced after the Roman Empire
- (B) has been revived in the last century
- (C) is declining in use
- (D) was replaced by Latin

28. The main idea of the third paragraph is that

- (A) all Celtic languages are extinct
- (B) a few Celtic languages disappeared
- (C) some Celtic languages are flourishing
- (D) most Celtic languages are either dead or dying

29. It is NOT true according to the passage that both Cornish and Manx
- (A) were once considered extinct
  - (B) became extinct in the same century
  - (C) are being resuscitated
  - (D) may be taught in some academic institutions
30. According to the passage, the percentage of young people learning Scottish, Irish, and Breton is
- (A) nonexistent
  - (B) not high
  - (C) increasing
  - (D) quite robust
31. This passage would most likely be assigned reading in a course on
- (A) archeology
  - (B) European literature
  - (C) historical linguistics
  - (D) Bronze Age civilizations
32. Where in the passage does the author explain when the two clusters of Celtic languages were still understood by members of each group of speakers?
- (A) Lines 2–4
  - (B) Lines 6–7
  - (C) Lines 10–11
  - (D) Lines 12–13
33. The paragraph following the passage most likely discusses
- (A) how Welsh is surviving
  - (B) efforts to classify Celtic languages
  - (C) languages that preceded Celtic languages in Europe
  - (D) the causes of language extinction