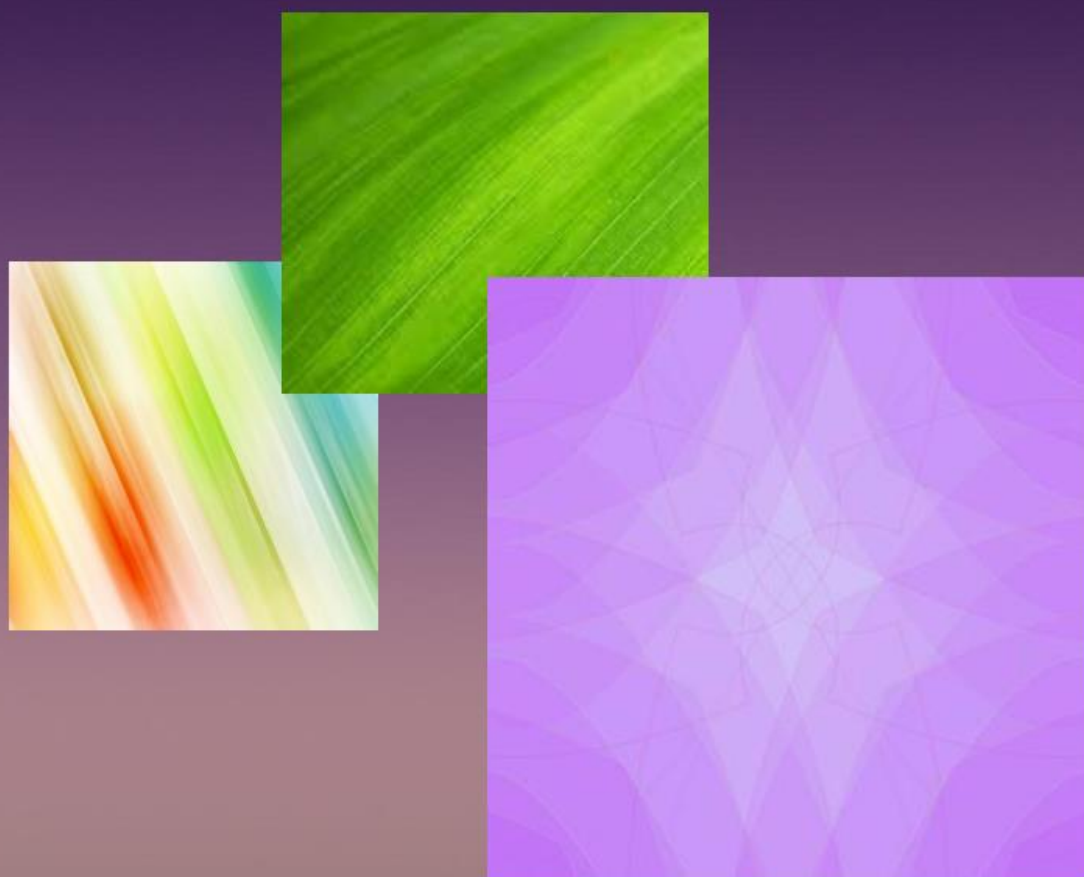


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READING III

Academic Reading



Guiding Students for TOEFL iBT Test

Preface

Reading is an active process and tools that enable students to acquire knowledge and information. The students are sometimes frustrated when they are difficult in comprehending a reading passage or failure in completing their test particularly English proficiency test. Their failures and difficulties in reading may be caused by their habits of reading, reading experiences, and their motivation. Less knowledge of English proficiency test also affects to their success in taking English Proficiency test such as TOEFL, IELTS, TIP and etc. Thus, the reading activities in the classroom should give them experiences, knowledge, and practice of completing English Proficiency test in order to help them to get good their academic reading and English test. Meanwhile, it is needed a practical book that can guide them to be good readers and successful test takers particularly TOEFL test.

This book presents basic knowledge, theory and best practices related to reading and offer some strategies, practices that integrate reading with technology. The book is designed to guide students understanding kinds of TOEFL test from the basic reading skills to the advanced reading skills. The strategies, examples and explanations of TOEFL test are taken from any sources both online and offline. The main source of examples and practices are taken from ETS practical guide book in which give detail information of how to take TOEFL iBT test. This book is also enriched by some examples from other sources such as TOEFL books and other book of English Proficiency test.

The book is divided into some chapters that consist of practical tips, examples and answer. It is expected to give contributions to the successful teaching and learning of English especially reading course.

Finally, Reading III for Academic Reading is designed to be practical book in guiding English Students who require a guide in taking English Proficiency test. The book only focused on TOEFL iBT knowledge and practices because TOEFL iBT today is considered as one of international English Proficiency test that are acknowledged by some international universities around the world.

Malang, 1 November 2017

Writer

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CHAPTER I

Reading Proficiency Test

The documentation of language ability of English among graduate and post graduate students are presenting their score in an international English proficiency test. The famous documentation of International English ability is known as Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS). Both TOEFL and IELTS in language education are used to measure the level of proficiency of students as a requirement of entrance or graduation. The progress of technology influences the design of that test. Both TOEFL and IELTS now are integrated to computer-based tests or internet-based tests. According to (Bachman, 2000) the evolutions in multimedia and web technologies provide the possibilities of designing and developing computer-based test rather than paper and pencil counterparts. By integrating TOEFL and IELTS tests with technology, the students can access easily the test, therefore, they can do test at home, in the school, and legal institutions.

The students need be trained before they are taking the real English proficiency test. They are many websites, e-books, books, that offer the strategies how to complete the test and get their maximum score in their English. In addition, this book tries to offer some strategies in completing the test TOEFL internet-based test that is taken from many sources (book, e-books, and internet). The purpose of providing this book is to give brief introduction and the characteristics of TOEFL iBT in order to guide the students to be good test takers and help them to master English proficiency test particularly in reading comprehension.

This book also provides some activities and practices in mastering the reading comprehension such as differentiating between fact and opinion, investigating main ideas and supporting detail, knowing the characteristics of TOEFL iBT question types, and other reading strategies. By providing

some activities and practices of academic reading, the students are expected to improve their reading skills, particularly in taking TOEFL iBT test.

The Main Characteristics of TOEFL iBT Test

Before completing TOEFL iBT test, the students should be familiar with the characteristics of test. It is important to know the characteristics of TOEFL iBT test in order to guide students completing the test correctly, effectively, and efficiently. Every test of English Proficiency has its own characteristics although the questions are almost similar with such as main idea, detail questions, vocabulary, and etc.

The academic reading comprehension of TOEFL iBT test is intended to measure the students' English language proficiency in situation and tasks reflective of university life (Cohen & Upton, 2006). According to Jamieson, Jones, Kirsch, Mosental, & Taylor, (1999), the design of reading part of TOEFL test aims at simulating the types of reading tasks and they are set as in university-level academic settings. As result, the section of reading is intended to measure academic reading comprehension which focuses on four main purposes involving academic contexts (Enright & Schedl, 2000)

- a. Finding information of the passage
- b. Reading for basic comprehension
- c. Reading to learn
- d. Reading to integrate information across multiple texts.

The reading tasks in TOEFL reading are designed to focus on reading for basic comprehension task, reading to learn task, and inference tasks that have elements of both of the other types (Enright & Schedl, 2000)

TOEFL iBT reading passages discussed the academic environment. The TEFL iBT aims at assessing how well students can read the kind of writing that is used in an academic context (ETS, The Official Guide to the TOEFL Test. Third Edition, 2009). The passages cover a variety of different subjects and all information that is needed by readers are stated in the passages, so

the readers don't worry with unfamiliar topic of a passage. ETS (2009) describes that All TOEFL passages are classified into three basic categories based on author purpose: (1) Exposition, (2) Argumentation, and (3) Historical.

The passages in TOEFL iBT present information about the topic from more than one point of view. This is something you should note as you read because usually you will be asked at least one question that allows you to show that you have understood the general organization of the passage.

Common types of organization you should be able to recognize are

- classification
- comparison/contrast
- cause/effect
- problem/solution

The length of the passages is around 700 words in some variations. Some passages may be slightly longer than 700 words, and some may be slightly shorter. (ETS, 2009). The questions of the passages consist of basic information skills, inference skills, and reading to learn skills. TOEFL iBT provides 10 questions types that can be seen in the following chart below. ETS (2009) describes the following chart that summarizes the categories and types of TOEFL iBT Reading questions.

CHAPTER II

Understanding Fact and Opinion

One of the skills that the students need to master is differentiate between fact and opinion. The ability of distinguishing them is the characteristic of a good reader. In a reading passage, the students will find some sentences that consist of fact or opinion and both. Before the students read a complex reading passage, it is better for them to know the basic skills of reading academic passage in order they able to be good readers, effective readers, and active readers. This chapter will show the students how facts are different from opinions with some exercises or practices of understanding fact and opinion in a reading passage.

Fact and Opinion

Before going to discuss the questions types of TOEFL iBT, the

students need to know the differences between fact and opinion on a passage. The reading passage of TOEFL provides fact and opinion. To differentiate the fact and opinion in a passage, the students should know the



Picture 1

(Source: <http://prietoclass.blogspot.co.id>)

characteristics of each. According to Chesla (2000) The key difference between fact and opinion lies in the difference between *believing* and *knowing*. Opinions may be based on facts, but they are still what people think or believe, not what they know. Opinions are debatable; facts are not.

For example, “football is the favorite sport” is debatable. So, it is an opinion, because not all people consider that football in favorite sport, they may consider that badminton is the favorite sport. If “football is a team sport” is not debatable because it is impossible for people to disagree with this sentence. This statement is fact because it is true for everyone that football is a team sport.

The students could differentiate or distinguish between fact and opinion—between what the writer thinks and what the writers knows, between what is proven to be true and what needs to be proven (Chesla, 2000). In this case, Chesla describes what is fact and what is opinion. There are three main characteristics of facts and on a passage. First, facts are things *known* for certain to have happened. Second, facts are things *known* for certain to be true, and last , facts are things *known* for certain to exist. Opinions are are things *believed* or *thought* to have happened, are things *believed* or *thought* to be true, and are things *believed* or *thought* to exist. According to (Gunning, 2010), facts can be verified by empirical or analytical means as accurate or inaccurate by counting, measuring, weighing, touching, hearing, observing, or analyzing. Opinions are statements that express an attitude or a value and cannot be proved.

In addition, Chesla (2001) provides the clues of an opinion in the passage in term of words and phrases. They are: bad, disappointing, good, important, I think, should, best, excellent, great, insignificant, ought, terrible, boring, fascinating, had better, interesting, remarkable, and worst.

Exercises

Practice 1

The following examples are fact or opinion. Students can determine the sentences below which one is fact and which one is an opinion.

1. Joko Widodo is a president of Indonesia.
2. Joko Widodo must compete in the next general election.
3. The guest lecture should be held on Tuesdays, not Thursday.
4. The guest lecture is held Thursday.

5. The guest lecture is often a waste of money.

Answers

1. Fact
2. Opinion
3. Opinion
4. Fact
5. Opinion

The students may not get difficulties in determining fact and opinion in a single sentence, but they will need more attention when the facts and opinions are mixed in a paragraph. Here, the students should know how to differentiate both of them. Furthermore, the students need to exercise their understanding of facts and opinions in their reading activities by looking at the characteristics of both.

The following example is the combination of facts and opinions in a paragraph/sentence.

Email and other technologies make it possible for many people to work from home, and companies should fully support employees who want to telecommute.” (Chesla, 2001)

The first sentence is a fact in which with technology, *employees can make communication*. The second part of the sentence is an opinion because it is debatable. ... *companies should support the people who want to work from home*.

Practice 2

The paragraph below provides both fact and opinion. Here, the students can see and distinguish which ideas are fact and opinion.

New York and other U.S. cities have begun using vehicles powered by natural gas. This is a good idea, because vehicles that use natural gas do not pollute the air. Pollution is the biggest problem facing cities right now. Furthermore, natural

gas is more cost-effective than regular gas. All cities should use only vehicles powered by natural gas. (Chesla, 2000)

Answer

New York and other U.S. cities have begun using vehicles powered by natural gas. **This is a good idea**, because vehicles that use natural gas do not pollute the air. **Pollution is the biggest problem facing cities right now.** Furthermore, natural gas is more cost-effective than regular gas. **All cities should use only vehicles powered by natural gas.**

The underlying sentences are facts and the bold sentences are opinion. The facts are things that are known to be true. The students do not need to identify evidence that a sentence is true. To identify fact, the students do not need the details, explanations, or examples. On the other hand, an opinion is debatable. An opinion in a sentence always need evidences, examples, details, reasons and explanations. In some cases, the evidence is taken from the facts. According to Chesla (2000), the same facts can often be used to support many different opinions. Still, an opinion that is supported by evidence (examples, details, reasons, explanations, or statistics) is much stronger than opinions that stand alone. For example, read the two paragraphs below. In one, the writer supports her opinion, but in the other she does not.

Practice 3

In this part, the students are trained to differentiate between fact and opinion. Here some exercise the fact and opinion in a sentence.

Here are a few examples of facts turned into opposing opinions:

Fact : Wednesdays are in the middle of the week.
Opinions : Wednesdays are always the longest day of the week.
 Wednesdays are the most exciting day of the week.
Fact : Next Tuesday is election day.
Opinions : Everyone should vote in next Tuesday's election.
 No one should bother voting in next Tuesday's election.

Fact : Reading to your children when they're very young will help them do better in school.

Opinions : All parents should read to their young children every day.
Parents should not read to their children.

(It is adopted from Chesla, 2000)

CHAPTER III

Main Idea and Supporting Details

A reading passage such as an article, memo, or book, for example), they usually involve one main idea. Although the reading passage has more than one paragraph, it has one main idea because, according to Chesla, (2000) a paragraph consists of a group of sentences about the same idea.

Every paragraph in a reading passage will be supported by supporting details or supporting main ideas. Thus, there is an *overall* main idea (called a *theme* or *thesis*) for the

reading passage and the main idea of *each paragraph* should support the overall main idea of the entire text (Chesla, 2000).

In this chapter, the students are expected to know main idea and supporting detail

or supporting ideas in a paragraph or a reading passage. The students will be provided with some exercises of main idea and supporting details/supporting ideas.



Picture 2
Source: <http://www.clker.com>

Main Idea

The students need to know how to find main ideas and its components (supporting details, examples, and etc). The ability to determine the main idea or the most important thing an author is saying is the most valuable reading comprehension skill (Arco, 2007). To understand the whole context and details of the reading passage, the students should know it.

According to Chesla (2000) a main idea covers something about the subject, but there is more. The students may distinguish between main idea and the supporting details. Main ideas usually have the following characteristics.

1. **Subject.** Main ideas mostly are expressed in clear topic sentences and are accompanied by sentences that offer specific support. Each main idea is written to support the main idea of the whole passage. The topics will be expressed in the first paragraph and followed by supporting topic sentences.
2. **General.** It means that main idea must be general to encompass all of the ideas in the reading text.

The general characteristics of a main idea should be broad enough in which all of the sentences is under it. To find the main idea, the students can identify the first sentence then usually the following sentences support the main idea (specific facts and statistics).

Elizabeth says that the following sentences provide specific evidence or information to show that the main idea is true or valid.

3. **An assestion.** It requires evidence or support in order for it to be accepted as true or valid. A main idea is a general assertion that needs some supporting details to *show* that it is true. In other words, the main idea *tells* readers that something is true. The supporting sentences, on the other hand, *show* that it's true by providing specific facts and details.

In addition, mostly main idea in a paragraph is expressed at the beginning, sometimes in the last sentence, and some sometimes the students should determine the main idea of a paragraph by summarizing the message of the writer (Arco, 2007). The students must see the first sentence first or the last sentence, and the message that the author says.

Supporting Details

According to Chesla (2000), the main idea of a paragraph is considered as an umbrella that covers the rest of the sentences in the paragraph. The

following sentences are support the main idea and ensure that the main idea is valid or true which some evidences. The following evidences that support the main idea are called as supporting ideas. Mostly the supporting ideas have several characteristics in which the students can identify them in a paragraph. Mostly, supporting ideas use the combination of the following words or signals. They are:

- details
- facts
- examples
- explanations
- definitions
- comparisons
- quotations
- statistics
- descriptions
- reasons

Exercises

The example and explanation of finding main idea in a passage are adopted from some sources. The example 1, 2, and 3 are adopted from Arco (2007).

Practice 1

Left-handed people suffer more from stress than their right-handed peers, according to a study of 1,100 adults by University of Michigan researchers. As a result, they smoke and drink more. Fifty-five percent of the lefties smoked, whereas fewer than half of the righties smoked. Furthermore, the lefties consumed more alcohol per year than their right-handed counterparts. (Arco, 2007)

The main idea is _____

The answer is: The main idea of the passage is that left-handed people suffer more from stress than right-handed people.

Practice 2

You ought to know what to do to help a person who is choking. First, you stand behind the choking victim and put your arms around his or her waist. Second, you make a fist and place the thumb side against the person's stomach just above the navel, but below the ribs. Third, grasp your fist with your other hand and press into the victim's abdomen with a quick upward thrust. Repeat this action if necessary. (Arco, 2007)

Main idea : _____

Supporting details:

- A. _____
- B. _____
- C. _____
- D. _____

The answer is You should know how to help a person who is choking and the Supporting details are:

- A. stand behind the choking victim and put your arms around his or her waist.
- B. make a fist and place the thumb side against the person's stomach
- C. Third, grasp your fist with your other hand and press into the victim's abdomen with a quick upward thrust.
- D. Repeat this action if necessary.

Practice 3

What's the best way for you, as an employer, to deliver bad news to an employee? First of all, you have to break the news your self, face to face with the recipient. You can't writer memos to tell people they will not get raises this year or that they have made an error or are not performing as well as expected. You have to show them how you feel about the matter and that you are personally sorry and sympathize with them. Above all, you must be ready for an emotional reaction from the recipient of bad news. Give people time to digest your news and to control the emotion they invariably feel.

Although it is never easy to break bad news, if you follow these steps, you will at least soften the blow (Arco, 2007).

1. The author's main idea is that
 - A. bad news is hard to impart
 - B. all employers have to criticize their employees
 - C. there are ways of softening the impact of bad news
 - D. people respond emotionally to bad news
2. Where is the main idea expressed?
 - A. In the first sentence
 - B. In the last sentence
 - C. In the middle of the paragraph
 - D. Nowhere
3. The main idea is supported by
 1. examples of employers giving bad news
 2. a list of reasons for having to break bad news
 3. sympathy for both the employer and employee
 4. instructions on how to soften the blow of bad news

Answers

1. The correct answer is C
2. The correct answer is B
3. The correct answer is D

Practice 4

(1) According to a recent study conducted by Elmont Community College, distance learning is a legitimate alternative to traditional classroom education.

(2) In February, the college surveyed 1,000 adults across the country to see if distance learning programs were meeting the needs of the students. Five hundred of those surveyed were enrolled in traditional, on-campus classes and 500 were enrolled in "virtual" classes that "met" online through the Internet. These online classes were offered by 29 different universities. All students surveyed were in degree programs.

(3) A large majority of the distance learning students—87 percent—said they were satisfied with their learning experience. “This was a much higher percentage than we expected,” said Karen Kaplan, director of the study. In fact, it was just short of the 88 percent of traditional classroom students who claimed they were satisfied.

(4) In addition, many distance learning students reported that the flexibility and convenience of the virtual environment was more important to them than face-to-face interaction with classmates and instructors. While they missed the human contact, they really needed the ability to attend class any time of day or night. This is largely due to the fact that nearly all distance learning students—96 percent—hold full-time jobs, compared to only 78 percent of adult students enrolled in traditional classes. (Chesla, 2000)

1. What is the *subject* of this passage?
2. What is the *main idea* of paragraph 2?
3. What is the *main idea* of paragraph 3?
4. What is the *main idea* of paragraph 4?
5. What is the *overall main idea* of the passage?

Answers

1. The subject of this passage is distance learning.
2. The main idea of paragraph #2 is: The college surveyed 1,000 students to see how distance learning compared to regular classroom learning. This idea is expressed in the first sentence of that paragraph.
3. The main idea of paragraph #3 is: 87 percent of the distance learning students were satisfied. This idea is expressed in the first sentence of that paragraph.
4. The main idea of paragraph #4 is: The flexibility and convenience were very important to distance learning students. This idea, again, is expressed in the first sentence of that paragraph.

The overall main idea of the passage is expressed clearly in the second part of the very first sentence: “distance learning is a legitimate alternative to traditional classroom education.” This is the idea that the main

ideas from all of the other paragraphs add up to. Just like the main idea in a paragraph has to be general enough to cover all the ideas in the paragraph, the overall main idea has to be general enough to encompass all of the ideas in the passage. The main ideas in paragraphs 2, 3, and 4 all work to support this overall main idea.

Practice 5

Read the paragraph below carefully. Underline any words or phrases that signal a supporting idea.

Our new marketing campaign has been a tremendous success. In fact, since we've been advertising on the radio, sales have increased by 35%. Likewise, our client references have doubled, and we've improved our client retention rates. Furthermore, we've had to hire five new sales representatives to meet demand. (Chesla, 2000)

Answer

Our new marketing campaign has been a tremendous success. In fact, since we've been advertising on the radio, sales have increased by 35%. Likewise, our client references have doubled, and we've improved our client retention rates. Furthermore, we've had to hire five new sales representatives to meet demand.

Practice 6

Read the passage carefully and answer the following questions.

- (1) Citizens of Montgomery County, vote no on the referendum for local tax reform! The referendum will actually do the *opposite* of what it promises.
- (2) First of all, the referendum will not reduce taxes for middle income families. In fact, middle income families with children will pay 10 percent *more* per year, and 20 percent more if they don't have children.
- (3) Second, the referendum actually *decreases* taxes for the wealthiest tax bracket. In fact, taxpayers in the highest bracket will pay 10 percent *less* per year if the referendum is passed.
- (4) VOTE NO on Tuesday!

1. In this passage, what is the sentence “Second, the referendum actually *decreases* taxes for the wealthiest tax bracket”?
 - a. It’s the main idea of the whole passage.
 - b. It’s the main idea of paragraph 3.
 - c. It’s a supporting idea for the main idea of the whole passage.
 - d. It’s a supporting idea for paragraph 3.
2. In the passage, what is the sentence “In fact, middle income families with children will pay 10 percent more per year, and 20 percent more if they don’t have children”?
 - a. It’s the main idea of paragraph 2.
 - b. It’s a fact that supports the main idea of paragraph 2.
3. What is the other sentence that supports the overall main idea of the passage?

Answers

1. The correct answer is both **b** and **c**. “Second” is a signal word that indicates the sentence has a supporting idea. But what is it supporting? Is it supporting the main idea in paragraph 3? No. It can’t be, because it *is* the main idea of paragraph 3. So what is it supporting? It must be supporting the main idea of the whole text: “The referendum will actually do the *opposite* of what it promises.”
2. **b**. The second sentence in paragraph 2 is a fact that supports the main idea of paragraph 2. The transition “in fact” should signal this relationship.
3. The first sentence of paragraph 2, “First of all, the referendum will not reduce taxes for middle income families,” is the other idea that directly supports the overall main idea.

Practice 7

Read the following paragraph and answer the questions.

(1) A new mandatory drug testing policy will take effect at our Detroit office on July 1st. (2) Under this new policy, all employees will be required to take a urine test four times throughout the year. (3) These tests will be unannounced. (4) Employees who refuse to take the tests will be automatically suspended without pay.

(5) An employee who tests positive for substance abuse will face several consequences. (6) To start, the employee will be immediately suspended without pay. (7) In addition, the employee must issue a statement explaining how he or she tested positive for illegal substances. (8) Then, a three member employee panel will be assigned to review the employee's case. (9) A "typical" violator might be permitted to return to work on probationary status and be required to attend counseling.

(10) The new drug testing policy may seem strict, but it is designed to improve the health and safety of all employees of Data Management Co. (11) Indeed, our attempt to create a drug-free workplace is modeled after the programs that have improved overall workplace safety for other companies around the country. (12) Furthermore, we feel that a drug free workplace will improve employee morale while it reduces sick days and down time.

(13) As part of the policy, we have added a counselor to our staff. (14) Dr. Jennifer Jenkins has extensive experience as a workplace counselor, particularly in dealing with substance abuse. (15) Her office is located next to Denise Robinson's in Human Resources. (Chesla, 2000)

Questions

1. What is the overall main idea?
2. Which sentences contain major supporting ideas?
3. Which sentences contain minor supporting ideas?
4. Circle or underline all signal words and phrases you can find.

Answers

1. The overall main idea of this passage is found in sentence 10: "The new drug testing policy may seem strict, but it is designed to improve the health and safety of all employees of Data Management Co." This sentence makes a general statement about the mandatory drug testing policy and its purpose. It's an idea that can serve as an umbrella for the whole text. All of the other ideas in this passage

give specific details about how the policy will work, how violators will be tested, and how the policy will improve safety.

2. Sentences **1, 5, and 13** express major supporting ideas.
3. Sentences **2, 3, 4, 6, 7, 8, 9, 11, 12, 14, and 15** all offer minor supporting details.
4. Here are the middle paragraphs with their signal words in bold:

(5) An employee who tests positive for substance abuse will face several consequences. (6) **To start**, the employee will be immediately suspended without pay. (7) **In addition**, the employee must issue a statement explaining how he or she tested positive for illegal substances. (8) **Then**, a three member employee panel will be assigned to review the employee’s case. (9) A “typical” violator might be permitted to return to work on probationary status and be required to attend counseling.

(10) The new drug testing policy may seem strict, but it is designed to improve the health and safety of all employees of Data Management Co. (11) Indeed, our attempt to create a drug-free workplace is modeled after the programs that have improved overall workplace safety for other companies around the country. (12) Furthermore, we feel that a drug free workplace will improve employee morale while it reduces sick days and down time.

CHAPTER IV

Types of Questions in TOEFL iBT

Each English proficiency test has its own types in assessing the students ability particularly academic reading skills. In this case, students should know the question types of TOEFL iBT in order to help them asnwering the questions correctly. By knowing the question types of TOEFL iBT, the students are expected to take a test effectively, efficiently



Picture 3
Source: <https://medium.com>

and easily. Thus, this part will offer the students common types of question in TOEFL iBT that are taken from TOEFL iBT guide book of ETS. The detail information of question types of TOEFL iBT can be seen in the chart below.

TOEFL Reading Question Types
Basic information and inferencing questions (11 to 13 questions per set)
1. Factual information questions (3 to 6 questions per set)
2. Negative factual information questions (0 to 2 questions per set)
3. Inference questions (0 to 2 questions per set)
4. Rhetorical purpose questions (0 to 2 questions per set)
5. Vocabulary questions (3 to 5 questions per set)
6. Reference questions (0 to 2 questions per set)
7. Sentence simplification questions (0 to 1 questions per set)
8. Insert text question (0 to 1 questions per set)

Reading to Learn questions (1 per set)
9. Prose Summary
10. Fill a Table

(Source: ETS, The Official Guide to the TOEFL Test. 2009)

Basic Information and Inferencing Questions of TOEFL iBT

Factual Information Questions

In this part, the readers will be asked to identify the factual information that is explicitly stated in the passage. Factual Information questions can focus on facts, details, definitions, or other information presented by the author (ETS, 2009). The readers ask to identify the detail information of part of the passage. In ETS (2009), the readers will be asked the relevant information in one or two sentences.

Before the readers go to the exercise how to find detail information of part of the passage, it is better for the readers to know how the fact is conveyed in the passage. The readers need exercise how to understand the facts and information stated in the text. The use of questions series of *who*, *what*, *when*, *where*, *why*, and *how* will help the readers to get and understand the facts.

To find the facts in the passage, Chesla (2000) give definition of the fact as:

- Something *known* for certain to have happened
- Something *known* for certain to be true
- Something *known* for certain to exist

To establish the fact of the passage, the readers need to to know the action: *what* happened, will happen, or is happening. The next action is to determine *who* performed that action. Then, the next action is finding the detail fact by using: *when*, *where*, *why*, and *how*. However, not all of these questions will be applicable in every case (Chesla, 2000).

The Factual Information Questions in TOEFL iBT

There are some kinds of factual information questions that are often formulated in different ways such as:

- According to the paragraph, which of the following is true of X?
- The author's description of X mentions which of the following?
- According to the paragraph, X occurred because . . .
- According to the paragraph, X did Y because . . .
- According to the paragraph, why did X do Y?
- The author's description of X mentions which of the following?

(ETS, 2009)

To get better understanding of the facts in the passage, the readers need to ask and answer the questions in practices. The questions of the facts will vary from sentence to sentence. The variation of questions about fact will be presented in the practices below. The practices of how to find the facts with variation of questions are adopted from Chesla (2000)

Practice 1

Read the sentence below carefully and answer the questions that follow. It's a long sentence, so take it one question at a time.

In 1998, Pathman Marketing conducted a study that showed people are willing to spend money on products that will improve their quality of life.

1. What happened?
2. Who did it?
3. When?
4. What did it show?

Answers

1. A study was conducted.
2. Pathman Marketing.
3. 1998.

4. People will spend money on products to improve their quality of life.

The questions *who*, *what*, *when*, *where*, *why*, and *how* make the readers more active and those questions will help them to find the facts in any passage. The readers do not need to remember everything in a paragraph, but they need to focus on finding information by using those types of questions guide.

Practice 2

In order to apply for most entry-level positions at the United States Postal Service, you must meet certain minimum requirements. First, you must be at least 18 years of age or older, unless you are 16 or 17 and have already graduated from high school. Second, if you are male, you must be registered with the U.S. Selective Service. Third, you must also be a U.S. citizen or legal resident alien. Fourth, you must be able to lift 70 pounds. Finally, you must have 20/40 vision in one eye and 20/100 vision in the other (glasses are allowed). If you meet these requirements, you can apply when a postal district offers an “application period.”

1. *Who* or *what* is this passage about?
2. *How many* requirements are there?
3. *What* are those minimum requirements?
4. *How old* must you be if you have not graduated from high school?
5. *Who* must be registered with the Selective Service?
6. *True or False*: You must have 20/20 vision.
7. *When* can you apply?

Answers

1. This passage is about minimum requirements for working with the United States Postal Service.
2. There are five requirements.
3. You must be 18 if you have not graduated from high school. You must be registered with the Selective Service (if male).

You must be a U.S. citizen or legal resident alien.

You must be able to lift 70 pounds.

You must have 20/40 and 20/100 vision.

4. You must be 18 if you have not graduated from high school.
5. Males must be registered with the Selective Service.
6. False. You don't need to have 20/20 vision.
7. You can apply during "application periods."

Practice 3

Read the passage carefully and then answer the *who*, *what*, *when*, *where*, *why*, and *how* questions that follow.

According to a recent study conducted by Elmont Community College, distance learning is a legitimate alternative to traditional classroom education.

In February, the college surveyed 1,000 adults across the country to see if distance learning programs measured up to traditional classroom education. Five hundred of those surveyed were enrolled in traditional, on-campus classes and 500 were enrolled in "virtual" classes that "met" online through the Internet. These online classes were offered by 29 different universities. All students surveyed were in degree programs.

A large majority of the distance learning students—87 percent—said they were pleased with their learning experience. "This was a much higher percentage than we expected," said Karen Kaplan, director of the study. In fact, it was just short of the 88 percent of traditional classroom students who claimed they were satisfied.

In addition, many distance learning students reported that the flexibility and convenience of the virtual environment made up for the lack of face-to-face interaction with classmates and instructors. While they missed the human contact, they really needed the ability to attend class any time of the day or night. This is largely due to the fact that nearly all distance learning students—96 percent—hold full-time jobs, compared to only 78 percent of adult students enrolled in traditional classes.

1. What did Elmont Community College do?
2. Why?

3. When?
4. How do distance learning students take classes?
5. How many people were surveyed?
6. What percent of distance learning students were satisfied?
7. Were distance learning students more satisfied, less satisfied, or about the same as regular classroom students?
8. True or false: These were the results that were expected.
9. According to the survey, what makes distance learning a good experience?

Answers

1. Elmont Community College conducted a survey.
2. They conducted the survey to see how distance learning compared to traditional classroom learning.
3. The survey was conducted in February.
4. The distance learning students take classes on-line through the Internet.
5. 1,000 people were surveyed.
6. 87 percent of distance learning students were satisfied.
7. Distance learning students were satisfied about the same (1 percent difference) as regular classroom students.
8. False. These results were not what was expected.
9. Distance learning is a good experience because of the flexibility and convenience of classes on the Internet.

Practice 4

In practice 4, the students are asked to write their own questions using: *who*, *what*, *when*, *where*, *why*, and *how* questions. This activity is to help students remember and help them how to find the facts in the passage. Read the passage below carefully and then ask *who*, *what*, *when*, *where*, *why*, and *how* questions to find the facts in the passage. In this case, the

students need to use a separate sheet of paper to list their questions and answers.

Employees who wish to transfer to other divisions or branch offices must fill out a Transfer Request Form. This form can be obtained in the Human Resources Office. The completed form must be signed by the employee and the employee's supervisor. The signed form should then be submitted to Roger Walters in Human Resources. Employees requesting a transfer should receive a response within one month of the date they submit their form.

Answers

Though the facts in the passage remain the same, the exact questions readers ask to find those facts will vary. Here are possible questions along with their answers:

- What should happen? *A Transfer Request Form must be filled out.*
- Who should do it? *Employees who wish to transfer.*
- Where can employees get the form? *Human Resources Office.*
- Who should sign it? *Both the employee and the employee's supervisor.*
- Who should get the completed form? *Roger Walters.*
- When will employees get a response? *Within a month.*

Practice 5

The next example and explanation are adopted from ETS (2009). These questions measure the readers' ability to identify important fact that is explicitly stated in a text. The readers' task is to match the information requested in the passage.

Part of a passage:

“. . . Sculptures must, for example, be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be taut, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her

conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under that hoof. This was done because the cannonball was needed to support the weight of the leg. In other words, the demands of the laws of physics, not the sculptor's aesthetic intentions, placed the ball there. That this device was a necessary structural compromise is clear from the fact that the cannonball quickly disappeared when sculptors learned how to strengthen the internal structure of a statue with iron braces (iron being much stronger than bronze) . . . “

According to paragraph 2, sculptors in the Italian Renaissance stopped using cannonballs in bronze statues of horses because . . .

- a. they began using a material that made the statues weigh less
- b. they found a way to strengthen the statues internally
- c. the aesthetic tastes of the public had changed over time
- d. the cannonballs added too much weight to the statues

Explanation

The question tells the readers to look for the answer in paragraph 2. The readers do not need to skim the entire passage to find the relevant information.

- Choice 1 says that sculptors stopped putting cannonballs under the raised legs of horses in statues because they learned how make the statue weigh less and not require support for the leg. The passage does not mention making the statues weigh less; it says that sculptors learned a better way to support the weight.
- Choice 3 says that the change occurred only because people's taste changed, meaning that the cannonballs were never structurally necessary. That directly contradicts the passage.
- Choice 4 says that the cannonballs weakened the structure of the statues. This choice also contradicts the passage.
- Choice 2 correctly identifies the reason the passage gives for the change: sculptors developed a way to strengthen the statue from the inside, making the cannonballs physically unnecessary.

Other example of factual information questions refers to essential information that is highlighted in an entire sentence of the passage. The example and its explanation are taken from testden.com.

Practice 6

Part of a passage:

Men are more likely to manifest recessive biological traits than women are, because some traits are what scientists call X-linked. This means that the genes responsible for expressing the recessive trait are found only on the X chromosome. Men are much more likely to express these recessive traits, because the male genome consists of an X and a Y chromosome, whereas the female genome consists of two X chromosomes. If the male X chromosome contains any genes capable of expressing recessive traits, those genes will therefore be free to manifest themselves, as there will be no corresponding genes to interfere with them.

Question: Which of the following best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.

- A. The two X chromosomes in the female genome makes women more likely to express recessive traits than men because the male genome has two different chromosomes.
- B. The two different chromosomes in the male's genetic make-up, instead of the same two chromosomes in the female genome, makes men likely to have more dominant traits than women.
- C. Women are less likely than men to have recessive traits due to the differences between their genes.
- D. The male genome is comprised of an X and a Y chromosome which allows recessive traits to be more readily found in men than in women as the female genome has two X chromosomes.

Explanation: (D) is the correct answer. All of the correct information is included in this sentence. Men will likely have more recessive traits than women because the male genome has an X and a Y chromosome. The 2 X chromosomes in the female genome makes women less susceptible. Choice (A) is incorrect because it mixes up the genders by saying women will have more recessive traits when it is men. Choice (B) is incorrect because it says men will have more *dominant traits* when it should be *recessive traits*. Choice (C) does not have enough details and it isn't the differences between men and women's *genes*, but their *genomes*, that makes recessive traits more common in men (Testden.com).

Negative Factual Information Questions

The other types of factual information questions are negative questions. The readers are asked to answer the information that is NOT true or not stated in the passage. To answer this kind of question (ETS, 2009), first locate the relevant information in the passage. Then verify that three of the four answer choices are true and that the remaining choice is false. Remember, for this type of question, the correct answer is the one that is NOT true.

It may be easy for students to identify this type of question because it has either "EXCEPT" or "NOT". The students only choose the statement which is wrong or unstated in the passage. However, the students need to read over each paragraph accurately in order to make sure "NOT" true in the passage. Try to find the one that says something you cannot recall reading about, and then verify it's not in the reading passage (Testden.com).

The students can recognize negative fact items because either the word "NOT" or "EXCEPT" appears in the question in capital letters.

- According to the passage, which of the following is NOT true of X?

- The author’s description of X mentions all of the following EXCEPT

The characteristics of Negative Factual Information Questions

There are three main characteristics of negative factual information in a passage. They are:

- Usually a Negative Factual Information question requires you to check more of the passage than a Factual Information question. The three choices that are mentioned in the passage may be spread across a paragraph or several paragraphs.
- In Negative Factual Information questions, the correct answer either directly contradicts one or more statements in the passage or is not mentioned in the passage at all.
- After you finish a Negative Factual Information Question, check your answer to make sure you have accurately understood the task (ETS, 2009).

Practice 1

The example and its explanation are taken from ETS exercise.

“The United States in the 1800’s was full of practical, hardworking people who did not consider the arts—from theater to painting—useful occupations. In addition, the public’s attitude that European art was better than American art both discouraged and infuriated American artists. In the early 1900’s there was a strong feeling among artists that the United States was long overdue in developing art that did not reproduce European traditions. Everybody agreed that the heart and soul of the new country should be reflected in its art. But opinions differed about what this art would be like and how it would develop.”

According to paragraph 1, all of the following were true of American art in the late 1800’s and early 1900’s EXCEPT:

- a. Most Americans thought art was unimportant.

- b. American art generally copied European styles and traditions.
- c. Most Americans considered American art inferior to European art.
- d. American art was very popular with European audiences.

Explanation

Generally, in Negative Factual Information questions, the readers need to check the entire passage in order to make sure that the choice is not mentioned in a passage. In this example, the question is limited to one paragraph, so your answer should be based just on the information in that paragraph (ETS, 2009).

- Choice 1 is a restatement of the first sentence in the paragraph: since most Americans did not think that the arts were useful occupations, they considered them unimportant.
- Choice 2 makes the same point as the third sentence: “. . . the United States was long overdue in developing art that did not reproduce European traditions” means that up to this point in history, American art did reproduce European traditions.
- Choice 3 is a restatement of the second sentence in the paragraph: American artists were frustrated because of “the public’s attitude that European art was better than American art. . . .”
- Choice 4 is not mentioned anywhere in the paragraph. Because you are asked to identify the choice that is NOT mentioned in the passage or that contradicts the passage, the correct answer is choice 4.

Practice 2

The second example and its explanation are adopted from testden.com.

Their demise also resulted in the extinction of a half-dozen species of forest insects and the severe crippling of other animal populations such as the wild turkey: these all relied on the American Chestnut as a source of habitat and food. Affected wildlife attempted to adapt to their

disrupted environment by looking to other species of trees, such as the Acorn, and seed-bearing plants for food. This placed great ecological pressure on those species, as none could equal the American Chestnut in its ability to provide a consistently abundant crop of nuts. The problems the American Chestnut blight engendered thus show the ripple effects that can occur within any ecosystem when new elements are introduced in an unsound manner.

According to paragraph 3, all of the following were results of the wide disappearance of American Chestnut trees EXCEPT:

- A. The loss of creatures who required the tree's resources for their survival.
- B. Overuse of other types of trees by wildlife attempting to compensate for the change.
- C. A reduction in the total output of harvested nut crops within many major American forests.
- D. Macro-changes to the environment in which the trees previously flourished.

Explanation:

(C) is the correct answer. The American Chestnut produced lots of nuts so the loss of the trees does mean a loss in tree nuts; however, the American Chestnut was not widespread across all of the United States and there is no mention of its nuts being a harvested crop. Choice (A) is a restatement of the first sentence in paragraph 3: some insects became extinct and the wild turkey population drastically declined due to the loss of the American Chestnut as a food and habitat source. Choice (B) restates what is in the second and third sentences of the paragraph. Choice (D) covers the last sentence in the paragraph: the loss of the American Chestnut caused changes, had negative effects, upon the land and animals within the environment of where the American Chestnut had thrived (Testden.com).

Inference Questions

Inferring, that covers predicting and concluding, is an essential comprehension skill for the students in completing the inference questions

in the passage. Cuning (2010) states that making inferences is dependent on understanding the details in a selection and so builds on the previous units. Inferences is making guesses and drawing conclusions from details information in the passage. Inference questions consist of an argument or an idea that is strongly implied but not explicitly stated in the text. Here, the students need to infer the idea behind the sentences or paragraph in the passage. Inferencing tasks have some characteristics namely basic comprehension tasks and reading to learn tasks (Testden.com).

To answer this question, the students require abilities of connecting information and recognizing the organization and purpose of the text or infer from the factual information in the passage (inferential questions) (Arco, 2007). For example, if the citation is about an effect in the passage, then the students can infer that the questions might answer is about its cause. If in the passage is about a comparison, the inference question may refers to the basis of the comparison. In this case, the students should aware that inference questions is not only about explicit meaning but also the logical implication of those words. The following questions are the prompt of inference questions. Inference questions will usually include the word *infer, suggest, or imply* (ETS, 2009).

- Which of the following can be inferred about X?
- The author of the passage implies that X . . .
- Which of the following can be inferred from paragraph 1 about X?

The characteristics of Inference Questions

ETS (2009) describes the main characteristics of inference questions namely:

- Make sure the students' answer does not contradict the main idea of the passage.
- Don't choose an answer just because it seems important or true. The correct answer must be inferable from the passage.

- The students should be able to defend your choice by pointing to explicitly stated information in the passage that leads to the inference you have selected.

Practice 1

The example and explanation of inference questions are adopted from ETS (2009).

“. . . The nineteenth century brought with it a burst of new discoveries and inventions that revolutionized the candle industry and made lighting available to all. In the early-to-mid-nineteenth century, a process was developed to refine tallow (fat from animals) with alkali and sulfuric acid. The result was a product called stearin. Stearin is harder and burns longer than unrefined tallow. This breakthrough meant that it was possible to make tallow candles that would not produce the usual smoke and rancid odor. Stearins were also derived from palm oils, so vegetable waxes as well as animal fats could be used to make candles . . . “

Which of the following can be inferred from paragraph 1 about candles before the nineteenth century?

- a. They did not smoke when they were burned.
- b. They produced a pleasant odor as they burned.
- c. They were not available to all.
- d. They contained sulfuric acid.

Explanation

In the first sentence from the excerpt the author says that “new discoveries and inventions” made “lighting available to all.” The only kind of lighting discussed in the passage is candles. If the new discoveries were important because they made candles available to all, we can infer that before the discoveries, candles were not available to everyone.

- Choice 3 is an inference about candles we can make from the passage.

- Choices 1 and 2 can be eliminated because they explicitly contradict the passage (“the usual smoke” and “rancid odor”).
- Choice 4 can be eliminated because sulfuric acid was first used to make stearin in the nineteenth century, not before the nineteenth century.

Rhetorical Purpose Questions

The rhetorical questions aim at measuring the students’ ability to identify the author’s underlying rhetorical purpose. The rhetorical purpose is employing particular expository features in the passage and in ordering the exposition in a particular way (Cohen & Upton, 2006). Here, the students require ability to infer the nature of the link between specific features or exposition and the author’s rhetorical purpose (ETS, 2009).

Rhetoric is a beautiful part of speaking and writing. Rhetoric refers to the writers’ or speakers’ way in expressing their ideas to the readers or listeners. ETS (2009) describes that in Factual Information questions, the students are asked **what** information an author has presented and **why** the author has presented a particular piece of information in a particular place or manner. This question types provide the students with the rhetorical function of a statement or paragraph as it relates to the rest of the passage. Mostly, rhetorical questions relate to the relationship one paragraph to another, then, the students are hoped to identify it.

For instance, the second paragraph may give examples to support a statement in the first paragraph. The answer choices may be expressed in general terms, (for example, “a theory is explained and then illustrated”) or in terms that are specific to the passage. (“The author explains the categories of adaptation to deserts by mammals and then gives an example.”) (ETS, 2009)

These are examples of the way Rhetorical Purpose questions are typically worded:

- The author discusses X in paragraph 2 in order to . . .

- Why does the author mention X?
- The author uses X as an example of . . .

Main characteristic of rhetorical questions in TOEFL

The following statements are the descriptions of rhetorical questions, namely:

- Know the definitions of these words or phrases, which are often used to describe different kinds of rhetorical purposes: “definition,” “example,” “to illustrate,” “to explain,” “to contrast,” “to refute,” “to note,” “to criticize,” “function of.” (ETS, 2009)
- Rhetorical Purpose questions usually do not ask about the overall organization of the reading passage. Instead, they typically focus on the logical links between sentences and paragraphs (ETS, 2009)

Practice 1

The example and explanation of rhetorical questions are adopted from ETS (2009).

“. . . Sensitivity to physical laws is thus an important consideration for the maker of applied-art objects. It is often taken for granted that this is also true for the maker of fine-art objects. This assumption misses a significant difference between the two disciplines. Fine-art objects are not constrained by the laws of physics in the same way that applied-art objects are. Because their primary purpose is not functional, they are only limited in terms of the materials used to make them. Sculptures must, for example, be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be taut, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under that hoof. This was done because the cannonball was needed to support the weight of the leg . . . “

Why does the author discuss the bronze statues of horses created by artists in the early Italian Renaissance?

- a. To provide an example of a problem related to the laws of physics that a fine artist must overcome
- b. To argue that fine artists are unconcerned with the laws of physics
- c. To contrast the relative sophistication of modern artists in solving problems related to the laws of physics
- d. To note an exceptional piece of art constructed without the aid of technology

Explanation

The readers should note that the sentence that first mentions “bronze statues of horses” begins “For example . . .” The author is giving an example of something he has introduced earlier in the paragraph. The paragraph overall contrasts how the constraints of physical laws affect the fine arts differently from applied arts or crafts. The fine artist is not concerned with making an object that is useful, so he or she is less constrained than the applied artist. However, because even a fine arts object is made of some material, the artist must take into account the physical properties of the material. In the passage, the author uses the example of the bronze statues of horses to discuss how artists had to include some support for the raised foreleg of the horse because of the physical properties of the bronze. So the correct answer is choice 1. (ETS, 2009).

Vocabulary Questions

These questions ask the students to identify the meanings of individual words and phrases as they are used in the reading passage (a word might have more than one meaning, but *in the reading passage*, only one of those meanings is relevant) (ETS, 2009). The students are easy to identify this question types in the passage because it relates to a word or phrase that have close meaning of particular word or phrase in the passage. The question

focuses on particular words in the passage and ask the students to determine their meaning *in the passage*. The word or phrase is usually highlighted or pointed in the passage, so the students can easily read the sentence that consist of that word or phrase. The word or phrase (vocabulary) is a key idea or concept in the passage. If the students do not know the meaning of the word or phrase, they can use the context where the word or phrase occurs. Context refers to the words and ideas that surround a particular word or phrase to help express its meaning (Chesla, 2000). This activity is called as determining meaning through context.

TOEFL iBT usually tested the chosen word or phrase as a vocabulary item and it is important to understanding a large or important part of the passage. On the TOEFL iBT, some words in the passage that are unusual, technical, or have special meanings in the context of the topic are defined for students (ETS, 2009). To know the definition of the word or phrase, the students should click on the word in the passage, then the definition will appear in a box.

In TOEFL iBT test the vocabulary questions are highlighted in the passage. So, the students are easy to identify it. In TOEFL iBT, the question can be like this:

- The word X in the passage is closest in meaning to (word)
- In stating X, the author means that (phrase)

To answer this question the students should be careful because the question is not just asking the meaning of a word. It is asking for the meaning *as it is used in the passage*. There are some tips that can be done by students in answering this questions.

- Do not choose an answer just because it can be a correct meaning of the word; understand which meaning the author is using in the passage.
- Reread the sentence in the passage, substituting the word or phrase you have chosen.

- Confirm that the sentence still makes sense in the context of the whole passage. (ETS, 2009).

Practice 1

This example and explanation are adopted from Testden.com. The stone was promptly dispatched to Cairo's Institute of Egypt for further study by Napoleon's scholars, where it was christened 'The Rosetta Stone', for obvious reasons. Although it quickly became clear that the same message was indeed engraved in three different languages, only the bottom script, in Greek, could be read. The top script consisted of fourteen rows of hieroglyphics, followed by thirty-two rows of an undecipherable Egyptian writing that was simply termed 'demotic'.

Question: The word promptly in the passage is closest in meaning to

- A. purportedly
- B. secretly
- C. forcefully
- D. hastily

Explanation:

The correct answer is hastily. In the context of the sentence, promptly means to do something without delay. A definition for hastily is to do something fast. Only hastily has a similar meaning to promptly that can be used properly in the sentence. Purportedly means something that apparently happened. Secretly means to do something without other people knowing about it. Forcefully means to do something against the will of another.

The next example is more specific vocabulary question that is offered in TOEFL iBT. The example and explanation here are adopted from ETS (2009).

Practice 2

“In the animal world the task of moving about is fulfilled in many

ways. For some animals locomotion is accomplished by changes in body shape . . .”

The word locomotion in the passage is closest in meaning to

- a. evolution
- b. movement
- c. survival
- d. escape

Explanation

Locomotion means “the ability to move from place to place.” In this example, it is a way of restating the phrase “the task of moving” in the preceding sentence. So the correct answer is choice 2.

Practice 3

“Some poisonous snake bites need to be treated immediately or the victim will suffer paralysis . . .”

In stating that the victim will suffer paralysis the author means that the victim will

- a. lose the ability to move
- b. become unconscious
- c. undergo shock
- d. feel great pain

Explanation

In this example, both the words tested from the passage and the possible answers are phrases. *Paralysis* means “the inability to move,” so if the poison from a snake bite causes someone to “suffer paralysis,” that person will “lose the ability to move.” The correct answer is choice 1.

Reference Questions

This question is similar to the vocabulary questions. The readers ask to identify the relationship between a the words in the passage. The relationships refer to a reference or a pronoun and its antecedent (ETS, 2009) and the students need to identify the word where the pronoun is placed. The questions sometimes relate to kinds of grammatical reference such as *which* or *this*.

Reference is called as perspective or point of view. This refers to the person or position through which the readers see things (Chesla, 2001). The students may view an object from different angle as a reader. The student may see it from above, below, beside and etc. The point of view of the writers can be categorized as the first person, second-person, and third-person point of view. Among three of points of view, only one that will be used by the writers. In addition, each point of view affect a different relationship between a reader and a writer.

The first-person point of view refers to personal point of view. Usually the writer uses the pronouns I, me, my, we, and us. In this case, the writer shares his or her own ideas, experiences, or feelings with the readers. The writer, in the second-person point of view (perspective), uses pronoun you and he puts the reader in his or her in the situation that is occurring. The third-person point of view refers to the third person pronouns such as he, she, it or they and it is usually no direct reference to the writer. The writers put himself or herself and the readers outside the event. In completing test, the students will find those kinds of point of view with different forms. So, the students should identify and look at the highlighted word and the characteristics of each point of view.

Before the students are asked to answer the real reference questions in TOEFL test, they are asked to complete the exercises of point of view. In this exercises, the students should determine the point of view of the sentences. This exercises are adopted from (Chesla, 2001).

The Characteristics of Reference Questions

This type of question is almost similar to vocabulary questions in which one word or phrase is highlighted (ETS, 2009). The word commonly refers to a pronoun. The question can be:

The word X in the passage refers to

To answer this question, the students should pay attention to the four available choices that can be words or phrases from the passages. So the students should choose only one choice that refers to the marked words.

In this case, the students may see this type of question such as if the question is about a pronoun, the students should make sure that the answer is the same number (singular or plural) and case (first person, second person, third person) as the highlighted pronoun (ETS, 2009).

Practice 1

Determine the point of view in the following sentences by circling the letter of the correct answer.

1. As Xavier held tightly to the rope, Paul used all of his strength to pull his friend up out of the gorge.
 - a. first-person
 - b. second-person
 - c. third-person**
2. By now you're settled into your routine. You wake up at 5:00 A.M., walk the dogs, shower, gulp down a quick breakfast, and meet Mr. Walton in the cafeteria for a challenging game of chess before school.
 - a. first-person
 - b. second-person**
 - c. third-person
3. I thought and thought but could not come up with any reason why she would be angry with me.
 - a. first-person**

- b. second-person
 - c. third-person
4. We'd never talked much before, and he always thought I was a shy person, so he couldn't believe how much I talked when we went out to dinner.
- a. first-person**
 - b. second-person
 - c. third-person
5. They knew that he wanted to join their club, but they were afraid to make an exception for him.
- a. first-person
 - b. second-person
 - c. third-person**

Practice 2

This exercise and explanation are adopted from testden.com.

The astrological nature of the Mayan use of astronomical data explains in part why so few written records exist of that data. The Mayans believed that the passage of the sun continued throughout the night, only, then, **it** was traveling through the underworld. This was believed to be a perilous journey, with many demonic figures lurking in the darkness, waiting to ambush the sun to prevent it from returning to the sky at dawn. .

Question: The word **it** in the passage refers to

- A. night
- B. sun
- C. passage
- D. data

Explanation: (B) is the correct answer. The sentence is describing the path taken by the sun. The other answer choices, though they are all words that appear in the paragraph, do not refer to things that are traveling.

Practice 3

The examples and their explanation are adopted from ETS (2009).

“. . . These laws are universal in their application, regardless of cultural beliefs, geography, or climate. If pots have no bottoms or have large openings in their sides, they could hardly be considered containers in any traditional sense. Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits . . . “

The word *they* in the passage refers to

- a. applied-art objects
- b. the laws of physics
- c. containers
- d. the sides of pots

Explanation

This is an example of a simple pronoun-referent item. The highlighted word *they* refers to the phrase “applied-art objects,” which immediately precedes it, so choice 1 is the correct answer. Often the grammatical referent for a pronoun will be separated from the pronoun. It may be located in a preceding clause or even in the preceding sentence.

Practice 4

“. . . The first weekly newspaper in the colonies was the Boston Gazette, established in 1719, the same year that marked the appearance of Philadelphia’s first newspaper, the American Mercury, where the young Benjamin Franklin worked. By 1760 Boston had 4 newspapers and 5 other printing establishments; Philadelphia, 2 newspapers and 3 other presses; and New York, 3 newspapers. The distribution, if not the sale, of newspapers was assisted by the establishment of a postal service in 1710, which had a network of some 65 offices by 1770, serving all 13 colonies . . . ”

The word which in the passage refers to

- a. distribution
- b. sale
- c. newspaper
- d. postal service

Explanation

In this example, the highlighted word is a relative pronoun, the grammatical subject of the relative clause “which had a network of some 65 offices . . .”

The relative clause is describing the postal service, so choice 4 is the correct answer.

Practice 5

“ . . . Roots anchor the plant in one of two ways or sometimes by a combination of the two. The first is by occupying a large volume of shallow soil around the plant’s base with a fibrous root system, one consisting of many thin, profusely branched roots. Since these kinds of roots grow relatively close to the soil surface, they effectively control soil erosion. Grass roots are especially well suited to this purpose.

Fibrous roots capture water as it begins to percolate into the ground and so must draw their mineral supplies from the surface soil before the nutrients are leached to lower levels . . .”

The phrase this purpose in the passage refers to

- a. combining two root systems
- b. feeding the plant
- c. preventing soil erosion
- d. leaching nutrients

Explanation

In the example, the highlighted words are a phrase containing a demonstrative adjective (*this*) and a noun (*purpose*). Because a fibrous root system can keep soil in place, it can be used to stop erosion, and grassroots

are a fibrous root system. The sentence could be reworded as “Grass roots are especially well suited to preventing soil erosion,” so choice 3 is the correct answer.

Sentence Simplification Questions

The characteristics of this question type are that the students will be asked to choose a sentence that has the same meaning as a sentence of the passage (ETS, 2009). In this case, the students should find the keywords of the sentence or find the synonym of particular words or phrases. To help students understand this question type, the students should be trained how to paraphrase a sentence.

The characteristics of Sentence Simplification Questions

The students will be asked this type of question. A single sentence that will be asked to the students will be highlighted. The main feature of this question can be seen in the following example.

- Which of the following best expresses the essential information in the highlighted sentence? (ETS, 2009)

Incorrect answer choices change the meaning in important ways or leave out essential information. ETS (2009) provides the clues of how to answer this question correctly. In this case the students should understand both ways of a choice can be incorrect:

- It contradicts something in the highlighted sentence.
- It leaves out something important from the highlighted sentence.
- The students should make sure their answers do not contradict the main argument of the paragraph in which the sentence occurs, or the passage as a whole.

Practice 1

The example and explanation of this question type are adopted from ETS (2009).

“. . . Although we now tend to refer to the various crafts according to the materials used to construct them—clay, glass, wood, fiber, and metal—it was once common to think of crafts in terms of function, which led to their being known as the “applied arts.” Approaching crafts from the point of view of function, we can divide them into simple categories: containers, shelters, and supports. There is no way around the fact that containers, shelters, and supports must be functional. The applied arts are thus bound by the laws of physics, which pertain to both the materials used in their making and the substances and things to be contained, supported, and sheltered. These laws are universal in their application, regardless of cultural beliefs, geography, or climate. If a pot has no bottom or has large openings in its sides, it could hardly be considered a container in any traditional sense. Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits. Buildings without roofs, for example, are unusual because they depart from the norm. However, not all functional objects are exactly alike; that is why we recognize a Shang Dynasty vase as being different from an Inca vase. What varies is not the basic form but the incidental details that do not obstruct the object’s primary function . . .”

Which of the following best expresses the essential information in the highlighted sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.

- a. Functional applied-art objects cannot vary much from the basic patterns determined by the laws of physics.
- b. The function of applied-art objects is determined by basic patterns in the laws of physics.
- c. Since functional applied-art objects vary only within certain limits, arbitrary decisions cannot have determined their general form.
- d. The general form of applied-art objects is limited by some arbitrary decision that is not determined by the laws of physics.

Explanation

It is important to note that the question says that *incorrect* answers change the original meaning of the sentence or leave out essential information. In this example,

- choice 4 changes the meaning of the sentence to its opposite; it says that the form of functional objects is arbitrary, when the highlighted sentence says that the forms of functional objects are *never* arbitrary.
- Choice 2 also changes the meaning. It says that the functions of applied-art objects are determined by physical laws. The highlighted sentence says that the *form of the object* is determined by physical laws but the function is determined by people.
- Choice 3 leaves out an important idea from the highlighted sentence. Like the highlighted sentence, it says that the form of functional objects is not arbitrary, but it does not say that it is physical laws that determine basic form.
- Only choice 1 makes the same point as the highlighted sentence and includes all the essential meaning.

Insert Text Questions

In this type of question, the students are given a new sentence and are asked where in the passage it would best fit (ETS, 2009). This type of question can be understood through the process of identifying main idea, supporting idea, examples and etc. The students need to know the logic of the passage as well as the grammatical connections (like pronoun references or signal words) between sentences (ETS, 2009). This type of question can be found in TOEFL test at least one question only.

Characteristics of Insert Text Questions

The students could see the four black squares in the passage. The black squares are as an identity of a sentence and it will be put in the beginnings

or ends of sentences. All the sentences with black squares are in one paragraph. The students are then asked this question (ETS, 2009):

Look at the four squares [■] that indicate where the following sentence could be added to the passage.

[You will see a sentence in bold.]

Where would the sentence best fit?

In this case, the students need to click on one of the squares and insert the sentence in the text.

The TOEFL guide book offers some tips to answer the insert text questions. ETS (2009) offers the tips below.

- Try the sentence in each of the places indicated by the squares. You can place and replace the sentence as many times as you want.
- Look at the structure of the sentence you are inserting. Pay special attention to connecting words; they can provide important information about where the sentence should be placed.
- Frequently used connecting words:

On the other hand	Further, or Furthermore
Similarly	For example
Therefore	In contrast
On the contrary	In other words
Finally	As a result

- Make sure that the inserted sentence connects logically to both the sentence before it and the sentence after it, and that any pronouns agree with the nouns they refer to.

Practice 1

The example and explanation of this question type are adopted from ETS (2009).

“Scholars offer three related but different opinions about this puzzle. ■ One opinion is that the paintings were a record of the seasonal migrations made by herds. ■ Because some paintings were made directly over others, obliterating them, it is probable that a painting’s value ended with the migration it pictured. ■ Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies. ■”

Look at the four squares [■] that indicate where the following sentence could be added to the passage.

All three of them have strengths and weaknesses, but none adequately answers all of the questions the paintings present.

Where would the sentence best fit?

☐ Scholars offer three related but different opinions about this puzzle. **All three of them have strengths and weaknesses, but none adequately answers all of the questions the paintings present.** One opinion is that the paintings were a record of the seasonal migrations made by herds. ■
Because some paintings were made directly over others, obliterating them, it is probable that a painting’s value ended with the migration it pictured. ■
Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies. ■

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■ Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies. **All three of them have strengths and weaknesses, but none adequately answers all of the questions the paintings present.**

Explanation

In the example above, the students can identify that choice 1 is the correct answer. The new sentence makes sense only if it occurs in the first position,

after the first sentence. In that place, “All three of them” refers back to “three related but different opinions.” The information in the sentence is a commentary on all three of the “opinions”; the opinions are related, but none is a complete explanation. Logically, this evaluation of all three opinions must come either as an introduction to the three opinions, or as a conclusion about all three. Only the introductory position is available, because the paragraph does not include all three opinions.

Reading to Learn Questions

In this part, the students will be introduced with two types of reading to learn questions. According to ETS (2009), the two types of questions are Prose Summary and Fill in a Table. The students need more skills in identifying the questions because they are more than the basic information questions of a passage. The based information only focus on how to understand the specific points different sentence level in a passage. The students just focus mostly on what have been stated in a passage. While in reading to learn questions the students know in details or specific information about what is implied in the passage. The reading to learn questions involve (ETS, 2009):

- recognizing the organization and purpose of the passage
- organizing the information in the passage into a mental framework
- distinguishing major from minor ideas and essential from nonessential information
- understanding rhetorical functions such as cause-effect relationships, compare-contrast relationships, arguments, and the like.

In this case, the students are demanded to exhibit their understanding the whole passage, not just specific information within the passage. The students should know the individual points relating to main ideas, supporting ideas, example, charts, numbers, and etc. Meanwhile, the students should have a good mental representation of a text which may help

students to remember all important information from the passage. On the TOEFL iBT test, each reading passage will have one Reading to Learn item. It will be either a Prose Summary or a Fill in a Table item, never both (ETS, 2009).

Prose Summary Questions

In a Prose Summary question, the students will be given six answer choices and asked to pick the three that express the most important ideas in the passage. Unlike the Basic Information questions, each of which is worth just one point, a Prose Summary question can be worth either one or two points depending on how many correct answers the students choose. If the students choose no correct answers or just one correct answer, the students will earn no points. If the students choose two correct answers, they will earn one point. If they choose all three correct answers, they will earn two points. The order in which the students choose their answers does not matter for scoring purposes.

Practice 1

Because the Prose Summary question asks you to show an understanding of the different parts of the passage it is necessary to read the entire passage. Parts of the following passage have already been used to illustrate other question types (ETS, 2009)

Applied Arts and Fine Arts

Although we now tend to refer to the various crafts according to the materials used to construct them—clay, glass, wood, fiber, and metal—it was once common to think of crafts in terms of function, which led to their being known as the “applied arts.” Approaching crafts from the point of view of function, we can divide them into simple categories: containers, shelters, and supports. There is no way around the fact that containers, shelters, and supports must be functional. The applied arts are thus bound by the laws of physics, which pertain to both the materials used in their making and the substances and things to be contained, supported, and sheltered. These laws are universal in their application, regardless of cultural beliefs,

geography, or climate. If a pot has no bottom or has large openings in its sides, it could hardly be considered a container in any traditional sense. Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits. Buildings without roofs, for example, are unusual because they depart from the norm. However, not all functional objects are exactly alike; that is why we recognize a Shang Dynasty vase as being different from an Inca vase. What varies is not the basic form but the incidental details that do not obstruct the object's primary function.

Sensitivity to physical laws is thus an important consideration for the maker of applied-art objects. It is often taken for granted that this is also true for the maker of fine-art objects. This assumption misses a significant difference between the two disciplines. Fine-art objects are not constrained by the laws of physics in the same way that applied-art objects are. Because their primary purpose is not functional, they are only limited in terms of the materials used to make them. Sculptures must, for example, be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be taut, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under that hoof. This was done because the cannonball was needed to support the weight of the leg. In other words, the demands of the laws of physics, not the sculptor's aesthetic intentions, placed the ball there. That this device was a necessary structural compromise is clear from the fact that the cannonball quickly disappeared when sculptors learned how to strengthen the internal structure of a statue with iron braces (iron being much stronger than bronze).

Even though the fine arts in the twentieth century often treat materials in new ways, the basic difference in attitude of artists in relation to their materials in the fine arts and the applied arts remains relatively constant. It would therefore not be too great an exaggeration to say that practitioners of the fine arts work to overcome the limitations of their materials, whereas those engaged in the applied arts work in concert with their materials.

An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in

the passage or are minor ideas in the passage. **This question is worth 2 points.**

This passage discusses fundamental differences between applied-art objects and fine-art objects.

-
-
-

Answer Choices

1. Applied-art objects fulfill functions, such as containing or sheltering, and objects with the same function have similar characteristics because they are constrained by their purpose.
2. It is easy to recognize that Shang Dynasty vases are different from Incavases.
3. Fine-art objects are not functional, so they are limited only by the properties of the materials used.
4. Renaissance sculptors learned to use iron braces to strengthen the internal structures of bronze statues.
5. In the twentieth century, fine artists and applied artists became more similar to one another in their attitudes toward their materials.
6. In all periods, fine artists tend to challenge the physical limitations of their materials while applied artists tend to cooperate with the physical properties of their materials.

Explanation

Correct Choices

Choice 1: Applied art objects fulfill functions, such as containing or sheltering, and objects with the same function have similar characteristics because they are constrained by their purpose.

Explanation: As the introductory sentence states, the passage is mainly a contrast of applied-art objects and fine-art objects. The main point of contrast is functionality: applied-art objects are functional, whereas fine-art objects are not. The first part of the passage explains the consequences of functionality for the materials and “basic forms” of applied-art objects. The second part of the passage explains the consequences of not being functional to the materials and forms of fine-art objects. A good summary of the passage must include the definition of “applied-art objects” and the major consequence (objects with the same function will follow similar patterns), so Choice 1 should be included.

Choice 3: Fine-art objects are not functional, so they are limited only by the properties of the materials used.

Explanation: Because the passage contrasts applied art objects and fine-art objects, a good summary should include the basic difference. Including Choice 3 in the summary provides the basic contrast discussed in the passage: applied art objects are functional; fine-art objects are not. Fine-art objects are not as constrained as applied-art objects because they do not have to perform a function.

Choice 6: In all periods, fine artists tend to challenge the physical limitations of their materials, while applied artists tend to cooperate with the physical properties of their materials.

Explanation: The last paragraph of the passage presents a further consequence of the basic contrast between applied-art objects and fine-art objects. This is the difference between the attitude of fine artists toward their materials and the attitude of applied artists toward their materials. A good summary will include this last contrast.

Incorrect Choices

Choice 2: It is easy to recognize that Shang Dynasty vases are different from Incavases.

Explanation: Although this statement is true, it is not the main point of the first paragraph or of the passage. In fact, it contrasts with the main point of the paragraph: objects that have the same function are all similar. The last sentence of the first paragraph says that the Shang Dynasty vase and the Incavase are different in “incidental details,” but the “basic form” is the same. Including Choice 2 in the summary misrepresents the passage.

Choice 4: Renaissance sculptors learned to use iron braces to strengthen the internal structures of bronze statues.

Explanation: Choice 4 summarizes the information in sentences 9, 10, and 11 of paragraph 2. Within the context of the passage, this information helps you understand the meaning of the limitations that materials can impose on fine artists. However, remember that the directions say to choose the statements that express *the most important ideas in the passage*. The example is less important than the general statements of difference. If Choice 4 is included, then Choice 1 or 3 or 6 would be left out and the summary would be missing an essential point of contrast between fine arts and applied arts.

Choice 5: In the twentieth century, fine artists and applied artists became more similar to one another in their attitudes toward their materials.

Explanation: This choice should be excluded because it is not supported by the passage. It is a misreading of paragraph 3, which says that the difference in attitude between fine artists and applied artists has not changed.

Obviously, a choice that contradicts the information or argument in the passage should not be part of your summary.

Fill in a Table Questions

This type of question will be given to the students in order to they can complete a partial information of table based on the information in the passage. The students' job is to complete the table by clicking on correct answer choices and dragging them to their correct locations in the table (ETS, 2009). This question is intended to measure the students ability in organizing and conceptualizing main ideas with other information of the passage the students can put them in appropriate categories. This means that the students should first classify, recognize and identify the main points from the passage, and then put those points in proper context (ETS, 2009). In this part, the ETS (2009) explain some important points related to Prose Summary and Fill a Table questions. They are:

1. Just as for Prose Summary questions, the able students will create a mental framework to organize and remember major ideas and other important information.
2. Doing so requires the ability to understand rhetorical functions such as cause-effect relationships, compare-contrast relationships, arguments, and the like.
3. The correct answer choices are usually ideas that would be included in a slightly more detailed outline.
4. Minor details and examples are generally not included in such an outline because they are used only to support the more important, higher-level themes.
5. The distinction between major ideas/important information and less important information can also be thought of as a distinction between essential and nonessential information.

In the case of Fill in a Table question, the passage have more than one focus of development and include more than one point of view or perspective. Typical passages have the following types of organization:

compare/contrast, problem/solution, cause/effect, alternative arguments (such as theories, hypotheses), and the like. (ETS, 2009).

The students could identify the correct answers and incorrect answers of the question. Here, there are some important points to differentiate the correct and incorrect answers.

- *Correct answers* represent major ideas and important supporting information in the passage. Generally these answers will not match specific phrases in the passage. They are more likely to be abstract concepts based on passage information or paraphrases of passage information. Correct answers will be easy to confirm by able readers who can remember or easily locate relevant text information. (ETS, 2009)
- *Incorrect answers* may include information about the topic that is not mentioned in the passage or that is not directly relevant to the classification categories in the table. They may also be obviously incorrect generalizations or conclusions based on what is stated in the passage. Be aware that incorrect answers may include words and phrases that match or resemble words or phrases in the passage. (ETS, 2009)

Table Rules

To know the characteristics of this question, the students should also know the table rules. ETS (2009) give detail information of table rules.

- Tables can have 2 or 3 columns/rows containing bullets representing either 5 or 7 correct answer choices. So there are four possible types of tables, as follow:
Type 1: 2-column/row table with 5 correct answer choices
Type 2: 3-column/row table with 5 correct answer choices
Type 3: 2-column/row table with 7 correct answer choices
Type 4: 3-column/row table with 7 correct answer choices

- There will always be more answer choices than correct answers. Some answer choices will not be used.
- An answer choice can be used only once in the table. If an answer choice applies to more than one category, or to no category in a table, a row or column labeled “both” or “neither” will be available in the table for placement of that answer choice.

Scoring

To get points in this question, the students could select the correct answer choice more than one because the scoring will be given to the students depending upon how many correct answers the students choose. Here some categories of scoring of Fill in a Table questions.

For tables with 5 correct answers (both type 1 and type 2), the students can earn up to a total of 3 points, depending on how many correct answers the students select and correctly place. For 0, 1, or 2 correct answers the students will receive no credit. For 3 correct answers the students will receive 1 point; for 4 correct answers the students will receive 2 points; and for all 5 correct answers the students will receive the entire 3 points. (ETS, 2009).

For tables with 7 correct answers (both type 3 and type 4), the students can earn up to a total of 4 points, depending on how many correct answers the students select and correctly place. For 0, 1, 2, or 3 correct answers the students will receive no credit. For 4 correct answers the students will receive 1 point; for 5 correct answers the students will receive 2 points; for 6 correct answers the students will receive 3 points, and for all 7 correct answers the students will receive the entire 4 points. (ETS, 2009).

Practice 1

The second example and explanation are also adopted from ETS (2009). This is intended to give a real example of TOEFL iBT test.

Note: The passage used for this example is the same one that was used above for the Prose Summary example question. In an actual test, you will not receive both a Prose Summary question and a Fill in a Table question about the same passage.

Directions: Complete the table below to summarize information about the two types of art discussed in the passage. Match the appropriate statements to the types of art with which they are associated. **This question is worth 3 points.**

Types of art	Statements
The Applied Arts	Select 3 • • •
The Fine Arts	Select 2 • • •

- An object’s purpose is primarily aesthetic.
- Objects serve a functional purpose.
- The incidental details of objects do not vary.
- Artists work to overcome the limitations of their materials.
- The basic form of objects varies little across cultures.
- Artists work in concert with their materials.
- An object’s place of origin is difficult to determine.

Drag your answer choices to the spaces where they belong. (This question type fills the computer screen. To see the passage, click on **View Text.**)

Correctly Completed Table

Directions: Complete the table below to summarize information about the two types of art discussed in the passage. Match the appropriate statements to the types of art with which they are associated. **This question is worth 3 points.**

Types of art	Statements
The Applied Arts	Select 3 <ul style="list-style-type: none">• Objects serve a functional purpose• The basic form of objectives varies little across cultures• Artists work in concert with their materials.
The Fine Arts	Select 2 <ul style="list-style-type: none">• An object's purpose is primarily aesthetic• Artists work to overcome the limitations of their materials

Explanation

To identify and analyze the correct and incorrect choices, each choice will be explained to the students in details with several reasons.

Correct Choices

1. *Choice 1:* An object's purpose is primarily aesthetic. (Fine Arts)
Explanation: This is an example of a correct answer that requires you to identify an abstract concept based on text information and paraphrases of text information. In paragraph 2, sentence 5, the passage states that the primary purpose of Fine Art is not function. Then, in paragraph 2, sentence 11, the passage mentions a situation in which a sculptor had to sacrifice an aesthetic purpose due to the

laws of physics. Putting these statements together, the reader can infer that fine artists, such as sculptors, are primarily concerned with aesthetics.

2. *Choice 2:* Objects serve a functional purpose. (Applied Arts)

Explanation: This is stated more directly than the previous correct answer. Paragraph 1, sentences 1, 2, and 3 make it clear how important function is in the applied arts. At the same time, paragraph 2 states that Fine Arts are not concerned with function, so the only correct place for this statement is in the Applied Arts category.

3. *Choice 4:* Artists work to overcome the limitations of their materials. (Fine Arts)

Explanation: This is stated explicitly in the last paragraph of the passage. In that paragraph, it is made clear that this applies only to practitioners of the fine arts.

4. *Choice 5:* The basic form of objects varies little across cultures. (Applied Arts)

Explanation: In paragraph 1, sentence 5, the passage states that certain laws of physics are universal. Then in sentence 7, that idea is further developed with the statement that functional forms can vary only within limits. From these two sentences, you can conclude that because of the laws of physics and the need for functionality, the basic forms of applied art objects will vary little across cultures.

5. *Choice 6:* Artists work in concert with their materials. (Applied Arts)

Explanation: This is stated explicitly in the last paragraph of the passage. In that paragraph, it is made clear that this applies only to practitioners of the applied arts.

Incorrect Choices

1. *Choice 3:* The incidental details of objects do not vary.

Explanation: This idea is explicitly refuted by the last sentence of paragraph 1 in reference to the applied arts. That sentence (referring only to applied arts) states that the incidental details of such objects do vary, so this answer cannot be placed in the applied arts category. This subject is not discussed at all in reference to fine art objects, so it cannot be correctly placed in that category either.

2. *Choice 7:* An object's place of origin is difficult to determine.

Explanation: This answer choice is implicitly refuted in reference to applied arts in the next to last sentence of paragraph 1. That sentence notes that both Shang Dynasty and Inca vases are identifiable as such based upon differences in detail. By inference, then, it seems that it is not difficult to determine an applied-art object's place of origin. Like the previous incorrect answer, this idea is not discussed at all in reference to fine art objects, so it cannot be correctly placed in that category either.

CHAPTER V

Be Familiar With Types of TOEFL iBT Questions

As mentioned above, TOEFL iBT is intended to measure students' academic reading. This test is used to measure students' level in English Proficiency particularly for university students. The previous parts explain the main characteristics of this test. Here, the students should be familiar with the types and the details characteristics of TOEFL iBT test. The students will be given some description and explanations in conducting this test. ETS (2009) offers several important points of how to be familiar with TOEFL iBT in practices. They are:

1. After the students are familiar with the ten question types that are used in TOEFL iBT Reading, the students are ready to sharpen their skills by working on whole reading sets.
2. In the following exercise, the students can practice on six reading sets created by ETS for the TOEFL iBT test.
3. The question types are not labeled, but the students should be able to identify them and understand what you need to do to answer each correctly.
4. After each passage and question set the students will find answers and explanations for each question.

ETS (2009) also provides suggestion to improve students' skill in performing well the TOEFL iBT. They are:

1. To improve the students' reading skills, the students should read frequently and to read many different types of texts in various subject areas (sciences, social sciences, arts, business, and so on).
2. The Internet is one of the best resources for this, and of course books, magazines, and journals are very helpful as well. Make sure regularly to read texts that are academic in style, the kind that are used in university courses.

3. Other suggestions in building skills for three reading purposes of TOEFL iBT test are:

- Reading to find information
 - Scan passages to find and highlight key facts (dates, numbers, terms) and information.
 - Practice this frequently to increase reading rate and fluency.

- Reading for basic comprehension
 - Increase your vocabulary knowledge, perhaps by using flashcards.
 - Rather than carefully reading each word and each sentence, practice skimming a passage quickly to get a general impression of the main idea.
 - Build up your ability to skim quickly and to identify the major points.
 - After skimming a passage, read it again more carefully and write down the main idea, major points, and important facts.
 - Choose some unfamiliar words in a passage and guess the meaning from the context (surrounding sentences).
 - Select all the pronouns (*he, him, they, them, etc.*) and identify which nouns they refer to in a passage.
 - Practice making inferences and drawing conclusions based on what is implied in the passage as a whole.

- Reading to learn
 - recognize the organization and purpose of a passage
 - understand relationship between ideas such compare and contrast, cause and effect, agree and disagree, or a step in a process)
 - organize information into a category chart or a summary in order to recall major points and important details
 - infer how ideas throughout the passage connect.

Practice 1

This exercise is intended to know the students' understanding relates to topics, subjects, clues, and characteristics of TOEFL iBT test in general.

Read the passages below carefully and answer the questions that follow.

This passage is taken from Chesla (2000).

Passage 1

The sentences are numbered to make the questions easier to follow.

(1) There are many things you can do to make tax time easier. (2) The single most important strategy is to keep accurate records. (3) Keep all of your pay stubs, receipts, bank statements, and other relevant financial information in a neat, organized folder so that when you're ready to prepare your form, all of your paperwork is in one place. (4) The second thing you can do is start early. (5) Get your tax forms from the post office as soon as they are available and start calculating. (6) This way, if you run into any problems, you have plenty of time to straighten them out. (7) You can also save time by reading the directions carefully. (8) This will prevent time-consuming errors. (9) Finally, if your taxes are relatively simple (you don't have itemized deductions or special investments), use the shorter tax form. (10) It's only one page, and if your records are in order, it can be completed in less than an hour.

1. The main idea of this passage is expressed in which sentence?
 - a. 1
 - b. 3
 - c. 7
 - d. 10
2. This paragraph uses which of the following organizational strategies?
 - a. cause and effect
 - b. analysis/classification
 - c. order of importance
 - d. chronology

3. This passage uses which point of view?
 - a. first person
 - b. second person
 - c. third person
 - d. first and second person

4. How many suggestions for tax time does this passage offer?
 - a. one
 - b. two
 - c. three
 - d. four

5. The sentence “It’s only one page, and if your records are in order, it can be completed in less than an hour” is:
 - a. the main idea of the passage
 - b. a major supporting idea
 - c. a minor supporting idea
 - d. a transitional sentence

6. A good summary of this passage would be:
 - a. Simple strategies can make tax time less taxing.
 - b. Don’t procrastinate at tax time.
 - c. Always keep good records.
 - d. Get a tax attorney.

7. According to the passage, who should use the shorter tax form?
 - a. Everybody.
 - b. People who do not have complicated finances.
 - c. People who do have complicated finances.
 - d. People who wait until the last minute to file taxes.

8. The sentence “The single most important strategy is to keep accurate records” is a:
 - a. fact
 - b. opinion

- c. both
 - d. neither
9. Which is the most effective underlining of the following passage?
- a. You can also save time by reading the directions carefully. This will prevent time-consuming errors. Finally, if your taxes are relatively simple (you don't have itemized deductions or special investments), use the shorter tax form. It's only one page, and if your records are in order, it can be completed in less than an hour.
 - b. You can also save time by reading the directions carefully. This will prevent time-consuming errors. Finally, if your taxes are relatively simple (you don't have itemized deductions or special investments), use the shorter tax form. It's only one page, and if your records are in order, it can be completed in less than an hour.
 - c. You can also save time by reading the directions carefully. This will prevent time-consuming errors. Finally, if your taxes are relatively simple (you don't have itemized deductions or special investments), use the shorter tax form. It's only one page, and if your records are in order, it can be completed in less than an hour.
 - d. You can also save time by reading the directions carefully. This will prevent time-consuming errors. Finally, if your taxes are relatively simple (you don't have itemized deductions or special investments), use the shorter tax form. It's only one page, and if your records are in order, it can be completed in less than an hour.

Practice 2

The following passage is excerpted from Jane Jacobs's 1961 book, *The Death and Life of Great American Cities* (Chesla, 2000). The paragraphs are numbered to make the questions easier to follow.

(1) A city sidewalk by itself is nothing. It is an abstraction. It means something only in conjunction with the buildings and other uses that border it, or border other sidewalks very near it. The same might be said of streets, in the sense that they serve other purposes besides carrying wheeled traffic in their middles. Streets and their sidewalks, the main public places of a city, are its most vital organs. Think of a city and what comes to mind? Its streets. If a city's streets look interesting, the city looks interesting; if they look dull, the city looks dull.

(2) More than that, and here we get down to the first problem, if a city's streets are safe from barbarism and fear, the city is thereby tolerably safe from barbarism and fear. When people say that a city, or a part of it, is dangerous or is a jungle, what they mean primarily is that they do not feel safe on the sidewalks.

(3) But sidewalks and those who use them are not passive beneficiaries of safety or helpless victims of danger. Sidewalks, their bordering uses, and their users, are active participants in the drama of civilization versus barbarism in cities. To keep the city safe is a fundamental task of a city's streets and its sidewalks.

(4) This task is totally unlike any service that sidewalks and streets in little towns or true suburbs are called upon to do. Great cities are not like towns, only larger. They are not like suburbs, only denser. They differ from towns and suburbs in basic ways, and one of these is that cities are, by definition, full of strangers....

(5) The bedrock attribute of a successful city district is that a person must feel personally safe and secure on the street among all these strangers. He must not feel automatically menaced by them. A city district that fails in this respect also does badly in other ways and lays up for itself, and for its city at large, mountain on mountain of trouble.

10. According to the passage, cities are different from towns because:

- a. they are much bigger
- b. they have crowded streets
- c. most people are unfriendly
- d. most people are strangers

11. According to the passage, a city district is successful if:

- a. its streets are clean

- b. people feel safe on the streets
 - c. people feel safe in their houses
 - d. it feels like the suburbs
12. The word “menaced” (paragraph 5) means:
- a. threatened
 - b. disliked
 - c. rejected
 - d. nervous
13. According to the passage, the state of a city sidewalk shows:
- a. the neglect of the people who live on that block
 - b. the politicians who govern that district of the city
 - c. the health of that part of the city
 - d. the battle between safety and danger
 - e. (a) and (d)
14. A good paraphrase of the last sentence in paragraph 1 is:
- a. Cities can look both interesting and dull.
 - b. Look carefully at city streets and sidewalks.
 - c. A city is reflected in its streets.
 - d. Avoid dull city streets.
15. A good glossing of paragraph 2 would be:
- a. streets need to be safe for city to be safe.
 - b. city is a jungle.
 - c. people don’t feel safe on streets.
 - d. city streets are the problem.
16. Based on the passage, what would you expect the next few paragraphs to do?
- a. provide examples of safe city streets
 - b. offer ideas for how to keep sidewalks clean
 - c. offer ideas for how to work with local politicians to keep streets safe

- d. provide examples of the kinds of problems cities face when streets are unsafe
17. According to the passage, the city:
- a. is a jungle
 - b. is defined by its streets
 - c. is menacing
 - d. is more dense than suburbs
18. The word “barbarism” in paragraph 2 means:
- a. criminals
 - b. rudeness
 - c. brutality
 - d. danger
19. The tone of this passage suggests that:
- a. People underestimate the role of city streets.
 - b. People spend too much time on sidewalks and streets.
 - c. People need to take better care of sidewalks.
 - d. Sidewalks are a serious problem in cities.
20. The main idea of paragraph 3 is which sentence?
- a. But sidewalks and those who use them are not passive beneficiaries of safety or helpless victims of danger.
 - b. Sidewalks, their bordering uses, and their users, are active participants in the drama of civilization versus barbarism in cities.
 - c. To keep the city safe is a fundamental task of a city’s streets and its sidewalks.

The answer key is provided separately.

CHAPTER VI
TOEFL Reading Practice

Practice 1

This section is designed to measure students' ability to read and understand short passages similar in topic and style to those that students are likely to encounter in universities and colleges. This section contains reading passages and questions about the passages.

Directions: Read the passage below and answer the questions.

Leonardo da Vinci was born on April 15, 1452 in Vinci, Italy. He was the illegitimate son of Ser Piero, a Florentine notary and landlord, but lived on the estate and was treated as a legitimate son. In 1483, Leonardo da Vinci drew the first model of a helicopter. It did not look very much like our modern day "copter," but the idea of what it could do was about the same.

Leonardo was an artist and sculptor. He was very interested in motion and movement and tried to show it in his art. In order to show movement, he found it helpful to study the way things moved. One subject he liked to study was birds and how they flew. He spent many hours watching the birds and examining the structure of their wings. He noticed how they cupped air with their wings and how the feathers helped hold the air. Through these studies, Leonardo began to understand how birds were able to fly.

Like many other men, Leonardo began to dream of the day when people would be able to fly. He designed a machine that used all the things he had learned about flight, and thus became the first model of a helicopter.

Poor Leonardo had only one problem, however. He had no way to give the necessary speed to his invention. You see, motors had not yet been invented and speed was an important part of the flying process. It would be another four hundred years before the engine was invented and another fifty years before it was put to the test in an airplane. Leonardo's dream of a helicopter finally came to pass in 1936.

The Italian painter, sculptor, architect, engineer, and scientist, Leonardo died on May 2, 1519, and was buried in the cloister of San Fiorentino in Amboise.

1. What is the author's main point?

- a. The invention of the helicopter.
 - b. Birds cup air with their wings and use feathers to help hold the air.
 - c. An overview of one of Leonardo da Vinci's many skills.
 - d. Leonardo da Vinci was born in 1452 and died in 1519.
2. The word problem in paragraph five could best be replaced by the word:
- a. dilemma
 - b. mistake
 - c. danger
 - d. pain
3. The word it in paragraph two refers to:
- a. Leonardo da Vinci
 - b. The first model helicopter
 - c. 1483
 - d. motion and movement
4. Which paragraph explains why Leonardo's helicopter was not successful in his lifetime:
- a. paragraph 1
 - b. paragraph 2
 - c. paragraph 4
 - d. paragraph 5
5. The word illegitimate in paragraph one is closest in meaning to:
- a. against the law or illegal
 - b. not in correct usage
 - c. incorrectly deduced; illogical
 - d. born out of wedlock
6. The following sentence would best complete which paragraph? "Since then people have been living out Leonardo's dream of flying."
- a. paragraph 3
 - b. paragraph 4
 - c. paragraph 5
 - d. paragraph 2

7. What was the main problem with Leonardo's invention?
 - a. motors were not yet invented
 - b. the birds lost their feathers
 - c. he was illegitimate
 - d. he couldn't draw
8. The word they in the third paragraph refers to:
 - a. the feathers
 - b. the birds
 - c. the studies
 - d. the wings
9. In what year was the first helicopter flown
 - a. 1483
 - b. 1452
 - c. 1519
 - d. 1936
10. What two things did birds have that Leonardo da Vinci noticed helped them to fly?
 - a. wings and beaks
 - b. feathers and talons
 - c. wings and feathers
 - d. cups and feathers
11. The word thus in the fourth paragraph could best be replaced by:
 - a. Hence
 - b. After
 - c. Unsuitably
 - d. Inappropriately

Glass fibers are extremely strong; for their weight, they are stronger than steel. They are made by forcing molten glass through tiny holes called spinnerets. As many as four hundred spinnerets are placed together, and threads of glass much thinner than human hairs are drawn off at great speed—miles of thread per minute. As they speed along, the threads are coated thinly with a type of glue and twisted into a yarn. The glass fibers are used

with plastics to make boats and car bodies. They are also woven into heavy cloth for window draperies and into strong belts for making tires stronger.

A special kind of glass fiber is causing a revolution in communications. A signal of light can be made to travel along the fiber for very long distances. By changing the quality of the light, many messages can be sent at once along one strand of glass. New office buildings are being “wired” with glass fibers as they are built. The glass fibers will be used to connect telephones and computers in ways that not long ago were either impossible or too expensive.

Glass wool traps air in a thick, light blanket of fibers. This blanket is then put into walls and ceilings to keep warm air in during the winter and cool air in during the summer.

To make glass wool, molten glass is fed into a spinning drum with many holes in it. As the glass threads stream out of the holes, they are forced downward by a blast of hot air and through a spray of glues. The threads are then further blown about to mix them up as they fall in a thick mat on a moving belt.

The glass we see through and drink out of has many, many other uses besides the ones described here.

12. What was the author’s main purpose in writing the article?
 - a. To inform you how special kinds of glass are made and used
 - b. To persuade you to investigate the many uses of glass beyond those mentioned in the article
 - c. To inform you about the strength of glass fibers
 - d. To inform you that glue is used to hold strands of glass together
13. The word special in the second paragraph is closest in meaning to:
 - a. Distinct among others of a kind
 - b. Additional
 - c. Common
 - d. Species
14. Glass fibers are made by forcing molten glass through:
 - a. Spinners
 - b. Spiderets
 - c. Spinnerets
 - d. Spinets

15. The word changing in the second paragraph could best be replaced by the word:
- a. Altering
 - b. Boring
 - c. Bringing
 - d. Doing
16. What are glass fibers woven into cloth for?
- a. Draperies
 - b. Cars and boats
 - c. Glasses
 - d. Glue
17. The word fed in the fourth paragraph means:
- a. To give food to
 - b. To minister to
 - c. To support
 - d. To supply
18. The word they in the second sentence of the first paragraph refers to:
- a. Human hair
 - b. Weight
 - c. Glass fibers
 - d. Yarn
19. The word it in the fourth paragraph refers to:
- a. Molten glass
 - b. Glass wool
 - c. Spinning drum
 - d. Holes
20. The following sentence would best complete which paragraph? "This improvement in technology is expected to continue."
- a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3

- d. Paragraph 4
21. A signal of what can be made to travel along fiber for very long distances?
- a. Heat
 - b. Wave
 - c. Wool
 - d. Light
22. The word spray in the fourth paragraph could best be replaced by the word:
- a. Shower
 - b. Blow
 - c. Spit
 - d. Force

For centuries, people have searched for a way to replace dead and decaying teeth with comfortable false teeth. Many materials have been used to make a set of false teeth. The teeth themselves should be made from a hard and durable material. They should be secured to a soft material, making them easy to wear. In the last two decades, dentists succeeded in making durable false teeth that are comfortable, too.

Two thousand years ago, the Etruscans made teeth out of animal bone and gold. These materials were used-with varying degrees of success-up to the 1700's. When George Washington was president, ivory from animals such as elephants became a popular material for false teeth. Doctors and inventors also tried silver, pearl, and agate, but teeth made from these materials were very expensive. Perhaps the most successful material was porcelain, invented by a Frenchman about two hundred years ago. White, strong, and resistant to decay, porcelain is still used today for making single teeth.

Besides finding a material for the teeth, inventors also had to find a way to secure them in a person's mouth. People tried wire, springs, and many kinds of glue to accomplish this. In most cases, however, discomfort and a likelihood of the teeth falling out plagued the person who wore them.

Around 1844, an American dentist named Horace Wells used laughing gas to put people to sleep before working on their teeth. This innovation made dental work a lot less painful. Soon after, an inventor created the first form of rubber. This was important to dentistry because teeth could be attached to the rubber, and the rubber could be molded to fit the shape of the mouth. With these two developments, dentist could work without causing

pain and could fit teeth more carefully. False teeth have become more available and comfortable since then, and dentists have continued to improve the making and use of false teeth.

23. What is the main topic of this passage?
- a. Horace Wells
 - b. False teeth
 - c. Gold and bone
 - d. The Etruscans
24. The word they in the first paragraph refers to:
- a. Teeth
 - b. Materials
 - c. People
 - d. Dentists
25. The word varying in the second paragraph could best be replaced by the word:
- a. Constant
 - b. Changeless
 - c. Fluctuating
 - d. Stable
26. Porcelain was invented after the first use of:
- a. Rubber for holding for holding teeth in place
 - b. Laughing gas
 - c. Ivory for making teeth
 - d. Electric drills
27. When did Horace Wells begin using laughing gas?
- a. 1700
 - b. Two-thousand years ago
 - c. 1834
 - d. 1844
28. The word besides in the third paragraph means:
- a. In addition to

- b. Stand next to
 - c. Anyway
 - d. Together
29. The word them in the third paragraph refers to:
- a. Teeth
 - b. Inventors
 - c. People
 - d. Wire
30. When was rubber found to be a useful material for false teeth?
- a. After laughing gas was used to put patients to sleep
 - b. While George Washington was president
 - c. Before a Frenchman invented porcelain
 - d. While the Etruscans were making teeth of bone and gold
31. The following sentence would best complete which paragraph? “It is unimaginable what will come next.”
- a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
32. The word molded in the fourth paragraph means:
- a. Formed into a shape
 - b. To form an organic growth
 - c. To make an ornament
 - d. The fitting of a shoe
33. The word resistant in the second paragraph could best be replaced by the word:
- a. Prone
 - b. Insusceptible
 - c. Hearty
 - d. Sassy

The lens on a camera has only two tasks. First, it must gather in as much light as possible in order to activate the sensitive chemicals on the film. Second, it must organize the light rays so that they form a sharp image on the film. These may sound like simple tasks, but they are not.

One of the sharpest lenses is merely a pinhole in a sheet of cardboard, metal, plastic, or a similar material. If the pinhole is tiny enough, the image can be quite sharp, but then very little light is admitted. For most purposes, even the most sensitive film would take too long to record an image.

A glass lens is much better because it lets in much more light and focuses it on the film. Yet simple glass lenses are sharpest only in their centers. As more of the lens is used, the image suffers in sharpness. One reason a simple lens can cause problems is that it is shaped like a section of a sphere. Spherical lenses do not focus perfectly on flat film, so the image is slightly distorted, especially at the edges. Another reason is that the lens can act partly like a prism. This means that some of the colors in the image will not focus properly, and the image will be fuzzy.

One solution is to block off all but the sharp-focusing center of the lens. If you block off the edges of the lens, however, less light will get to the film. Early lenses had to compromise between sharpness and light-gathering power.

Very sharp lenses that admit as much light as possible can be built by making them with several separate lenses, or elements. A multiple-element lens has from two to nine separate lenses. Some elements are cemented together, and some have a gap between them. Furthermore, the elements are often made of different kinds of glass, each with a different ability to bend light rays. Some of the elements are there just for correcting problems caused by the other elements! The results are worth it, though: pictures can be taken in many different light conditions, and they have a sharpness you can almost feel.

34. The word it in the first paragraph refers to:

- a. Camera
- b. Lens
- c. Film
- d. Chemicals

35. The word distorted in the fourth paragraph means:

- a. Out of a proper or natural relation
- b. Clean and in shape
- c. Purified, as one

- d. Proper
36. In what ways does an image suffer if too large an area of the spherical lens is used?
- a. The edges of the image become fuzzy
 - b. Too much light is admitted
 - c. Too little light is admitted
 - d. Colors change
37. What is the main disadvantage of a simple lens that is made sharp by using just the center?
- a. With less light-gathering power, the lens is utterly useless.
 - b. With less light-gathering power, the lens is useful only in bright light.
 - c. With more light-gathering power, the lens is useful only in dim light.
 - d. With more light-gathering power, the lens is utterly useless.
38. The word sharpest in the third paragraph is closest in meaning to:
- a. Having clear form and detail
 - b. Terminating in an edge or a point
 - c. Intellectually penetrating; astute
 - d. Having a thin edge or a fine point suitable for or capable of cutting or piercing
39. The word it in the fourth paragraph refers to:
- a. Glass lens
 - b. Prism
 - c. Simple lens
 - d. Flat film

40. The word sensitive in the second paragraph could best be replaced by the word:
- a. Delicate
 - b. Irritable
 - c. Reactive
 - d. Psychic
41. The word ability in the sixth paragraph could best be replaced by the word:
- a. Ignorance
 - b. Weakness
 - c. Ineptness
 - d. Capacity
42. The meaning of the word solution as used in the fifth paragraph is closest in meaning to:
- a. A homogeneous mixture of two or more substances, which may be solids, liquids, gases, or a combination of these
 - b. The answer to or disposition of a problem
 - c. The state of being dissolved
 - d. Release; deliverance; discharge
43. What is the minimum number of lenses in multiple-element lens?
- a. Nine
 - b. Two
 - c. Ninety-two
 - d. Twenty-nine
44. The word fuzzy in the fourth paragraph means:
- a. Clear
 - b. Unclear

- c. Exact
- d. Precise

45. The word admitted in the sixth paragraph is closest in meaning to:

- a. To permit to enter
- b. To have room for; accommodate
- c. To grant to be real, valid, or true; acknowledge
- d. To make acknowledgment

Practice 2

The practice of the Reading TOEFL Test is taken from (Magoosh, 2017)

Directions: Read the passage below and answer the questions.

History of the Chickenpox Vaccine

Chickenpox is a highly contagious infectious disease caused by the Varicella zoster virus; sufferers develop a fleeting itchy rash that can spread throughout the body. The disease can last for up to 14 days and can occur in both children and adults, though the young are particularly vulnerable. Individuals infected with chickenpox can expect to experience a high but tolerable level of discomfort and a fever as the disease works its way through the system. The ailment was once considered to be a “rite of passage” by parents in the U.S. and thought to provide children with greater and improved immunity to other forms of sickness later in life. This view, however, was altered after additional research by scientists demonstrated unexpected dangers associated with the virus. Over time, the fruits of this research have transformed attitudes toward the disease and the utility of seeking preemptive measures against it.

A vaccine against chickenpox was originally invented by Michiaki Takahashi, a Japanese doctor and research scientist, in the mid-1960s. Dr. Takahashi began his work to isolate and grow the virus in 1965 and in 1972 began clinical trials with a live but weakened form of the virus that caused the human body to create antibodies. Japan and several other countries began widespread chickenpox vaccination programs in 1974. However, it took over 20 years for the chickenpox vaccine to be approved by the U.S. Food & Drug Administration (FDA), finally earning the U.S. government’s seal of approval for widespread use in 1995. Yet even though the chickenpox vaccine was available and recommended by the FDA, parents did not immediately choose to vaccinate their children against this disease.

Mothers and fathers typically cited the notion that chickenpox did not constitute a serious enough disease against which a person needed to be vaccinated.

Strong belief in that view eroded when scientists discovered the link between Varicella zoster, the virus that causes chickenpox, and shingles, a far more serious, harmful, and longer-lasting disease in older adults that impacts the nervous system. They reached the conclusion that Varicella zoster remains dormant inside the body, making it significantly more likely for someone to develop shingles. As a result, the medical community in the U.S. encouraged the development, adoption, and use of a vaccine against chickenpox to the public. Although the appearance of chickenpox and shingles within one person can be many years apart—generally many decades—the increased risk in developing shingles as a younger adult (30-40 years old rather than 60-70 years old) proved to be enough to convince the medical community that immunization should be preferred to the traditional alternative.

Another reason that the chickenpox vaccine was not immediately accepted and used by parents in the U.S. centered on observations made by scientists that the vaccine simply did not last long enough and did not confer a lifetime of immunity. In other words, scientists considered the benefits of the vaccine to be temporary when given to young children. They also feared that it increased the odds that a person could become infected with chickenpox later as a young adult, when the rash is more painful and prevalent and can last up to three or four weeks. Hence, allowing young children to develop chickenpox rather than take a vaccine against it was believed to be the “lesser of two evils.” This idea changed over time as **booster shots** of the vaccine elongated immunity and **countered** the perceived limits on the strength of the vaccine itself.

Today, use of the chickenpox vaccine is common throughout the world. Pediatricians suggest an initial vaccination shot after a child turns one year old, with booster shots recommended after the child turns eight. The vaccine is estimated to be up to 90% effective and has reduced worldwide cases of chickenpox infection to 400,000 cases per year from over 4,000,000 cases before vaccination became widespread. ■ **(A)** In light of such statistics, most doctors insist that the potential risks of developing shingles outweigh the benefits of avoiding rare complications associated with inoculations. ■ **(B)** Of course, many parents continue to think of the disease as an innocuous ailment, refusing to take preemptive steps against it. ■ **(C)** As increasing numbers of students are vaccinated and the virus becomes increasingly rarer, however, even this trend among parents has failed to halt the decline of chickenpox among the most vulnerable populations. ■ **(D)**

1. The word tolerable in the passage is closest in meaning to
A. sudden

- B. bearable
 - C. infrequent
 - D. unexpected
2. According to paragraph 1, which of the following is true of the chickenpox virus?
- A. It leads to a potentially deadly disease in adults.
 - B. It is associated with a possibly permanent rash.
 - C. It is easily transmittable by an infected individual.
 - D. It has been virtually eradicated in the modern world.
3. Which of the following best expresses the essential information in the highlighted sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.
- A. U.S. parents believed that having chickenpox benefited their children.
 - B. U.S. parents believed that chickenpox led to immunity against most sickness.
 - C. U.S. parents wanted to make sure that their children developed chickenpox.
 - D. U.S. parents did not think that other vaccinations were needed after chickenpox.
4. Which of the following can be inferred from paragraph 2 about the clinical trials for the chickenpox vaccine?
- A. They took longer than expected.
 - B. They cost a lot of money to complete.
 - C. They took a long time to finish.
 - D. They were ultimately successful.
5. The word notion in the passage is closest in meaning to

- A. history
 - B. findings
 - C. fact
 - D. belief
6. According to paragraph 3, which of the following is true of Varicella Zoster?
- A. It typically attacks adults who are over 60 years old.
 - B. It is linked to a serious disease that occurs more commonly in adults.
 - C. It likely is not a serious enough threat to human health to require a vaccine.
 - D. It is completely eradicated from the body after chickenpox occurs.
7. According to paragraph 3, all of the following is true about the chickenpox virus EXCEPT:
- A. It causes two distinct yet related ailments.
 - B. People did not view it as a serious public health threat.
 - C. It tended to quickly become dormant and remain inoperative over time.
 - D. Vaccination against it would help prevent the onset of shingles.
8. The author uses booster shots as an example of
- A. a scientifically approved medicine to eliminate chickenpox
 - B. a preferred method of chickenpox rash and fever treatment
 - C. a way to increase the effectiveness of the chickenpox vaccine
 - D. a strategy for parents to avoid vaccinating their child altogether
9. The word countered in the passage is closest in meaning to
- A. affirmed
 - B. refuted
 - C. supported

D. defied

10. According to paragraph 4, many parents did not choose the chickenpox vaccine because

- A. they believed that the virus was weak and not especially harmful
- B. they thought that scientists did not have enough data to reach a conclusion
- C. they were unsure about the utility of the vaccine given its expected duration
- D. they were convinced it was potentially very toxic, particularly for older children

11. According to paragraph 5, which of the following was true of the rates of chickenpox before the chickenpox vaccine became widely used?

- A. it was 10 times higher
- B. it was consistently rising
- C. it declined over time
- D. it fluctuated over several decades

12. The word prevalent in the passage is closest in meaning to

- A. dangerous
- B. widespread
- C. infectious
- D. contaminated

13. Look at the four squares [▪] that indicate where the following sentence could be added to the passage. **Meanwhile, some continue to remain unconvinced, citing a supposed potential of the vaccine to do harm.**

Where would the sentence fit best?

- A. A
- B. B

C. C

D. D

14. Directions: Complete the table below by indicating which statements describes chickenpox and which describe shingles. Two answer choices will NOT be used. **This question is worth 3 points.**

Chickenpox
•
•

Shingles
•
•
•

- A. Public vaccination campaigns against it began in the 1970s.
- B. It was considered an irksome but relatively harmless ailment.
- C. It primarily afflicts adults.
- D. It is a serious, lingering illness.
- E. It negatively affects the nervous system.
- F. Infection primarily occurs as a result of close contact with infected rashes.
- G. There is confusion as to exactly what virus causes it.

Practice 3

TOEFL iBT test here is taken from (ETS, TOEFL iBT Quick Prep. Volume 4., 2011)

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

Running Water on Mars?

1. Photographic evidence suggests that liquid water once existed in great quantity on the surface of Mars. Two types of flow features are seen: runoff channels and outflow channels. Runoff channels are found in the southern highlands. These flow features are extensive systems—sometimes hundreds of kilometers in total length—of interconnecting, twisting channels that seem to **merge** into larger, wider channels. They bear a strong resemblance to river systems on Earth, and geologists think that they are dried-up beds of long-gone rivers that once carried rainfall on Mars from the mountains down into the valleys. Runoff channels on Mars speak of a time 4 billion years ago (the age of the Martian highlands), when the atmosphere was thicker, the surface warmer, and liquid water widespread.
2. Outflow channels are probably **relics** of catastrophic flooding on Mars long ago. They appear only in equatorial regions and generally do not form extensive interconnected networks. Instead, they are probably the paths taken by huge volumes of water draining from the southern highlands into the northern plains. The onrushing water arising from these flash floods likely also formed the odd teardrop-shaped “islands” (resembling the **miniature** versions seen in the wet sand of our beaches at low tide) that have been found on the plains close to the ends of the outflow channels. Judging from the width and depth of the channels, the flow rates must have been truly enormous—perhaps as much as a hundred times greater than the 105 tons per second carried by the great Amazon river. Flooding shaped the outflow channels approximately 3 billion years ago, about the same time as the northern volcanic plains formed.
3. Some scientists speculate that Mars may have enjoyed an extended early period during which rivers, lakes, and perhaps even oceans adorned its surface. A 2003 Mars Global Surveyor image shows what mission specialists think may be a delta—a fan-shaped network of channels and sediments where a river once flowed into a larger body of water, in this case a lake filling a crater in the southern highlands. Other researchers go even further, suggesting that the data provide evidence for large open expanses of water on the early Martian surface. A computer-generated view of the Martian north polar region shows the extent of what may have been an ancient ocean covering much of the northern lowlands. The Hellas Basin, which measures some 3,000 kilometers across and has a floor that lies nearly 9 kilometers below the basin’s rim, is another candidate for an ancient Martian sea.
4. These ideas remain controversial. Proponents point to features such as the terraced “beaches” shown in one image, which could conceivably have been left behind as a lake or ocean evaporated and

the shoreline receded. But detractors maintain that the terraces could also have been created by geological activity, perhaps related to the geologic forces that depressed the Northern Hemisphere far below the level of the south, in which case they have nothing whatever to do with Martian water. Furthermore, Mars Global Surveyor data released in 2003 seem to indicate that the Martian surface contains too few carbonate rock layers—layers containing compounds of carbon and oxygen—that should have been formed in abundance in an ancient ocean. Their absence supports the picture of a cold, dry Mars that never experienced the extended mild period required to form lakes and oceans. However, more recent data imply that at least some parts of the planet did in fact experience long periods in the past during which liquid water existed on the surface.

5. Aside from some small-scale gullies (channels) found since 2000, which are inconclusive, astronomers have no direct evidence for liquid water anywhere on the surface of Mars today, and the amount of water vapor in the Martian atmosphere is tiny. Yet even setting aside the unproven hints of ancient oceans, the extent of the outflow channels suggests that a huge total volume of water existed on Mars in the past. Where did all the water go? The answer may be that virtually all the water on Mars is now locked in the permafrost layer under the surface, with more contained in the planet's polar caps.

Directions: Now answer the questions.

1. The word “merge” in the passage is closest in meaning to
 - a. expand
 - b. separate
 - c. straighten out
 - d. combine
2. What does the discussion in paragraph 1 of runoff channels in the southern highlands suggest about Mars?
 - a. The atmosphere of Mars was once thinner than it is today.
 - b. Large amounts of rain once fell on parts of Mars.
 - c. The river systems of Mars were once more extensive than Earth's.
 - d. The rivers of Mars began to dry up about 4 billion years ago.
3. The word “relics” in the passage is closest in meaning to
 - a. remains

- b. sites
 - c. requirements
 - d. sources
4. The word “miniature” in the passage is closest in meaning to
- a. temporary
 - b. small
 - c. multiple
 - d. familiar
5. In paragraph 2, why does the author include the information that 105 tons of water flow through the amazon River per second?
- a. To emphasize the great size of the volume of water that seems to have flowed through Mars’ outflow channels
 - b. To indicate data used by scientists to estimate how long ago Mars’ outflow channels were formed
 - c. To argue that flash floods on Mars may have been powerful enough to cause tear-shaped “islands” to form
 - d. To argue that the force of flood waters on Mars was powerful enough to shape the northern volcanic plains
6. according to paragraph 2, all of the following are true of the outflow channels on Mars EXCEPT:
- a. They formed at around the same time that volcanic activity was occurring on the northern plains.
 - b. They are found only on certain parts of the Martian surface.
 - c. They sometimes empty onto what appear to have once been the wet sands of tidal beaches.
 - d. They are thought to have carried water northward from the equatorial regions.

7. all of the following questions about geological features on Mars are answered in paragraph 3 EXCEPT:
 - a. What are some regions of Mars that may have once been covered with an ocean?
 - b. Where do mission scientists believe that the river forming the delta emptied?
 - c. Approximately how many craters on Mars do mission scientists believe may once have been lakes filled with water?
 - d. During what period of Mars' history do some scientists think it may have had large bodies of water?

8. according to paragraph 3, images of Mars' surface have been interpreted as support for the idea that
 - a. the polar regions of Mars were once more extensive than they are now
 - b. a large part of the northern lowlands may once have been under water
 - c. deltas were once a common feature of the Martian landscape
 - d. the shape of the Hellas Basin has changed considerably over time

9. What can be inferred from paragraph 3 about liquid water on Mars?
 - a. If ancient oceans ever existed on Mars' surface, it is likely that the water in them has evaporated by now.
 - b. If there is any liquid water at all on Mars' surface today, its quantity is much smaller than the amount that likely existed there in the past.
 - c. Small-scale gullies on Mars provide convincing evidence that liquid water existed on Mars in the recent past.
 - d. The small amount of water vapor in the Martian atmosphere suggests that there has never been liquid water on Mars.

10. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- a. But detractors argue that geological activity may be responsible for the water associated with the terraces.
 - b. But detractors argue that the terraces may have been formed by geological activity rather than by the presence of water.
 - c. But detractors argue that the terraces may be related to geological forces in the Northern Hemisphere of Mars, rather than to Martian water in the south.
 - d. But detractors argue that geological forces depressed the Northern Hemisphere so far below the level of the south that the terraces could not have been formed by water.
11. According to paragraph 4, what do the 2003 global Surveyor data suggest about Mars?
- a. Ancient oceans on Mars contained only small amounts of carbon.
 - b. The climate of Mars may not have been suitable for the formation of large bodies of water.
 - c. Liquid water may have existed on some parts of Mars' surface for long periods of time.
 - d. The ancient oceans that formed on Mars dried up during periods of cold, dry weather.
12. The word "hints" in the passage is closest in meaning to
- a. clues
 - b. features
 - c. arguments
 - d. effects

13. In paragraph 2 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (a, B, C, and D) that indicate where the following sentence could be added.

These landscape features differ from runoff channels in a number of ways.

Where would the sentence best fit?

Outflow channels are probably relics of catastrophic flooding on Mars long ago. (a) They appear only in equatorial regions and generally do not form extensive interconnected networks. (B) Instead, they are probably the paths taken by huge volumes of water draining from the southern highlands into the northern plains. (C) The onrushing water arising from these flash floods likely also formed the odd teardrop-shaped “islands” (resembling the miniature versions seen in the wet sand of our beaches at low tide) that have been found on the plains close to the ends of the outflow channels. (D) Judging from the width and depth of the channels, the flow rates must have been truly enormous—perhaps as much as a hundred times greater than the 105 tons per second carried by the great Amazon River. Flooding shaped the outflow channels approximately 3 billion years ago, about the same time as the northern volcanic plains formed.

- a. Option A
- b. Option B
- c. Option C
- d. Option D

14. Directions: an introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

There is much debate concerning whether Mars once had water
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Answer Choices

- a. Various types of images have been used to demonstrate that most of the Martian surface contains evidence of flowing water.
- b. The runoff and outflow channels of Mars apparently carried a higher volume of water and formed more extensive networks than do Earth's river systems.
- c. Mars' runoff and outflow channels are large-scale, distinctive features that suggest that large quantities of liquid water once flowed on Mars.
- d. Although some researchers claim that Mars may once have had oceans, others dispute this, pointing to an absence of evidence or offering alternative interpretations of evidence.
- e. While numerous gullies have been discovered on Mars since 2000, many astronomers dismiss them as evidence that Mars once had liquid water.
- f. There is very little evidence of liquid water on Mars today, and it is assumed that all the water that once existed on the planet is frozen beneath its surface.

Practice 4

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

Ancient Rome and Greece

1. There is a quality of cohesiveness about the Roman world that applied neither to Greece nor perhaps to any other civilization, ancient or modern. Like the stones of a Roman wall, which were held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls. The physical bonds included the network of military garrisons, which were stationed in every province, and the network of stone-built roads that linked the provinces with Rome. The organizational bonds were based on the common principles of law and administration and on the universal army of officials who enforced common standards of conduct. The psychological controls were built on fear and punishment—on the absolute certainty that anyone or anything that threatened the authority of Rome would be utterly destroyed.
2. The source of the Roman obsession with unity and cohesion may well have lain in the pattern of Rome's early development. Whereas Greece had grown from scores of scattered cities, Rome grew from one single organism. While the Greek world had expanded along the Mediterranean sea lanes, the Roman world was assembled by territorial conquest. Of course, the contrast is not quite so stark: in Alexander the Great the Greeks had found the greatest territorial conqueror of all time; and the Romans, once they moved outside Italy, did not fail to learn the lessons of sea power. Yet the essential difference is undeniable. The key to the Greek world lay in its high-powered ships; the key to Roman power lay in its marching legions. The Greeks were wedded to the sea; the Romans, to the land. The Greek was a sailor at heart; the Roman, a landsman.
3. Certainly, in trying to explain the Roman phenomenon, one would have to place great emphasis on this almost animal instinct for the territorial imperative. Roman priorities lay in the organization, exploitation, and defense of their territory. In all probability it was the fertile le plain of Latium, where the Latins who founded Rome originated, that created the habits and skills of landed settlement, landed property, landed economy, landed administration, and a land-based society. From this arose the Roman genius for military organization and orderly government. In turn, a deep attachment to the land, and to the stability which rural life engenders, fostered the Roman virtues: gravitas, a sense of responsibility, pietas, a sense of devotion to family and country, and iustitia, a sense of the natural order.
4. Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. As always, there are the

power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. At the same time, there is a solid body of opinion that dislikes Rome. For many, Rome is at best the imitator and the continuator of Greece on a larger scale. Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. “Had the Greeks held novelty in such disdain as we,” asked Horace in his Epistles, “what work of ancient date would now exist?”

5. Rome’s debt to Greece was enormous. The Romans adopted Greek religion and moral philosophy. In literature, Greek writers were consciously used as models by their Latin successors. It was absolutely accepted that an educated Roman should be fluent in Greek. In speculative philosophy and the sciences, the Romans made virtually no advance on early achievements.
6. Yet it would be wrong to suggest that Rome was somehow a junior partner in Greco Roman civilization. The Roman genius was projected into new **spheres**— especially into those of law, military organization, administration, and engineering. Moreover, the tensions that arose within the Roman state produced literary and artistic sensibilities of the highest order. It was no accident that many leading Roman soldiers and statesmen were writers of high caliber.

Directions: Now answer the questions.

1. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
 - a. The regularity and power of stone walls inspired Romans attempting to unify the parts of their realm.
 - b. Although the Romans used different types of designs when building their walls, they used regular controls to maintain their realm.
 - c. Several types of control united the Roman realm, just as design and cement held Roman walls together.
 - d. Romans built walls to unite the various parts of their realm into a single entity, which was controlled by powerful laws.

2. According to paragraph 1, all of the following are controls that held together the Roman world EXCEPT
 - a. administrative and legal systems
 - b. the presence of the military
 - c. a common language
 - d. transportation networks

3. The phrase “obsession with” in the passage is closest in meaning to
 - a. thinking about
 - b. fixation on
 - c. interest in
 - d. attitude toward

4. according to paragraph 2, which of the following was NOT characteristic of Rome’s early development?
 - a. Expansion by sea invasion
 - b. Territorial expansion
 - c. Expansion from one original settlement
 - d. Expansion through invading armies

5. Why does the author mention “alexander the great” in the passage
 - a. To acknowledge that Greek civilization also expanded by land conquest
 - b. To compare Greek leaders to Roman leaders
 - c. To give an example of a Greek leader whom Romans studied
 - d. To indicate the superior organization of the Greek military

6. The word “fostered” in the passage is closest in meaning to
 - a. accepted
 - b. combined
 - c. introduced

- d. encouraged
7. Paragraph 3 suggests which of the following about the people of Latium?
- a. Their economy was based on trade relations with other settlements.
 - b. They held different values than the people of Rome.
 - c. Agriculture played a significant role in their society.
 - d. They possessed unusual knowledge of animal instincts.
8. Paragraph 4 indicates that some historians admire Roman civilization because of
- a. the diversity of cultures within Roman society
 - b. its strength
 - c. its innovative nature
 - d. the large body of literature that it developed
9. In paragraph 4, the author develops a description of Roman civilization by
- a. comparing the opinions of Roman intellectuals to Greek intellectuals
 - b. identifying which characteristics of Roman civilization were copied from Greece
 - c. explaining how the differences between Rome and Greece developed as time passed
 - d. contrasting characteristics of Roman civilization with characteristics of Greek civilization
10. according to paragraph 4, intellectual Romans such as Horace held which of the following opinions about their civilization?
- a. Ancient works of Greece held little value in the Roman world.
 - b. The Greek civilization had been surpassed by the Romans.
 - c. Roman civilization produced little that was original or memorable.

- d. Romans valued certain types of innovations that had been ignored by ancient Greeks.
11. The word “spheres” in the passage is closest in meaning to
- a. abilities
 - b. areas
 - c. combinations
 - d. models
12. Which of the following statements about leading Roman soldiers is supported by paragraphs 5 and 6?
- a. They could read and write the Greek language.
 - b. They frequently wrote poetry and plays.
 - c. They focused their writing on military matters.
 - d. They wrote according to the philosophical laws of the Greeks.
13. In paragraph 4 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (a, B, C, and D) that indicate where the following sentence could be added.

They esteem symbols of Roman power, such as the massive Colosseum.

Where would the sentence best fit?

Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. (A) As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. (B) At the same time, there is a solid body of opinion that dislikes Rome. (C) For many, Rome is at best the imitator and the continuator of Greece on a larger scale. (D) Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed

was the opinion of some of the more intellectual Romans. “Had the Greeks held novelty in such disdain as we,” asked Horace in his Epistles, “what work of ancient date would now exist?”

- a. Option A
- b. Option B
- c. Option C
- d. Option D

14. Directions: an introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THRee answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

The Roman world drew its strength from several important sources
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Answer Choices

- a. Numerous controls imposed by Roman rulers held its territory together.
- b. The Roman military was organized differently from older military organizations.
- c. Romans valued sea power as did the Latins, the original inhabitants of Rome.

- d. Roman values were rooted in a strong attachment to the land and the stability of rural life.
- e. Rome combined aspects of ancient Greek civilization with its own contributions in new areas.
- f. Educated Romans modeled their own literature and philosophy on the ancient Greeks.

Practice 5

This test is taken from (ETS, *The Official Guide to the TOEFL Test*. Third Edition, 2009)

Reading Section

Directions: The Reading section measures your ability to understand academic passages written in English. You will read one passage and answer questions about it. In the actual *TOEFL iBT* test, you would have 20 minutes to read the passage and answer the questions. Test takers with disabilities can request a time extension.

Meteorite Impact and Dinosaur Extinction

There is increasing evidence that the impacts of meteorites have had important effects on Earth, particularly in the field of biological evolution. Such impacts continue to pose a natural hazard to life on Earth. Twice in the twentieth century, large meteorite objects are known to have collided with Earth.

If an impact is large enough, it can disturb the environment of the entire Earth and cause an ecological catastrophe. The best-documented such impact took place 65 million years ago at the end of the Cretaceous period of geological history. This break in Earth's history is marked by a mass extinction, when as many as half the species on the planet became extinct. While there are a dozen or more mass extinctions in the geological record, the Cretaceous mass extinction has always intrigued paleontologists because it marks the end of the age of the dinosaurs. For tens of millions of years, those great creatures had flourished. Then, suddenly, they disappeared.

The body that impacted Earth at the end of the Cretaceous period was a meteorite with a mass of more than a trillion tons and a diameter of at least 10 kilometers. Scientists first identified this impact in 1980 from the worldwide layer of sediment deposited from the dust cloud that enveloped the planet after the impact. This sediment layer is enriched in the rare metal iridium and other elements that are relatively abundant in a meteorite but very rare in the crust of Earth. Even diluted by the terrestrial material excavated from the crater, this component of meteorites is easily identified. By 1990 geologists had located the impact site itself in the Yucatán region of Mexico. The crater, now deeply buried in sediment, was originally about 200 kilometers in diameter.

This impact released an enormous amount of energy, excavating a crater about twice as large as the lunar crater Tycho. The explosion lifted about 100 trillion tons of dust into the atmosphere, as can be determined by measuring the thickness of the sediment layer formed when this dust settled to the surface. Such a quantity of material would have blocked the sunlight completely from reaching the surface, plunging Earth into a period of cold and darkness that lasted at least several months. The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that sprayed out over much of Earth, starting widespread fires that must have consumed most terrestrial forests and grassland. Presumably, those environmental disasters could have been responsible for the mass extinction, including the death of the dinosaurs.

Several other mass extinctions in the geological record have been tentatively identified with large impacts, but none is so dramatic as the Cretaceous event. But even without such specific documentation, it is clear that impacts of this size do occur and that their results can be catastrophic. What is a catastrophe for one group of living things, however, may create opportunities for another group. Following each mass extinction, there is a sudden evolutionary burst as new species develop to fill the ecological niches opened by the event.

Impacts by meteorites represent one mechanism that could cause global catastrophes and seriously influence the evolution of life all over the planet. According to some estimates, the majority of all extinctions of species may be due to such impacts. Such a perspective fundamentally changes our view of biological evolution. The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments. Yet an equally important criterion is the ability of a species to survive random global ecological catastrophes due to impacts.

Earth is a target in a cosmic shooting gallery, subject to random violent events that were unsuspected a few decades ago. In 1991 the United States Congress asked NASA to investigate the hazard posed today by large impacts on Earth. The group conducting the study concluded from a detailed analysis that impacts from meteorites can indeed be hazardous.

Although there is always some risk that a large impact could occur, careful study shows that this risk is quite small.

1. The word “pose” on line 2 is closest in meaning to
 - a. claim
 - b. model
 - c. assume
 - d. present

2. In paragraph 2, why does the author include the information that dinosaurs had flourished for tens of millions of years and then suddenly disappeared?
 - a. To support the claim that the mass extinction at the end of the Cretaceous is the best-documented of the dozen or so mass extinctions in the geological record
 - b. To explain why as many as half of the species on Earth at the time are believed to have become extinct at the end of the Cretaceous
 - c. To explain why paleontologists have always been intrigued by the mass extinction at the end of the Cretaceous
 - d. To provide evidence that an impact can be large enough to disturb the environment of the entire planet and cause an ecological disaster

3. Which of the following can be inferred from paragraph 3 about the location of the meteorite impact in Mexico?
 - a. The location of the impact site in Mexico was kept secret by geologists from 1980 to 1990.
 - b. It was a well-known fact that the impact had occurred in the Yucatán region.
 - c. Geologists knew that there had been an impact before they knew where it had occurred.
 - d. The Yucatán region was chosen by geologists as the most probable impact site because of its climate.

4. According to paragraph 3, how did scientists determine that a large meteorite had impacted Earth?
 - a. They discovered a large crater in the Yucatán region of Mexico.
 - b. They found a unique layer of sediment worldwide.
 - c. They were alerted by archaeologists who had been excavating in the Yucatán region.
 - d. They located a meteorite with a mass of over a trillion tons.

5. The word “excavating” on line 25 is closest in meaning to
 - a. digging out
 - b. extending
 - c. destroying
 - d. covering up

6. The word “consumed” on line 32 is closest in meaning to
 - a. changed
 - b. exposed
 - c. destroyed
 - d. covered

7. According to paragraph 4, all of the following statements are true of the impact at the end of the Cretaceous period EXCEPT:
 - a. A large amount of dust blocked sunlight from Earth.
 - b. Earth became cold and dark for several months.
 - c. New elements were formed in Earth’s crust.
 - d. Large quantities of nitric acid were produced.

8. The phrase “tentatively identified” on line 36 is closest in meaning to
 - a. identified after careful study
 - b. identified without certainty

- c. occasionally identified
 - d. easily identified
9. The word “perspective” on line 46 is closest in meaning to
- a. sense of values
 - b. point of view
 - c. calculation
 - d. complication
10. Paragraph 6 supports which of the following statements about the factors those are essential for the survival of a species?
- a. The most important factor for the survival of a species is its ability to compete and adapt to gradual changes in its environment.
 - b. The ability of a species to compete and adapt to a gradually changing environment is not the only ability that is essential for survival.
 - c. Since most extinction of species is due to major meteorite impacts, the ability to survive such impacts is the most important factor for the survival of a species.
 - d. The factors that are most important for the survival of a species vary significantly from one species to another.
11. Which of the sentences below best expresses the essential information in the following sentence?
- Earth is a target in a cosmic shooting gallery, subject to random violent events that were unsuspected a few decades ago.**
- Incorrect choices change the meaning in important ways or leave out essential information.
- a. Until recently, nobody realized that Earth is exposed to unpredictable violent impacts from space.
 - b. In the last few decades, the risk of a random violent impact from space has increased.

- c. Since most violent events on Earth occur randomly, nobody can predict when or where they will happen.
- d. A few decades ago, Earth became the target of random violent events originating in outer space.

12. According to the passage, who conducted investigations about the current dangers posed by large meteorite impacts on Earth?
- a. Paleontologists
 - b. Geologists
 - c. The United States Congress
 - d. NASA

13. Look at the four letters (**A**, **B**, **C**, and **D**) that indicate where the following sentence could be added to the passage in paragraph 6.

This is the criterion emphasized by Darwin’s theory of evolution by natural selection.

Where would the sentence best fit?

Impacts by meteorites represent one mechanism that could cause global catastrophes and seriously influence the evolution of life all over the planet. **(A)** According to some estimates, the majority of all extinctions of species may be due to such impacts. **(B)** Such a perspective fundamentally changes our view of biological evolution. **(C)** The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments. **(D)** Yet an equally important criterion is the ability of a species to survive random global ecological catastrophes due to impacts.

Choose the place where the sentence fits best.

- a. Option A
- b. Option B
- c. Option C
- d. Option D

14. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE (3) answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Write your answer choices in the spaces where they belong. You can write in the number of the answer choice or the whole sentence.

Scientists have linked the mass extinction at the end of the Cretaceous with a meteorite impact on Earth
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Answer choices

- (1) Scientists had believed for centuries that meteorite activity influenced evolution on Earth.
- (2) The site of the large meteorite impact at the end of the Cretaceous period was identified in 1990.
- (3) There have also been large meteorite impacts on the surface of the Moon, leaving craters like Tycho.
- (4) An iridium-enriched sediment layer and a large impact crater in the Yucatán provide evidence that a large meteorite struck Earth about 65 million years ago.
- (5) Large meteorite impacts, such as one at the end of the Cretaceous period, can seriously affect climate, ecological niches, plants, and animals.
- (6) Meteorite impacts can be advantageous for some species, which thrive, and disastrous for other species, which become extinct.

CHAPTER VII

TOEFL iBT Practice Test, Answer and Explanation

The TOEFL iBT test here are taken from ETS (2009)

Toefl Practice Test 1

Directions : This section measures your ability to understand academic passages in English.

The Reading section is divided into separately timed parts. Most questions are worth 1 point, but the last question for each passage is worth more than 1 point. The directions for the last question indicate how many points you may receive.

You will now begin the Reading section. There are three passages in the section. You should allow **20 Minutes** to read each passage and answer the questions about it. You should allow **60 Minutes** to complete the entire section. At the end of this Practice Test you'll find explanations of the answers and information to help you determine your score.

NINETEENTH-CENTURY POLITICS IN THE UNITED STATES

The development of the modern presidency in the United States began with Andrew Jackson who swept to power in 1829 at the head of the Democratic Party and served until 1837. During his administration he immeasurably enlarged the power of the presidency. "The President is the direct representative of the American people," he lectured the Senate when it opposed him. "He was elected by the people, and is responsible to them." With this declaration, Jackson redefined the character of the presidential office and its relationship to the people.

During Jackson's second term, his opponents had gradually come together to form the Whig party. Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed,

and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

Whigs, on the other hand, were more comfortable with the market. For them commerce and economic development were agents of civilization. Nor did the Whigs envision any conflict in society between farmers and workers on the one hand and businesspeople and bankers on the other. Economic growth would benefit everyone by raising national income and expanding opportunity. The government's responsibility was to provide a well-regulated economy that guaranteed opportunity for citizens of ability.

Whigs and Democrats differed not only in their attitudes toward the market but also about how active the central government should be in people's lives. Despite Andrew Jackson's inclination to be a strong President, Democrats as a rule believed in limited government. Government's role in the economy was to promote competition by destroying monopolies and special privileges. In keeping with this philosophy of limited government, Democrats also rejected the idea that moral beliefs were the proper sphere of government action. Religion and politics, they believed, should be kept clearly separate, and they generally opposed humanitarian legislation.

The Whigs, in contrast, viewed government power positively. They believed that it should be used to protect individual rights and public liberty, and that it had a special role where individual effort was ineffective. By regulating the economy and competition, the government could ensure equal opportunity. Indeed, for Whigs the concept of government promoting the general welfare went beyond the economy. In particular, Whigs in the northern sections of the United States also believed that government power should be used to foster the moral welfare of the country. They were much more likely to favor social-reform legislation and aid to education.

In some ways the social makeup of the two parties was similar. To be competitive in winning votes, Whigs and Democrats both had to have significant support among farmers, the largest group in society, and workers. Neither party could win an election by appealing exclusively to the rich or the poor. The Whigs, however, enjoyed disproportionate strength among the business and commercial classes. Whigs appealed to planters who needed credit to finance their cotton and rice trade in the world market, to farmers who were eager to sell their surpluses, and to workers who wished to improve themselves. Democrats attracted farmers isolated from the market or uncomfortable with it, workers alienated from the emerging industrial system, and rising entrepreneurs who wanted to break monopolies and open the economy to newcomers like themselves. The Whigs were strongest in the towns, cities, and those rural areas that were fully integrated

into the market economy, whereas Democrats dominated areas of semi subsistence farming that were more isolated and languishing economically.

The development of the modern presidency in the United States began with Andrew Jackson who swept to power in 1829 at the head of the Democratic Party and served until 1837. During his administration he immeasurably enlarged the power of the presidency. “The President is the direct representative of the American people,” he lectured the Senate when it opposed him. “He was elected by the people, and is responsible to them.” With this declaration, Jackson redefined the character of the presidential office and its relationship to the people.

Directions : Mark your answer by filling in the oval next to your choice.

1. The word immeasurably in the passage is closest in meaning to
 - a. frequently
 - b. greatly
 - c. rapidly
 - d. reportedly

2. According to paragraph 1, the presidency of Andrew Jackson was especially significant for which of the following reasons?
 - a. The President granted a portion of his power to the Senate
 - b. The President began to address the Senate on a regular basis.
 - c. It was the beginning of the modern presidency in the United States.
 - d. It was the first time that the Senate had been known to oppose the President.

During Jackson’s second term, his opponents had gradually come together to form the Whig party. Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. The Democrats tended to view society as a continuing conflict between “the people”—farmers, planters, and workers—and a set of greedy aristocrats. This “paper money aristocracy” of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation’s virtue by encouraging speculation and the desire for sudden, unearned wealth. The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society;

the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

3. The author mentions bankers and investors in the passage as an example of which of the following?
 - a. The Democratic Party's main source of support
 - b. The people that Democrats claimed were unfairly becoming rich
 - c. The people most interested in a return to a simple agrarian republic
 - d. One of the groups in favor of Andrew Jackson's presidency

Whigs, on the other hand, were more comfortable with the market. For them, commerce and economic development were agents of civilization. Nor did the Whigs envision any conflict in society between farmers and workers on the one hand and businesspeople and bankers on the other. Economic growth would benefit everyone by raising national income and expanding opportunity. The government's responsibility was to provide a well-regulated economy that guaranteed opportunity for citizens of ability.

4. According to paragraph 3, Whigs believed that commerce and economic development would have which of the following effects on society?
 - a. They would promote the advancement of society as a whole.
 - b. They would cause disagreements between Whigs and Democrats.
 - c. They would supply new positions for Whig Party members.
 - d. They would prevent conflict between farmers and workers.
5. According to paragraph 3, which of the following describes the Whig Party's view of the role of government?
 - a. To regulate the continuing conflict between farmers and businesspeople
 - b. To restrict the changes brought about by the market
 - c. To maintain an economy that allowed all capable citizens to benefit
 - d. To reduce the emphasis on economic development

Whigs and Democrats differed not only in their attitudes toward the market but also about how active the central government should be in people's lives. Despite Andrew Jackson's inclination to be a strong President, Democrats as a rule believed in limited government. Government's role in the economy was to promote competition by destroying monopolies and special privileges. In keeping with this philosophy of limited government, Democrats also rejected the idea that moral beliefs were the proper sphere of government action. Religion and politics, they believed, should be kept clearly separate, and they generally opposed humanitarian legislation.

6. The word inclination in the passage is closest in meaning to
 - a. argument
 - b. tendency
 - c. example
 - d. warning

7. According to paragraph 4, a Democrat would be most likely to support government action in which of the following areas?
 - a. Creating a state religion
 - b. Supporting humanitarian legislation
 - c. Destroying monopolies
 - d. Recommending particular moral beliefs

The Whigs, in contrast, viewed government power positively. They believed that it should be used to protect individual rights and public liberty, and that it had a special role where individual effort was ineffective. By regulating the economy and competition, the government could ensure equal opportunity. Indeed, for Whigs the concept of government promoting the general welfare went beyond the economy. In particular, Whigs in the northern sections of the United States also believed that government power should be used to foster the moral welfare of the country. They were much more likely to favor social-reform legislation and aid to education.

8. The word concept in the passage is closest in meaning to
 - a. power
 - b. reality
 - c. difficulty

d. idea

9. Which of the following can be inferred from paragraph 5 about variations in political beliefs within the Whig Party?
- They were focused on issues of public liberty.
 - They caused some members to leave the Whig party.
 - They were unimportant to most Whigs.
 - They reflected regional interests.

In some ways the social makeup of the two parties was similar. To be competitive in winning votes, Whigs and Democrats both had to have significant support among farmers, the largest group in society, and workers. Neither party could win an election by appealing exclusively to the rich or the poor. The Whigs, however, enjoyed disproportionate strength among the business and commercial classes. Whigs appealed to planters who needed credit to finance their cotton and rice trade in the world market, to farmers who were eager to sell their surpluses, and to workers who wished to improve themselves. Democrats attracted farmers isolated from the market or uncomfortable with it, workers alienated from the emerging industrial system, and rising entrepreneurs who wanted to break monopolies and open the economy to newcomers like themselves. The Whigs were strongest in the towns, cities, and those rural areas that were fully integrated into the market economy, whereas Democrats dominated areas of semisubsistence farming that were more isolated and languishing economically.

10. According to paragraph 6, the Democrats were supported by all of the following groups EXCEPT
- workers unhappy with the new industrial system
 - planters involved in international trade
 - rising entrepreneurs
 - individuals seeking to open the economy to newcomers
11. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

- a. Whigs were able to attract support only in the wealthiest parts of the economy because Democrats dominated in other areas.
- b. Whig and Democratic areas of influence were naturally split between urban and rural areas, respectively.
- c. The semisubsistence farming areas dominated by Democrats became increasingly isolated by the Whigs' control of the market economy.
- d. The Democrats' power was greatest in poorer areas while the Whigs were strongest in those areas where the market was already fully operating.

During Jackson's second term, his opponents had gradually come together to form the Whig party. ■ Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. ■ The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. ■ This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. ■ The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

12. Look at the four squares ■ that indicate where the following sentence can be added to the passage.

This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy.

Where would the sentence best fit?

- a. During Jackson's second term, his opponents had gradually come together to form the Whig party. **This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy.** Whigs and Democrats held

different attitudes toward the changes brought about by the market, banks, and commerce. ■ The Democrats tended to view society as a continuing conflict between “the people”—farmers, planters, and workers—and a set of greedy aristocrats. ■ This “paper money aristocracy” of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation’s virtue by encouraging speculation and the desire for sudden, unearned wealth. ■ The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

- b. During Jackson’s second term, his opponents had gradually come together to form the Whig party. ■ Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. **This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy.** The Democrats tended to view society as a continuing conflict between “the people”—farmers, planters, and workers—and a set of greedy aristocrats. ■ This “paper money aristocracy” of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation’s virtue by encouraging speculation and the desire for sudden, unearned wealth. ■ The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.
- c. During Jackson’s second term, his opponents had gradually come together to form the Whig party. ■ . Whigs and Democrats held different attitudes toward the changes brought about by the market,

- banks, and commerce. ■ The Democrats tended to view society as a continuing conflict between “the people”—farmers, planters, and workers—and a set of greedy aristocrats. **This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy.** This “paper money aristocracy” of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation’s virtue by encouraging speculation and the desire for sudden, unearned wealth. ■ The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.
- d. During Jackson’s second term, his opponents had gradually come together to form the Whig party. ■ . Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. ■ The Democrats tended to view society as a continuing conflict between “the people”—farmers, planters, and workers—and a set of greedy aristocrats. ■ This “paper money aristocracy” of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation’s virtue by encouraging speculation and the desire for sudden, unearned wealth. **This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy.** The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

13. **Directions:** An introductory sentence for a brief summary of the passage is provided below.

Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

The political system of the United States in the mid-nineteenth century was strongly influenced by the social and economic circumstances of the time.

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Answer Choices

1. The Democratic and Whig Parties developed in response to the needs of competing economic and political constituencies.
2. During Andrew Jackson's two terms as President, he served as leader of both the Democratic and Whig Parties.
3. The Democratic Party primarily represented the interests of the market, banks, and commerce.
4. In contrast to the Democrats, the Whigs favored government aid for education.

5. A fundamental difference between Whigs and Democrats involved the importance of the market in society.
6. The role of government in the lives of the people was an important political distinction between the two parties.

Answers and Explanation 1

Nineteenth-Century Politics in the United States

1. This is a Vocabulary question. The word being tested is *immeasurably*. It is highlighted in the passage. *Immeasurably* means “in a manner too big to be measured.” So if Jackson enlarged the President’s powers so much that the results can’t be measured, he enlarged them “greatly.”
2. This is a Factual Information question asking for specific information that can be found in paragraph 1. The correct answer is choice 3 because the first sentence of the paragraph explicitly states that this was when the development of the modern presidency began. The remainder of the paragraph is devoted to explaining the significant changes in government that this development involved. The result, as stated in sentence 5, was that the nature of the presidency itself was redefined. Choice 1 is contradicted by the paragraph; Jackson didn’t give presidential power away, he increased it. Choice 2 is not mentioned in the paragraph: it says Jackson addressed the Senate, but not that this was the beginning of regular addresses. Choice 4, which says that this was the first time the Senate opposed the President, is not stated in the passage.
3. This is a Rhetorical Purpose question. It is asking you why the author mentions “bankers and investors” in the passage. The phrase being tested is highlighted in the passage. The correct answer is

choice 2. The author is using bankers and investors as examples of people that the Democrats claimed were “manipulating” the banking system for their own profit. That means that they were unfairly becoming rich. Choices 1, 3, and 4 are all incorrect because, based upon the passage, they seem unlikely to be true. Therefore, the author would not use them as examples.

4. This is a Factual Information question asking for specific information that can be found in paragraph 3. Choice 1 is the correct answer. The paragraph says that Whigs believed commerce and economic development “would benefit everyone.” That means essentially the same thing as choice 1, which says that Whigs believed economic growth would “promote the advancement of society as a whole.” “Society as a whole” is another way of saying “everyone.” Choices 2 and 3 are not mentioned in the paragraph. Choice 4, about conflict between groups, is mentioned but in a different context, so it is not a belief held by Whigs.
5. This is a Factual Information question asking for specific information that can be found in paragraph 3. The correct answer is choice 3: the Whigs viewed government as responsible for maintaining an economy that allowed all capable citizens to benefit. This is a restatement of paragraph 3, sentence 5. The paragraph states that Whigs did not envision continuing conflict between farmers and business people, so choice 1 is wrong. Whigs favored changes brought about by the market, so choice 2 is wrong. Whigs were in favor of increased emphasis on economic development, so choice 4 is incorrect.
6. This is a Vocabulary question. The word being tested is *inclination*. It is highlighted in the passage. The fact that Jackson had an

inclination to be a strong President means that he preferred being strong to having limited powers. In other words, his “tendency” was to favor a strong presidency, so choice 2 is the correct answer.

7. This is a Factual Information question asking for specific information that can be found in paragraph 4. The correct answer is choice 3, which is explicitly stated in sentence 3 of the paragraph. Sentences 4 and 5 explicitly refute the other choices.
8. This is a Vocabulary question. The word being tested is *concept*. It is highlighted in the passage. The passage says that “for Whigs the *concept* of government was . . .” In other words, “the way Whigs thought about government was . . .” “That process of thinking represents ideas, so choice 4 is the correct answer here.
9. This is an Inference question asking for an inference that can be supported by paragraph 5. The correct answer is choice 4: variations in Whigs’ political beliefs reflected regional differences. This is supported by sentence 5 of the paragraph, which says that certain beliefs “particularly” reflected the views of northern Whigs. That suggests that Whigs in other regions of the country had beliefs that varied from this view and implies that such differences were regional. The other three choices are not mentioned in the passage in connection with “variations” in Whig beliefs, so there is no basis for inferring any of them.
10. This is a Negative Factual Information question asking for specific information that can be found in paragraph 6. Choice 2 is the correct answer. Sentence 5 says that it was Whigs, not Democrats, who had the support of planters involved in international trade. The next sentence, sentence 6, says that in contrast, Democrats had the

support of the groups mentioned in choices 1, 3, and 4 (“workers,” “entrepreneurs,” and certain other “individuals”). Therefore, all of the groups described in the answer choices, EXCEPT the planters of choice 2, did support the Democrats.

11. This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted: The Whigs were strongest in the towns, cities, and those rural areas that were fully integrated into the market economy, whereas Democrats dominated areas of semisubsistence farming that were more isolated and languishing economically.

The correct answer is choice 4. Choice 4 contains all of the essential information in the tested sentence but the order in which it is presented is reversed. The highlighted sentence describes areas of Whig strength first, and then the areas where Democrats were strong.

The correct answer, choice 4, describes Democrat strongholds first, and then Whig areas. No meaning has been changed, and no information has been left out.

Choice 1 is incorrect because it states that Whigs were able to attract support only in the wealthiest areas. The highlighted sentence does not say that; it says their support came from places integrated into the market, which can include areas of all economic levels.

Choice 2 is incorrect because it says that the two parties were split between rural and urban areas. However, the highlighted sentence says that Whigs were strong in rural areas that were integrated into the market economy. In other words, the split between the parties was based on the degree to which an area was integrated into the market, not whether it was urban or rural.

Choice 3 is incorrect because the highlighted sentence makes no mention of how (or if) the Whigs' control of the market economy affected the areas dominated by the Democrats.

12. This is an Insert Text question. You can see the four black squares in paragraph 2 that represent the possible answer choices here. During Jackson's second term, his opponents had gradually come together to form the Whig party. ■ Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. ■ The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. ■ This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. ■ The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

The sentence provided, "This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy," is best inserted at square 1.

Square 1 is correct because the phrase "This new party" refers directly and only to the Whigs, who are first mentioned (as a recently formed party) in sentence 1 of this paragraph.

Square 2 is incorrect because the sentence before is not limited to the new Whig party. It discusses both Whigs and Democrats.

Squares 3 and 4 are both incorrect because the sentences preceding them refer to the Democrats (the old party), not the Whigs.

13. This is a Prose Summary question. It is completed correctly below. The correct choices are 1, 5, and 6. Choices 2, 3, and 4 are therefore incorrect.

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

The political system of the United States in the mid-nineteenth century was strongly influenced by the social and economic circumstances of the time.

- The Democratic and Whig Parties developed in response to the needs of competing economic and political constituencies.
- A fundamental difference between Whigs and Democrats involved the importance of the market in society.
- The role of government in the lives of the people was an important political distinction between the two parties.

Answer Choices

1. The Democratic and Whig Parties developed in response to the needs of competing economic and political constituencies.

2. During Andrew Jackson’s two terms as President, he served as leader of both the Democratic and Whig parties.
3. The Democratic Party primarily represented the interests of the market, banks, and commerce.
4. In contrast to the Democrats, the Whigs favored government aid for education.
5. A fundamental difference between Whigs and Democrats involved the importance of the market in society.
6. The role of government in the lives of the people was an important political distinction between the two parties.

Correct Choices

Choice 1, “The Democratic and Whig Parties developed in response to the needs of competing economic and political constituencies,” is correct because it is a recurring theme throughout the entire passage. It is a broad general statement about the development of the Whigs and Democrats. Paragraphs 2, 3, 4, 5, and 6 all provide support for this statement with examples of the nature of the competing constituencies in the United States at that time and the ways in which these two parties responded to them.

Choice 5, “A fundamental difference between Whigs and Democrats involved the importance of the market in society,” is correct because it is a broad general statement about the differences between the Whigs and Democrats. Paragraphs 2, 3, 4, and 6 all provide support for this statement with examples of the differences in the ways that the two parties viewed the market and society.

Choice 6, “The role of government in the lives of the people was an important political distinction between the two parties,” is correct because it is another broad general statement about the differences between the Whigs

and Democrats. Paragraphs 2, 3, 4, and 5 all explicitly explore this distinction between Whigs and Democrats.

Incorrect Choices

Choice 2, “During Andrew Jackson’s two terms as President, he served as leader of both the Democratic and Whig Parties,” is incorrect because it contradicts the passage. Jackson was head of the Democratic Party.

Choice 3, “The Democratic Party primarily represented the interests of the market, banks, and commerce,” is incorrect because it is not true. The Whigs primarily represented these groups, as stated in paragraphs 3 and 6.

Choice 4, “In contrast to the Democrats, the Whigs favored government aid for education,” is incorrect because the passage states only that Whigs in the north were likely to favor aid to education. It is not clearly stated how other Whigs or Democrats felt on this issue.

Toefl Practice Test 2

THE EXPRESSION OF EMOTIONS

Joy and sadness are experienced by people in all cultures around the world, but how can we tell when other people are happy or despondent? It turns out that the expression of many emotions may be universal. Smiling is apparently a universal sign of friendliness and approval. Baring the teeth in a hostile way, as noted by Charles Darwin in the nineteenth century, may be a universal sign of anger. As the originator of the theory of evolution, Darwin believed that the universal recognition of facial expressions would have survival value. For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

Most investigators concur that certain facial expressions suggest the same emotions in all people. Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

Psychological researchers generally recognize that facial expressions reflect emotional states. In fact, various emotional states give rise to certain patterns of electrical activity in the facial muscles and in the brain. The facial-feedback hypothesis argues, however, that the causal relationship between emotions and facial expressions can also work in the opposite direction. According to this hypothesis, signals from the facial muscles (“feedback”) are sent back to emotion centers of the brain, and so a person’s facial expression can influence that person’s emotional state. Consider Darwin’s words: “The free expression by outward signs of an emotion intensifies it. On the other hand, the repression, as far as possible, of all outward signs softens our emotions.” Can smiling give rise to feelings of good will, for example, and frowning to anger?

Psychological research has given rise to some interesting findings concerning the facial-feedback hypothesis. Causing participants in experiments to smile, for example, leads them to report more positive feelings and to rate cartoons (humorous drawings of people or situations) as being more humorous. When they are caused to frown, they rate cartoons as being more aggressive.

What are the possible links between facial expressions and emotion? One link is arousal, which is the level of activity or preparedness for activity in an organism. Intense contraction of facial muscles, such as those used in signifying fear, heightens arousal. Self-perception of heightened arousal then leads to heightened emotional activity. Other links may involve changes in brain temperature and the release of neurotransmitters (substances that transmit nerve impulses.) The contraction of facial muscles both influences the internal emotional state and reflects it. Ekman has found that the so-called Duchenne smile, which is characterized by “crow’s feet” wrinkles around the eyes and a subtle drop in the eye cover fold so that the skin above the eye moves down slightly toward the eyeball, can lead to pleasant feelings.

Ekman’s observation may be relevant to the British expression “keep a stiff upper lip” as a recommendation for handling stress. It might be that a “stiff” lip suppresses emotional response—as long as the lip is not quivering with fear or tension. But when the emotion that leads to stiffening the lip is more intense, and involves strong muscle tension, facial feedback may heighten emotional response.

Joy and sadness are experienced by people in all cultures around the world, but how can we tell when other people are happy or **despondent**? It turns out that the expression of many emotions may be universal. Smiling is apparently a universal sign of friendliness and approval. **Baring the teeth in a hostile way**, as noted by Charles Darwin in the nineteenth century, may be a universal sign of anger. As the originator of the theory of evolution, Darwin believed that the universal recognition of facial expressions would have survival value. For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

Directions : Mark your answer by filling in the oval next to your choice.

1. The word **despondent** in the passage is closest in meaning to
 - a. curious
 - b. unhappy
 - c. thoughtful
 - d. uncertain

2. The author mentions “Baring the teeth in a hostile way” in order to
 - a. differentiate one possible meaning of a particular facial expression from other meanings of it

- b. support Darwin's theory of evolution
- c. provide an example of a facial expression whose meaning is widely understood
- d. contrast a facial expression that is easily understood with other facial expressions

Most investigators **concur** that certain facial expressions suggest the same emotions in all people. Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. He then asked people around the world to indicate what emotions were being depicted in **them**. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. **The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses.** Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

- 3. The word **concur** in the passage is closest in meaning to
 - a. estimate
 - b. agree
 - c. expect
 - d. understand

- 4. The word **them** in the passage refers to
 - a. emotions
 - b. people
 - c. photographs
 - d. cultures

5. According to paragraph 2, which of the following was true of the Fore people of New Guinea?
- They did not want to be shown photographs.
 - They were famous for their story-telling skills.
 - They knew very little about Western culture.
 - They did not encourage the expression of emotions.
6. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- The Fore’s facial expressions indicated their unwillingness to pretend to be story characters.
 - The Fore were asked to display familiar facial expressions when they told their stories.
 - The Fore exhibited the same relationship of facial expressions and basic emotions that is seen in Western culture when they acted out stories.
 - The Fore were familiar with the facial expressions and basic emotions of characters in stories.

Psychological researchers generally recognize that facial expressions reflect emotional states. In fact, various emotional states give rise to certain patterns of electrical activity in the facial muscles and in the brain. The facial-feedback hypothesis argues, however, that the causal relationship between emotions and facial expressions can also work in the opposite direction. According to this hypothesis, signals from the facial muscles (“feedback”) are sent back to emotion centers of the brain, and so a person’s facial expression can influence that person’s emotional state. Consider Darwin’s words: “The free expression by outward signs of an emotion intensifies it. On the other hand, the repression, as far as possible, of all outward signs softens our emotions.” Can smiling give rise to feelings of good will, for example, and frowning to anger?

7. According to the passage, what did Darwin believe would happen to human emotions that were not expressed?
- They would become less intense.
 - They would last longer than usual.
 - They would cause problems later
 - They would become more negative.

Psychological research has given rise to some interesting findings concerning the facial-feedback hypothesis. Causing participants in experiments to smile, for example, leads them to report more positive feelings and to rate cartoons (humorous drawings of people or situations) as being more humorous. When they are caused to frown, they rate cartoons as being more aggressive.

8. According to the passage, research involving which of the following supported the facial-feedback hypothesis?
- The reactions of people in experiments to cartoons
 - The tendency of people in experiments to cooperate
 - The release of neurotransmitters by people during experiments
 - The long-term effects of repressing emotions
9. The word rate in the passage is closest in meaning to
- judge
 - reject
 - draw
 - want

Ekman's observation may be relevant to the British expression "keep a stiff upper lip" as a recommendation for handling stress. It might be that a "stiff" lip suppresses emotional response—as long as the lip is not quivering with fear or tension. But when the emotion that leads to stiffening the lip is more intense, and involves strong muscle tension, facial feedback may heighten emotional response.

10. The word relevant in the passage is closest in meaning to
- a. contradictory
 - b. confusing
 - c. dependent
 - d. applicable
11. According to the passage, stiffening the upper lip may have which of the following effects?
- a. It first suppresses stress, then intensifies it.
 - b. It may cause fear and tension in those who see it.
 - c. It can damage the lip muscles.
 - d. It may either heighten or reduce emotional response.

■ Most investigators concur that certain facial expressions suggest the same emotions in all people. ■ Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. ■ In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. ■ He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

12. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

This universality in the recognition of emotions was demonstrated by using rather simple methods.

Where would the sentence best fit?

a. **This universality in the recognition of emotions was demonstrated by using rather simple methods.** Most investigators concur that certain facial expressions suggest the same emotions in all people. ■ Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. ■ In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. ■ He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

b. ■ Most investigators concur that certain facial expressions suggest the same emotions in all people. **This universality in the recognition of emotions was demonstrated by using rather simple methods.** Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. ■ In classic research Paul Ekman took photographs of people exhibiting the emotions of

anger, disgust, fear, happiness, and sadness. ■ He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

- c. ■ Most investigators concur that certain facial expressions suggest the same emotions in all people. ■ Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. **This universality in the recognition of emotions was demonstrated by using rather simple methods.** In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. ■ He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which

participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

- d. ■ Most investigators concur that certain facial expressions suggest the same emotions in all people. ■ Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. ■ In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. **This universality in the recognition of emotions was demonstrated by using rather simple methods.** He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

13. **Directions:** An introductory sentence for a brief summary of the passage is provided below.

Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not

belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Psychological research seems to confirm that people associate particular facial expressions with the same emotions across cultures.

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Answer Choices

1. Artificially producing the Duchenne smile can cause a person to have pleasant feelings.
2. Facial expressions and emotional states interact with each other through a variety of feedback mechanisms.
3. People commonly believe that they can control their facial expressions so that their true emotions remain hidden.
4. A person's facial expression may reflect the person's emotional state.
5. Ekman argued that the ability to accurately recognize the emotional content of facial expressions was valuable for human beings.
6. Facial expressions that occur as a result of an individual's emotional state may themselves feedback information that influences the person's emotions.

Answers and Explanation 2

The Expression of Emotions

1. This is a Vocabulary question. The word being tested is *despondent*. It is highlighted in the passage. The correct answer is choice 2, “unhappy.” The sentence in which the highlighted word appears uses *despondent* as a contrast to *happy*. Since *unhappy* is the opposite of *happy*, it provides the fullest possible contrast and is equivalent to the contrast between *Joy* and *sadness* at the beginning of the sentence.
2. This is a Rhetorical Purpose question. It is asking you why the author mentions “baring the teeth in a hostile way” in the passage. This phrase is highlighted in the passage. The correct answer is choice 3; baring the teeth is an example of a facial expression whose meaning is widely understood. The central theme of paragraph 1 of the passage is facial expressions that are universal. The author provides various examples of such expressions, and baring the teeth is mentioned as a universal sign of anger. The other choices are all mentioned in the passage, but not in conjunction with baring the teeth, so they are all incorrect.
3. This is a Vocabulary question. The word being tested is *concur*. It is highlighted in the passage. The correct answer is choice 2, “agree.” *Concur* means to agree, so if investigators concur about the meaning of certain facial expressions, they agree on their meaning.
4. This is a Reference question. The word being tested is *them*, and it is highlighted in the passage. This is a simple pronoun-referent item. The word *them* refers to the photographs that Paul Eckman showed to people from diverse cultures, so the correct answer is choice 3, “photographs.”

5. This is a Factual Information question asking for specific information that can be found in paragraph 2. The correct answer is choice 3, which states that the Fore people of New Guinea knew very little about Western culture. The paragraph explicitly says that the Fore had almost no contact with Western culture. None of the other three choices is mentioned in connection with the Fore, so none of them is correct.
6. This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses.

The correct answer is choice 3. It contains all of the essential ideas in the highlighted sentence without changing the meaning. This choice says that the Fore “exhibited the same relationship of facial and basic emotions that is seen in Western culture when they acted out stories.” The sentence that precedes the highlighted sentence states that in a survey, the Fore agreed with Westerners on how various emotions are portrayed. Then the highlighted sentence says that in a different situation (story-telling) the Fores’ expressions were also familiar; that is, these expressions were the same as those exhibited by Westerners in this situation.

Choices 1 and 2 are incorrect because each one changes the highlighted sentence into a statement that is not true.

Choice 4 is incorrect because it says that the Fore were familiar with the facial expressions of characters in stories. The highlighted

sentence says that it was the investigators who were familiar with the Fores' expressions. This is a change in meaning, so it is incorrect.

7. This is a Factual Information question asking for specific information that can be found in the passage. The correct answer is choice 1, emotions that are not expressed become less intense. This is correct based on the direct quotation of Darwin in paragraph 3. In that quotation, Darwin says that emotions that are freely expressed become more intense, while “on the other hand” those that are not freely expressed are “softened,” meaning that they become less intense. Choices 2, 3, and 4 are all incorrect because there is nothing in the passage that indicates Darwin ever believed these things about expressing emotions. Some or all of them may actually be true, but there is nothing in this passage that supports them.

8. This is a Factual Information question asking for specific information that can be found in the passage. You can see that the phrase “The facial-feedback hypothesis” is highlighted where it first appears in the passage in paragraph 3. The correct answer is choice 1, research supporting this hypothesis came from studying experiments of the reactions of people to cartoons. This idea is found in paragraph 4, which uses these experiments as an example of how Choice 3, the release of neurotransmitters, is mentioned in paragraph 5 but not in connection with the facial-feedback hypothesis, so it is incorrect. Choices 2 and 4 are not explicitly mentioned at all in the passage.

9. This is a Vocabulary question. The word being tested is *rate*, and it is highlighted in the passage. The correct answer is choice 1, “judge.” *Rate* in this context means “to judge.”

10. This is a Vocabulary question. The word being tested is *relevant*, and it is highlighted in the passage. The correct answer is choice 4, “applicable. *Relevant* means that Ekman’s observation applies (“is applicable”) to an expression.

11. This is a Factual Information question asking for specific information that can be found in the passage. The correct answer is choice 4; stiffening the upper lip may either heighten or reduce emotional response. This is stated explicitly in paragraph 6 of the passage as a possible paradox in the relationship between facial expressions and emotions.

Choice 1 is incorrect because paragraph 6 contradicts it.

Choice 2 is incorrect because the passage mentions only the fear and tension of a person trying to keep a stiff upper lip, not any fear or tension that expression may cause in others.

Choice 3 is incorrect because there is no suggestion anywhere in the passage that stiffening the upper lip may damage lip muscles.

12. This is an Insert Text question. You can see the four black squares in paragraph 2 that represent the possible answer choices here.

■ Most investigators concur that certain facial expressions suggest the same emotions in all people. ■ Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. ■ In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. ■ He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from

European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

The sentence provided, “This universality in the recognition of emotions was demonstrated by using rather simple methods,” is best inserted at square 3.

Square 3 is correct because the inserted sentence begins with the phrase “This universality.” The universality being referred to is the fact, stated in the second sentence, that “people in diverse cultures recognize the emotions manifested by the facial expressions.” None of the other answer choices follows a sentence that contains a universal statement. Sentence 1 mentions that “Most investigators concur,” which means that some do not. Therefore this is not a universal statement.

Squares 2 and 4 are incorrect because there is nothing in either sentence to which “This universality” could refer.

13. This is a Prose Summary question. It is completed correctly below. The correct choices are 2, 4, and 6. Choices 1, 3, and 5 are therefore incorrect.

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Psychological research seems to confirm that people associate particular facial expressions with the same emotions across cultures.

- Facial expressions and emotional states interact with each other through a variety of feedback mechanisms.
- A person's facial expression may reflect the person's emotional state.
- Facial expressions that occur as a result of an individual's emotional state may themselves feed back information that influences the person's emotions.

Answer Choices

1. Artificially producing the Duchenne smile can cause a person to have pleasant feelings.
2. Facial expressions and emotional states interact with each other through a variety of feedback mechanisms.
3. People commonly believe that they can control their facial expressions so that their true emotions remain hidden.
4. A person's facial expression may reflect the person's emotional state.
5. Ekman argued that the ability to accurately recognize the emotional content of facial expressions was valuable for human beings.

6. Facial expressions that occur as a result of an individual's emotional state may themselves feed back information that influences the person's emotions.

Correct Choices

Choice 2, "Facial expressions and emotional states interact with each other through a variety of feedback mechanisms," is correct because it is a broad, general statement that is developed throughout the passage. Questions about the nature of this interaction and details of research on this issue are discussed in every paragraph, so it is clearly a "main idea."

Choice 4, "A person's facial expression may reflect the person's emotional state," is correct because, like choice 2, it is a major idea that the passage explores in detail. Paragraphs 3, 4, 5, and 6 are devoted to discussing attempts to understand whether and how facial expressions may reflect a person's emotional state.

Choice 6, "Facial expressions that occur as a result of an individual's emotional state may themselves feed back information that influences the person's emotions," is correct because it is the main tenet of the "facial-feedback theory" that is extensively discussed in paragraphs 3, 4, 5, and 6.

Incorrect Choices

Choice 1, "Artificially producing the Duchenne smile can cause a person to have pleasant feelings," is incorrect because it is a minor, supporting detail mentioned in paragraph 5 as an example of a more general, and important, statement about the links between facial expressions and emotion (see choice 6, above).

Choice 3, “People commonly believe that they can control their facial expressions so that their true emotions remain hidden,” is incorrect because while it may be true, the passage does not make this claim.

Choice 5, “Ekman argued that the ability to accurately recognize the emotional content of facial expressions was valuable for human beings,” is incorrect because according to the passage, Ekman did not make this argument; Charles Darwin did. Ekman’s research was directed toward determining the universality of certain facial expressions, not the “value” of people’s ability to recognize those expressions.

GEOLOGY AND LANDSCAPE

Most people consider the landscape to be unchanging, but Earth is a dynamic body, and its surface is continually altering—slowly on the human time scale, but relatively rapidly when compared to the great age of Earth (about 4,500 billion years). There are two principal influences that shape the terrain: constructive processes such as uplift, which create new landscape features, and destructive forces such as erosion, which gradually wear away exposed landforms.

Hills and mountains are often regarded as the epitome of permanence, successfully resisting the destructive forces of nature, but in fact they tend to be relatively short-lived in geological terms. As a general rule, the higher a mountain is, the more recently it was formed; for example, the high mountains of the Himalayas are only about 50 million years old. Lower mountains tend to be older, and are often the eroded relics of much higher mountain chains. About 400 million years ago, when the present-day continents of North America and Europe were joined, the Caledonian mountain chain was the same size as the modern Himalayas. Today, however, the relics of the Caledonian orogeny (mountain-building period) exist as the comparatively low mountains of Greenland, the northern Appalachians in the United States, the Scottish Highlands, and the Norwegian coastal plateau.

The Earth's crust is thought to be divided into huge, movable segments, called plates, which float on a soft plastic layer of rock. Some mountains were formed as a result of these plates crashing into each other and forcing up the rock at the plate margins. In this process, sedimentary rocks that originally formed on the seabed may be folded upwards to altitudes of more than 26,000 feet. Other mountains may be raised by earthquakes, which fracture the Earth's crust and can displace enough rock to produce block mountains. A third type of mountain may be formed as a result of volcanic activity which occurs in regions of active fold mountain belts, such as in the Cascade Range of western North America. The Cascades are made up of lavas and volcanic materials. Many of the peaks are extinct volcanoes.

Whatever the reason for mountain formation, as soon as land rises above sea level it is subjected to destructive forces. The exposed rocks are attacked by the various weather processes and gradually broken down into fragments, which are then carried away and later deposited as sediments. Thus, any landscape represents only a temporary stage in the continuous battle between the forces of uplift and those of erosion.

The weather, in its many forms, is the main agent of erosion. Rain washes away loose soil and penetrates cracks in the rocks. Carbon dioxide in the air reacts with the rainwater, forming a weak acid (carbonic acid) that may chemically attack the rocks. The rain seeps underground and the water may reappear later as springs. These springs are the sources of streams and rivers, which cut through the rocks and carry away debris from the mountains to the lowlands.

Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. In dry areas the wind is the principal agent of erosion. It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. Even living things contribute to the formation of landscapes. Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

Directions : Mark your answer by filling in the oval next to your choice.

Most people consider the landscape to be unchanging, but Earth is a dynamic body, and its surface is continually altering—slowly on the human time scale, but **relatively** rapidly when compared to the great age of Earth (about 4,500 billion years). There are two principal influences that shape the terrain: constructive processes such as uplift, which create new landscape features, and destructive forces such as erosion, which gradually wear away exposed landforms.

1. According to paragraph 1, which of the following statements is true of changes in Earth's landscape?
 - a. They occur more often by uplift than by erosion.
 - b. They occur only at special times.
 - c. They occur less frequently now than they once did.
 - d. They occur quickly in geological terms.

2. The word **relatively** in the passage is closest in meaning to
 - a. unusually
 - b. comparatively

- c. occasionally
- d. naturally

Hills and mountains are often regarded as the epitome of permanence, successfully resisting the destructive forces of nature, but in fact they tend to be relatively short-lived in geological terms. As a general rule, the higher a mountain is, the more recently it was formed; for example, the high mountains of the Himalayas are only about 50 million years old. Lower mountains tend to be older, and are often the eroded **relics** of much higher mountain chains. About 400 million years ago, when the present-day continents of North America and Europe were joined, the Caledonian mountain chain was the same size as the modern Himalayas. Today, however, the relics of the Caledonian orogeny (mountain-building period) exist as the comparatively low mountains of Greenland, the northern Appalachians in the United States, the Scottish Highlands, and the Norwegian coastal plateau.

3. Which of the following can be inferred from paragraph 2 about the mountains of the Himalayas?
 - a. Their current height is not an indication of their age.
 - b. At present, they are much higher than the mountains of the Caledonian range.
 - c. They were a uniform height about 400 million years ago.
 - d. They are not as high as the Caledonian mountains were 400 million years ago.

4. The word **relics** in the passage is closest in meaning to
 - a. resemblances
 - b. regions
 - c. remains
 - d. restorations

The Earth's crust is thought to be divided into huge, movable segments, called plates, which float on a soft plastic layer of rock. Some mountains

were formed as a result of these plates crashing into each other and forcing up the rock at the plate margins. In this process, sedimentary rocks that originally formed on the seabed may be folded upwards to altitudes of more than 26,000 feet. Other mountains may be raised by earthquakes, which fracture the Earth's crust and can displace enough rock to produce block mountains. A third type of mountain may be formed as a result of volcanic activity which occurs in regions of active fold mountain belts, such as in the Cascade Range of western North America. The Cascades are made up of lavas and volcanic materials. Many of the peaks are extinct volcanoes.

5. According to paragraph 3, one cause of mountain formation is the
 - a. effect of climatic change on sea level
 - b. slowing down of volcanic activity
 - c. force of Earth's crustal plates hitting each other
 - d. replacement of sedimentary rock with volcanic rock

The weather, in its many forms, is the main agent of erosion. Rain washes away loose soil and penetrates cracks in the rocks. Carbon dioxide in the air reacts with the rainwater, forming a weak acid (carbonic acid) that may chemically attack the rocks. The rain seeps underground and the water may reappear later as springs. These springs are the sources of streams and rivers, which cut through the rocks and carry away debris from the mountains to the lowlands.

6. Why does the author mention Carbon dioxide in the passage?
 - a. To explain the origin of a chemical that can erode rocks
 - b. To contrast carbon dioxide with carbonic acid
 - c. To give an example of how rainwater penetrates soil
 - d. To argue for the desirability of preventing erosion

7. The word seeps in the passage is closest in meaning to
 - a. dries gradually
 - b. flows slowly
 - c. freezes quickly
 - d. warms slightly

Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with **them** huge quantities of eroded rock debris. In dry areas the wind is the principal agent of erosion. It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. Even living things contribute to the formation of landscapes. Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

8. The word **them** in the passage refers to
- cold areas
 - masses of ice
 - valleys
 - rock debris

Hills and mountains are often regarded as the epitome of permanence, successfully resisting the destructive forces of nature, but in fact they tend to be relatively short-lived in geological terms. As a general rule, the higher a mountain is, the more recently it was formed; for example, the high mountains of the Himalayas are only about 50 million years old. Lower mountains tend to be older, and are often the eroded relics of much higher mountain chains. About 400 million years ago, when the present-day continents of North America and Europe were joined, the Caledonian mountain chain was the same size as the modern Himalayas. Today, however, the relics of the Caledonian orogeny (mountain-building period) exist as the comparatively low mountains of Greenland, the northern Appalachians in the United States, the Scottish Highlands, and the Norwegian coastal plateau

9. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- When they are relatively young, hills and mountains successfully resist the destructive forces of nature.
 - Although they seem permanent, hills and mountains exist for a relatively short period of geological time.

- c. Hills and mountains successfully resist the destructive forces of nature, but only for a short time.
- d. Hills and mountains resist the destructive forces of nature better than other types of landforms.

Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. ■ In dry areas the wind is the principal agent of erosion. ■ It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. ■ Even living things contribute to the formation of landscapes. ■ Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

10. According to paragraph 6, which of the following is both a cause and result of erosion?
- a. Glacial activity
 - b. Rock debris
 - c. Tree roots
 - d. Sand
11. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

Under different climatic conditions, another type of destructive force contributes to erosion.

Where would the sentence best fit?

- a. Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. **Under different climatic**

conditions, another type of destructive force contributes to erosion. In dry areas the wind is the principal agent of erosion. ■ It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. ■ Even living things contribute to the formation of landscapes. ■ Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

- b. Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. ■ In dry areas the wind is the principal agent of erosion. **Under different climatic conditions, another type of destructive force contributes to erosion.** It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. ■ Even living things contribute to the formation of landscapes. ■ Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.
- c. Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. ■ In dry areas the wind is the principal agent of erosion. ■ It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. **Under different climatic conditions, another type of destructive force contributes to erosion.** Even living things

contribute to the formation of landscapes. ■ Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

- d. Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. ■ In dry areas the wind is the principal agent of erosion. ■ It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. ■ Even living things contribute to the formation of landscapes. **Under different climatic conditions, another type of destructive force contributes to erosion.** Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

12. Directions: Three of the answer choices below are used in the passage to illustrate constructive processes, and two are used to illustrate destructive processes. Complete the table by matching appropriate answer choices to the processes they are used to illustrate. **This question is worth 3 points.**

Answer Choices

Constructive Processes	Destructive Processes
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

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1. Collision of Earth's crustal plates
2. Separation of continents
3. Wind-driven sand
4. Formation of grass roots in soil
5. Earthquakes
6. Volcanic activity
7. Weather processes

Answers and Explanation 3

Geology and Landscape

1. This is a Factual Information question asking for specific information that can be found in paragraph 1. The correct answer is choice 4. Sentence 1 of the paragraph explicitly states that Earth's landscape changes relatively rapidly compared to Earth's overall age. Choice 1, on the frequency of landscape changes, is contradicted by the paragraph. Choice 2, that landscape changes occur only at special times, is also contradicted by the paragraph. Choice 3, the frequency of landscape changes, is not mentioned.
2. This is a Vocabulary question. The word being tested is *relatively*, and it is highlighted in the passage. The correct answer is choice 2. The sentence in which *relatively* appears is comparing Earth's time scale to the human time scale, so "comparatively" is the correct answer.
3. This is an Inference question asking for an inference that can be supported by paragraph 2. The correct answer is choice 2, the Himalayas are higher than the Caledonian mountains. The paragraph states that younger mountains are generally higher than older

mountains. It also states that the Himalayas are much younger than the Caledonians. Since the Himalayas are the younger range and younger mountain ranges are higher than older ranges, we can infer that the younger Himalayas are higher than the older Caledonians. Choices 1 and 4 are incorrect because they explicitly contradict the passage. The height of the Himalayas is an indication of their age, and the Himalayas are about the same height that the Caledonians were 400 million years ago. Choice 3 is incorrect because there is nothing in the paragraph about “uniform height.”

4. This is a Vocabulary question. The word being tested is *relics*, and it is highlighted in the passage. Choice 3 is the correct answer. The *relics* of the Caledonian range are what is left of them. “Remains” means what is left of something, so it is the correct answer.
5. This is a Factual Information question asking for specific information that can be found in paragraph 3. The correct answer is choice 3, mountains are formed by crustal plates hitting each other. The paragraph states that mountains are formed in three ways: by, crustal plates hitting each other, by earthquakes, and by volcanoes. Choices 1, 2, and 4 are not among these causes of mountain formation, so they are therefore incorrect.
6. This is a Rhetorical Purpose question. It asks why the author mentions “carbon dioxide” in the passage. This term is highlighted in the passage. The correct answer is choice 1; carbon dioxide is mentioned to explain the origin of a chemical that can erode rocks. The author is describing a particular cause of erosion, and the starting point of that process is carbon dioxide.

7. This is a Vocabulary question. The word being tested is *seeps*, and it is highlighted in the passage. Choice 2, “flows slowly,” is the correct answer. The sentence is describing the way in which rain moves underground from Earth’s surface. It cannot do this by “drying” (choice 1), “freezing” (choice 3), or “warming” (choice 4).
8. This is a Reference question. The word being tested is *them*, and it is highlighted in the passage. Choice 2, “masses of ice” is the correct answer. This is a simple pronoun-referent item. The word *them* refers to the glaciers that are carrying eroded rock. Notice that in this case, a whole series of words separates the pronoun from its referent.
9. This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

Hills and mountains are often regarded as the epitome of permanence, successfully resisting the destructive forces of nature, but in fact they tend to be relatively shortlived in geological terms.

The correct answer is choice 2. That choice contains all of the essential information in the highlighted sentence. It omits the information in the second clause of the highlighted sentence (“successfully resisting the destructive forces of nature”) because that information is not essential to the meaning.

Choices 1, 3, and 4 are all incorrect because they change the meaning of the highlighted sentence. Choice 1 adds information on the age of a mountain that is not mentioned in the highlighted sentence.

Choice 3 introduces information about how long mountains resist forces of nature in absolute terms; the highlighted sentence says that the resistance is relatively short in geological terms, which is an entirely different meaning.

Choice 4 compares mountains to other land forms. The highlighted sentence does not make any such comparison.

10. This is a Factual Information question asking for specific information that can be found in paragraph 6. The correct answer is choice 4, “sand.” Sentences 3 and 4 of that paragraph describe erosion in dry areas. Sand is carried by wind and bombards rock; this bombardment breaks down the rock, and, as a result, more sand is created. Thus sand is both the cause and the result of erosion, so choice 4 is correct. Glacial activity (choice 1) and tree roots (choice 3) are both mentioned only as causes of erosion. Rock debris (choice 2) is mentioned only as a result of erosion.

11. This is an Insert Text question. You can see the four black squares in paragraph 6 that represent the possible answer choices here.

Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. In dry areas the wind is the principal agent of erosion. It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. Even living things contribute to the formation of landscapes. Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small

plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

The sentence provided, “Under different climatic conditions, another type of destructive force contributes to erosion,” is best inserted at square 1.

Square 1 is correct because the inserted sentence is a transitional sentence, moving the discussion away from one set of climatic conditions (cold) to another set of climatic conditions (dryness). It is at square 1 that the transition between topics takes place.

Squares 2, 3, and 4 all precede sentences that provide details of dry climatic conditions. No transition is taking place at any of those places, so the inserted sentence is not needed.

12. This is a Fill in a Table question. It is completed correctly below.

The correct choices for the “constructive processes” column are 1, 5, and 6. Choices 3 and 7 are the correct choices for the “destructive processes” column. Choices 2 and 4 should not be used in either column.

Directions: Three of the answer choices below are used in the passage to illustrate constructive processes, and two are used to illustrate destructive processes. Complete the table by matching appropriate answer choices to the processes they are used to illustrate. **This question is worth 3 points.**

Constructive Processes	Deconstructive Processes
<ul style="list-style-type: none">Collision of Earth’s crustal plates	<ul style="list-style-type: none">Wind-driven sandWeather processes

<ul style="list-style-type: none"> • Eartquakes • Volcanic activity 	
---	--

Answer Choices

1. Collision of Earth’s crustal plates
2. Separation of continents
3. Wind-driven sand
4. Formation of grass roots in soil
5. Earthquakes
6. Volcanic activity
7. Weather processes

Correct Choices

Choice 1: “Collision of Earth’s crustal plates (constructive process)” belongs in this column because it is mentioned in the passage as one of the constructive processes by which mountains are formed.

Choice 3: “Wind-driven sand (destructive process)” belongs in this column because it is mentioned in the passage as one of the destructive forces that wear away the land.

Choice 5: “Earthquakes (constructive process)” belongs in this column because it is mentioned in the passage as one of the constructive forces by which mountains are formed.

Choice 6: “Volcanic activity (constructive process)” belongs in this column because it is mentioned in the passage as one of the constructive forces by which mountains are formed.

Choice 7: “Weather processes (destructive process)” belongs in this column because it is mentioned in the passage as one of the destructive forces that wear away the land.

Incorrect Choices

Choice 2: “Separation of continents” does not belong in the table because it not mentioned in the passage as either a constructive or destructive process.

Choice 4: “Formation of grass roots in soil” does not belong in the table because it not mentioned in the passage as either a constructive or destructive process.

Toefl Practice Test 4

Directions: This section measures your ability to understand academic passages in English.

The reading section is divided into separately timed parts.

Most questions are worth 1 point, but the last question for each passage is worth more than 1 point. The directions for the last question indicate how many points you may receive.

You will now begin the Reading section. There are three passages in the section. You should allow 20 Minutes to read each passage and answer the questions about it. You should allow 60 Minutes to complete the entire section.

At the end of this Practice Test you'll find an answer key and information to help you determine your score.

FEEDING HABITS OF EAST AFRICAN HERBIVORES

Buffalo, zebras, wildebeests, topi, and Thomson's gazelles live in huge groups that together make up some 90 percent of the total weight of mammals living on the Serengeti Plain of East Africa. They are all herbivores (plant-eating animals), and they all appear to be living on the same diet of grasses, herbs, and small bushes. This appearance, however, is illusory. When biologist Richard Bell and his colleagues analyzed the stomach contents of four of the five species (they did not study buffalo), they found that each species was living on a different part of the vegetation. The different vegetational parts differ in their food qualities: lower down, there are succulent, nutritious leaves; higher up are the harder stems. There are also sparsely distributed, highly nutritious fruits, and Bell found that only the Thomson's gazelles eat much of these. The other three species differ in the proportion of lower leaves and higher stems that they eat: zebras eat the most stem matter, wildebeests eat the most leaves, and topi are intermediate.

How are we to understand their different feeding preferences? The answer lies in two associated differences among the species, in their digestive systems and body sizes. According to their digestive systems, these herbivores can be divided into two categories: the nonruminants (such as the zebra, which has a digestive system like a horse) and the ruminants (such as the wildebeest, topi, and gazelle, which are like the cow). Nonruminants cannot extract much energy from the hard parts of a plant;

however, this is more than made up for by the fast speed at which food passes through their guts. Thus, when there is only a short supply of poor-quality food, the wilde-beest, topi, and gazelle enjoy an advantage. They are ruminants and have a special structure (the rumen) in their stomachs, which contains microorganisms that can break down the hard parts of plants. Food passes only slowly through the ruminant's gut because ruminating—digesting the hard parts—takes time. The ruminant continually regurgitates food from its stomach back to its mouth to chew it up further (that is what a cow is doing when “chewing cud”). Only when it has been chewed up and digested almost to a liquid can the food pass through the rumen and on through the gut. Larger particles cannot pass through until they have been chewed down to size. Therefore, when food is in short supply, a ruminant can last longer than a non-ruminant because it can derive more energy out of the same food. The difference can partially explain the eating habits of the Serengeti herbivores. The zebra chooses areas where there is more low-quality food. It migrates first to unexploited areas and chomps the abundant low-quality stems before moving on. It is a fast-in/fast-out feeder, relying on a high output of incompletely digested food. By the time the wilde-beests (and other ruminants) arrive, the grazing and trampling of the zebras will have worn the vegetation down. As the ruminants then set to work, they eat down to the lower, leafier parts of the vegetation. All of this fits in with the differences in stomach contents with which we began.

The other part of the explanation is body size. Larger animals require more food than smaller animals, but smaller animals have a higher metabolic rate. Smaller animals can therefore live where there is less food, provided that such food is of high energy content. That is why the smallest of the herbivores, Thomson's gazelle, lives on fruit that is very nutritious but too thin on the ground to support a larger animal. By contrast, the large zebra lives on the masses of low-quality stem material.

The differences in feeding preferences lead, in turn, to differences in migratory habits. The wildebeests follow, in their migration, the pattern of local rainfall. The other species do likewise. But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

Buffalo, zebras, wildebeests, topi, and Thomson's gazelles live in huge groups that together make up some 90 percent of the total weight of mammals living on the Serengeti Plain of East Africa. They are all herbivores (plant-eating animals), and they all appear to be living on the same diet of grasses, herbs, and small bushes. This appearance, however, is

illusory. When biologist Richard Bell and his colleagues analyzed the stomach contents of four of the five species (they did not study buffalo), they found that each species was living on a different part of the vegetation. The different vegetational parts differ in their food qualities: lower down, there are succulent, nutritious leaves; higher up are the harder stems. There are also **sparsely** distributed, highly nutritious fruits, and Bell found that only the Thomson's gazelles eat much of these. The other three species differ in the proportion of lower leaves and higher stems that they eat: zebras eat the most stem matter, wildebeests eat the most leaves, and topi are intermediate.

Directions: Mark your answer by filling in the oval next to your choice.

1. The word **illusory** in the passage is closest in meaning to
 - a. definite
 - b. illuminating
 - c. misleading
 - d. exceptional

2. The word **sparsely** in the passage is closest in meaning to
 - a. widely
 - b. thinly
 - c. clearly
 - d. freshly

3. Which of the following questions about Richard Bell's research is NOT answered in paragraph 1?
 - a. Which of the herbivores studied is the only one to eat much fruit?
 - b. Which part of the plants do wildebeests prefer to eat?
 - c. Where did the study of herbivores' eating habits take place?
 - d. Why were buffalo excluded from the research study?

How are we to understand their different feeding preferences? The answer lies in two associated differences among the species, in their digestive systems and body sizes. According to their digestive systems,

these herbivores can be divided into two categories: the nonruminants (such as the zebra, which has a digestive system like a horse) and the ruminants (such as the wildebeest, topi, and gazelle, which are like the cow). Nonruminants cannot extract much energy from the hard parts of a plant; however, this is more than made up for by the fast speed at which food passes through their guts. Thus, when there is only a short supply of poor-quality food, the wilde-beest, topi, and gazelle enjoy an advantage. They are ruminants and have a special structure (the rumen) in their stomachs, which contains microorganisms that can break down the hard parts of plants. Food passes only slowly through the ruminant's gut because ruminating—digesting the hard parts—takes time. The ruminant continually regurgitates food from its stomach back to its mouth to chew it up further (that is what a cow is doing when “chewing cud”). Only when it has been chewed up and digested almost to a liquid can the food pass through the rumen and on through the gut. Larger particles cannot pass through until they have been chewed down to size. Therefore, when food is in short supply, a ruminant can last longer than a non-ruminant because it can derive more energy out of the same food. The difference can partially explain the eating habits of the Serengeti herbivores. The zebra chooses areas where there is more low-quality food. It migrates first to unexploited areas and chomps the abundant low-quality stems before moving on. It is a fast-in/fast-out feeder, relying on a high output of incompletely digested food. By the time the wilde-beests (and other ruminants) arrive, the grazing and trampling of the zebras will have worn the vegetation down. As the ruminants then set to work, they eat down to the lower, leafier parts of the vegetation. All of this fits in with the differences in stomach contents with which we began.

4. The word **associated** in the passage is closest in meaning to
 - a. obvious
 - b. significant
 - c. expected
 - d. connected

5. The author mentions the cow and the horse in paragraph 2 in order to
 - a. distinguish the functioning of their digestive systems from those of East African mammals
 - b. emphasize that their relatively large body size leads them to have feeding practices similar to those of East African mammals
 - c. illustrate differences between ruminants and nonruminants through the use of animals likely to be familiar to most readers

- d. emphasize similarities between the diets of cows and horses and the diets of East African mammals
6. According to paragraph 2, which of the following herbivores has to eat large quantities of plant stems because it gains relatively little energy from each given quantity of this food?
- a. The gazelle
 - b. The wildebeest
 - c. The zebra
 - d. The topi
7. Paragraph 2 suggests that which of the following is one of the most important factors in determining differences in feeding preferences of East African herbivores?
- a. The availability of certain foods
 - b. The differences in stomach structure
 - c. The physical nature of vegetation in the environment
 - d. The ability to migrate when food supplies are low
8. According to paragraph 2, all of the following are true of East African gazelles EXCEPT:
- a. They digest their food very quickly.
 - b. Microorganisms help them digest their food.
 - c. They are unable to digest large food particles unless these are chewed down considerably.
 - d. They survive well even if food supplies are not abundant.

The other part of the explanation is body size. Larger animals require more food than smaller animals, but smaller animals have a higher metabolic rate. Smaller animals can therefore live where there is less food, **provided that** such food is of high energy content. That is why the smallest of the herbivores, Thomson's gazelle, lives on fruit that is very nutritious but too

thin on the ground to support a larger animal. By contrast, the large zebra lives on the masses of low-quality stem material.

9. The phrase provided that in the passage is closest in meaning to
- a. as long as
 - b. unless
 - c. as if
 - d. even though

The differences in feeding preferences lead, in turn, to differences in migratory habits. The wildebeests follow, in their migration, the pattern of local rainfall. The other species do likewise. But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

10. The word fastidious in the passage is closest in meaning to
- a. rapid
 - b. determined
 - c. flexible
 - d. demanding

11. According to paragraph 4, which of the following mammals exhibits a feeding behavior that is beneficial to the other herbivores that share the same habitat?

- a. Topi
- b. Zebra
- c. Wildebeest
- d. Gazelle

12. According to the passage, which of the following is true of wildebeests?

- a. They eat more stem matter than zebras do.
- b. They are able to digest large food particles if the food is of a high quality.
- c. They tend to choose feeding areas in which the vegetation has been worn down.
- d. They are likely to choose low-quality food to eat in periods when the quantity of rainfall is low.

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

The sequence in which they migrate correlates with their body size.

Where would the sentence best fit?

- a. The differences in feeding preferences lead, in turn, to differences in migratory habits. **The sequence in which they migrate correlates with their body size.** The wildebeests follow, in their migration, the pattern of local rainfall. ■ The other species do likewise. ■ But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. ■ The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.
- b. The differences in feeding preferences lead, in turn, to differences in migratory habits. ■ The wildebeests follow, in their migration, the pattern of local rainfall. **The sequence in which they migrate correlates with their body size.** The other species do likewise. ■ But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. ■ The larger, less fastidious feeders, the

zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

- c. The differences in feeding preferences lead, in turn, to differences in migratory habits. ■ The wildebeests follow, in their migration, the pattern of local rainfall. ■ The other species do likewise. **The sequence in which they migrate correlates with their body size.** But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. ■ The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.
- d. The differences in feeding preferences lead, in turn, to differences in migratory habits. ■ The wildebeests follow, in their migration, the pattern of local rainfall. ■ The other species do likewise. ■ But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. **The sequence in which they migrate correlates with their body size.** The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

14. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

This question is worth 2 points.

East African herbivores, though they all live in the same environment, have a range of feeding preferences

<ul style="list-style-type: none">•••

Answer Choices

1. The survival of East African mammals depends more than anything else on the quantity of highly nutritious fruits that they are able to find.
2. A herbivore's size and metabolic rate affect the kinds of food and the quantities of food it needs to eat.
3. Zebras and wildebeests rarely compete for the same food resources in the same locations.
4. The different digestive systems of herbivores explain their feeding preferences.
5. Migratory habits are influenced by feeding preferences.
6. Patterns in the migratory habits of East African herbivores are hard to establish.

Toefl Practice Test 5

LOIE FULLER

The United States dancer Loie Fuller (1862–1928) found theatrical dance in the late nineteenth century artistically unfulfilling. She considered herself an artist rather than a mere entertainer, and she, in turn, attracted the notice of other artists.

Fuller devised a type of dance that focused on the shifting play of lights and colors on the voluminous skirts or draperies she wore, which she kept in constant motion principally through movements of her arms, sometimes extended with wands concealed under her costumes. She rejected the technical virtuosity of movement in ballet, the most prestigious form of theatrical dance at that time, perhaps because her formal dance training was minimal. Although her early theatrical career had included stints as an actress, she was not primarily interested in storytelling or expressing emotions through dance; the drama of her dancing emanated from her visual effects.

Although she discovered and introduced her art in the United States, she achieved her greatest glory in Paris, where she was engaged by the Folies Bergère in 1892 and soon became “La Loie,” the darling of Parisian audiences. Many of her dances represented elements or natural objects—Fire, the Lily, the Butterfly, and so on—and thus accorded well with the fashionable Art Nouveau style, which emphasized nature imagery and fluid, sinuous lines. Her dancing also attracted the attention of French poets and painters of the period, for it appealed to their liking for mystery, their belief in art for art’s sake, a nineteenth-century idea that art is valuable in itself rather than because it may have some moral or educational benefit, and their efforts to synthesize form and content.

Fuller had scientific leanings and constantly experimented with electrical lighting (which was then in its infancy), colored gels, slide projections, and other aspects of stage technology. She invented and patented special arrangements of mirrors and concocted chemical dyes for her draperies. Her interest in color and light paralleled the research of several artists of the period, notably the painter Seurat, famed for his Pointillist technique of creating a sense of shapes and light on canvas by applying extremely small dots of color rather than by painting lines. One of Fuller’s major inventions was underlighting, in which she stood on a pane of frosted glass illuminated from underneath. This was particularly effective in her Fire Dance (1895), performed to the music of Richard Wagner’s “Ride of the Valkyries.” The dance caught the eye of artist Henri de Toulouse-Lautrec, who depicted it in a lithograph.

As her technological expertise grew more sophisticated, so did the other aspects of her dances. Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy,

and Mussorgsky, composers who were then considered progressive. She began to address more ambitious themes in her dances such as *The Sea*, in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a Radium Dance, which simulated the phosphorescence of that element. She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

At the Paris Exposition in 1900, she had her own theater, where, in addition to her own dances, she presented pantomimes by the Japanese actress Sada Yocco. She assembled an all-female company at this time and established a school around 1908, but neither survived her. Although she is remembered today chiefly for her innovations in stage lighting, her activities also touched Isadora Duncan and Ruth St. Denis, two other United States dancers who were experimenting with new types of dance. She sponsored Duncan's first appearance in Europe. Her theater at the Paris Exposition was visited by St. Denis, who found new ideas about stagecraft in Fuller's work and fresh sources for her art in Sada Yocco's plays. In 1924 St. Denis paid tribute to Fuller with the duet *Valse à la Loie*.

The United States dancer Loie Fuller (1862–1928) found theatrical dance in the late nineteenth century artistically unfulfilling. She considered herself an artist rather than a mere entertainer, and she, in turn, attracted the notice of other artists.

Directions: Mark your answer by filling in the oval next to your choice.

1. What can be inferred from paragraph 1 about theatrical dance in the late nineteenth century?
 - a. It influenced many artists outside of the field of dance.
 - b. It was very similar to theatrical dance of the early nineteenth century.
 - c. It was more a form of entertainment than a form of serious art.
 - d. It was a relatively new art form in the United States.

Fuller devised a type of dance that focused on the shifting play of lights and colors on the voluminous skirts or draperies she wore, which she kept in constant motion principally through movements of her arms, sometimes extended with wands concealed under her costumes. She rejected the

technical virtuosity of movement in ballet, the most prestigious form of theatrical dance at that time, perhaps because her formal dance training was minimal. Although her early theatrical career had included stints as an actress, she was not primarily interested in storytelling or expressing emotions through dance; the drama of her dancing emanated from her visual effects.

2. According to paragraph 2, all of the following are characteristic of Fuller's type of dance EXCEPT
 - a. experimentation using color
 - b. large and full costumes
 - c. continuous movement of her costumes
 - d. technical virtuosity of movement

3. The word prestigious in the passage is closest in meaning to
 - a. highly regarded
 - b. financially rewarding
 - c. demanding
 - d. serious

4. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
 - a. Fuller was more interested in dance's visual impact than in its narrative or emotional possibilities.
 - b. Fuller used visual effects to dramatize the stories and emotions expressed in her work.
 - c. Fuller believed that the drama of her dancing sprang from her emotional style of storytelling.
 - d. Fuller's focus on the visual effects of dance resulted from her early theatrical training as an actress.

Although she discovered and introduced her art in the United States, she achieved her greatest glory in Paris, where she was **engaged** by the Folies Bergère in 1892 and soon became “La Loie,” the darling of Parisian audiences. Many of her dances represented elements or natural objects—Fire, the Lily, the Butterfly, and so on—and thus accorded well with the fashionable Art Nouveau style, which emphasized nature imagery and fluid, sinuous lines. Her dancing also attracted the attention of French poets and painters of the period, for it appealed to their liking for mystery, their belief in art for art’s sake, a nineteenth-century idea that art is valuable in itself rather than because it may have some moral or educational benefit, and their efforts to **synthesize** form and content.

5. The word engaged in the passage is closest in meaning to
 - a. noticed
 - b. praised
 - c. hired
 - d. attracted

6. The word synthesize in the passage is closest in meaning to
 - a. improve
 - b. define
 - c. simplify
 - d. integrate

7. According to paragraph 3, why was Fuller’s work well received in Paris?
 - a. Parisian audiences were particularly interested in artists and artistic movements from the United States.
 - b. Influential poets tried to interest dancers in Fuller’s work when she arrived in Paris.
 - c. Fuller’s work at this time borrowed directly from French artists working in other media.
 - d. Fuller’s dances were in harmony with the artistic values already present in Paris.

Fuller had scientific leanings and constantly experimented with electrical lighting (which was then in its infancy), colored gels, slide projections, and other aspects of stage technology. She invented and patented special arrangements of mirrors and concocted chemical dyes for her draperies. Her interest in color and light paralleled the research of several artists of the period, notably the painter Seurat, famed for his Pointillist technique of creating a sense of shapes and light on canvas by applying extremely small dots of color rather than by painting lines. One of Fuller's major inventions was underlighting, in which she stood on a pane of frosted glass illuminated from underneath. This was particularly effective in her *Fire Dance* (1895), performed to the music of Richard Wagner's "Ride of the Valkyries." The dance caught the eye of artist Henri de Toulouse-Lautrec, who depicted it in a lithograph.

8. According to paragraph 4, Fuller's *Fire Dance* was notable in part for its
 - a. use of colored gels to illuminate glass
 - b. use of dyes and paints to create an image of fire
 - c. technique of lighting the dancer from beneath
 - d. draperies with small dots resembling the Pointillist technique of Seurat

As her technological expertise grew more sophisticated, so did the other aspects of her dances. Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. She began to address more ambitious themes in her dances such as *The Sea*, in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a *Radium Dance*, which simulated the phosphorescence of that element. She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

9. Why does the author mention Fuller's *The Sea* ?
 - a. To point out a dance of Fuller's in which music did not play an important role

- b. To explain why Fuller sometimes used music by progressive composers
- c. To illustrate a particular way in which Fuller developed as an artist
- d. To illustrate how Fuller's interest in science was reflected in her work

10. The word agitated in the passage is closest in meaning to
- a. emerged from beneath
 - b. created movement in
 - c. arranged themselves in
 - d. pretended to be

At the Paris Exposition in 1900, she had her own theater, where, in addition to her own dances, she presented pantomimes by the Japanese actress Sada Yocco. She assembled an all-female company at this time and established a school around 1908, but neither survived her. Although she is remembered today chiefly for her innovations in stage lighting, her activities also touched Isadora Duncan and Ruth St. Denis, two other United States dancers who were experimenting with new types of dance. She sponsored Duncan's first appearance in Europe. Her theater at the Paris Exposition was visited by St. Denis, who found new ideas about stagecraft in Fuller's work and fresh sources for her art in Sada Yocco's plays. In 1924 St. Denis paid tribute to Fuller with the duet *Valse à la Loie*.

11. According to paragraph 6, what was true of Fuller's theater at the Paris Exposition?
- a. It presented some works that were not by Fuller.
 - b. It featured performances by prominent male as well as female dancers.
 - c. It became a famous school that is still named in honor of Fuller.
 - d. It continued to operate as a theater after Fuller died.
12. The passage mentions which of the following as a dance of Fuller's that was set to music?
- a. Fire Dance

- b. Radium Dance
- c. Le Lys de la Vie
- d. Valse à la Loie

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

For all her originality in dance, her interests expanded beyond it into newly emerging artistic media.

Where would the sentence best fit?

- a. As her technological expertise grew more sophisticated, so did the other aspects of her dances. **For all her originality in dance, her interests expanded beyond it into newly emerging artistic media.** Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. ■ She began to address more ambitious themes in her dances such as *The Sea*, in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. ■ Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a Radium Dance, which simulated the phosphorescence of that element. ■ She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.
- b. As her technological expertise grew more sophisticated, so did the other aspects of her dances. ■ Although she gave little thought to

music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. **For all her originality in dance, her interests expanded beyond it into newly emerging artistic media.** She began to address more ambitious themes in her dances such as *The Sea*, in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. ■ Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a Radium Dance, which simulated the phosphorescence of that element. ■ She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

- c. As her technological expertise grew more sophisticated, so did the other aspects of her dances. ■ Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. ■ She began to address more ambitious themes in her dances such as *The Sea*, in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. **For all her originality in dance, her interests expanded beyond it into newly emerging artistic media.** Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a Radium Dance, which simulated the phosphorescence of that element. ■ She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie*

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- d. As her technological expertise grew more sophisticated, so did the other aspects of her dances. ■ Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. ■ She began to address more ambitious themes in her dances such as *The Sea*, in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. ■ Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a Radium Dance, which simulated the phosphorescence of that element. **For all her originality in dance, her interests expanded beyond it into newly emerging artistic media.** She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

14. Directions: *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.*

Loie Fuller was an important and innovative dancer.

-
-
-

Answer Choices

1. Fuller believed that audiences in the late nineteenth century had lost interest in most theatrical dance.
2. Fuller transformed dance in part by creating dance interpretations of works by poets and painters.
3. Fuller's work influenced a number of other dancers who were interested in experimental dance.
4. Fuller introduced many technical innovations to the staging of theatrical dance.
5. Fuller continued to develop throughout her career, creating more complex works and exploring new artistic media.
6. By the 1920's, Fuller's theater at the Paris Exhibition had become the world center for innovative dance.

GREEN ICEBERGS

Icebergs are massive blocks of ice, irregular in shape; they float with only about 12 percent of their mass above the sea surface. They are formed by glaciers—large rivers of ice that begin inland in the snows of Greenland, Antarctica, and Alaska—and move slowly toward the sea. The forward movement, the melting at the base of the glacier where it meets the ocean, and waves and tidal action cause blocks of ice to break off and float out to sea.

Icebergs are ordinarily blue to white, although they sometimes appear dark or opaque because they carry gravel and bits of rock. They may change color with changing light conditions and cloud cover, glowing pink or gold in the morning or evening light, but this color change is generally related to the low angle of the Sun above the horizon. However, travelers to Antarctica have repeatedly reported seeing green icebergs in the Weddell Sea and, more commonly, close to the Amery Ice Shelf in East Antarctica.

One explanation for green icebergs attributes their color to an optical illusion when blue ice is illuminated by a near-horizon red Sun, but green icebergs stand out among white and blue icebergs under a great variety of light conditions. Another suggestion is that the color might be related to ice with high levels of metallic compounds, including copper and iron. Recent expeditions have taken ice samples from green icebergs and ice cores—vertical, cylindrical ice samples reaching down to great depths—from the glacial ice shelves along the Antarctic continent. Analyses of these cores and samples provide a different solution to the problem.

The ice shelf cores, with a total length of 215 meters (705 feet), were long enough to penetrate through glacial ice—which is formed from the compaction of snow and contains air bubbles—and to continue into the clear, bubble-free ice formed from seawater that freezes onto the bottom of the glacial ice. The properties of this clear sea ice were very similar to the ice from the green iceberg. The scientists concluded that green icebergs form when a two-layer block of shelf ice breaks away and capsizes (turns upside down), exposing the bubble-free shelf ice that was formed from seawater.

A green iceberg that stranded just west of the Amery Ice Shelf showed two distinct layers: bubbly blue-white ice and bubble-free green ice separated by a one meter-long ice layer containing sediments. The green ice portion was textured by seawater erosion. Where cracks were present, the color was light green because of light scattering; where no cracks were present, the color was dark green. No air bubbles were present in the green ice, suggesting that the ice was not formed from the compression of snow but instead from the freezing of seawater. Large concentrations of single-

celled organisms with green pigments (coloring substances) occur along the edges of the ice shelves in this region, and the seawater is rich in their decomposing organic material. The green iceberg did not contain large amounts of particles from these organisms, but the ice had accumulated dissolved organic matter from the sea water. It appears that unlike salt, dissolved organic substances are not excluded from the ice in the freezing process. Analysis shows that the dissolved organic material absorbs enough blue wavelengths from solar light to make the ice appear green.

Chemical evidence shows that platelets (minute flat portions) of ice form in the water and then accrete and stick to the bottom of the ice shelf to form a slush (partially melted snow). The slush is compacted by an unknown mechanism, and solid, bubble free ice is formed from water high in soluble organic substances. When an iceberg separates from the ice shelf and capsizes, the green ice is exposed.

The Amery Ice Shelf appears to be uniquely suited to the production of green ice-bergs. Once detached from the ice shelf, these bergs drift in the currents and wind systems surrounding Antarctica and can be found scattered among Antarctica's less colorful icebergs.

Icebergs are massive blocks of ice, irregular in shape; they float with only about 12 percent of their mass above the sea surface. They are formed by glaciers—large rivers of ice that begin inland in the snows of Greenland, Antarctica, and Alaska—and move slowly toward the sea. The forward movement, the melting at the base of the glacier where it meets the ocean, and waves and tidal action cause blocks of ice to break off and float out to sea.

Directions: Mark your answer by filling in the oval next to your choice.

1. According to paragraph 1, all of the following are true of icebergs

EXCEPT:

- a. They do not have a regular shape.
- b. They are formed where glaciers meet the ocean.
- c. Most of their mass is above the sea surface.
- d. Waves and tides cause them to break off glaciers.

Icebergs are ordinarily blue to white, although they sometimes appear dark or opaque because they carry gravel and bits of rock. They may change color with changing light conditions and cloud cover, glowing pink or gold in the morning or evening light, but this color change is generally related to the low angle of the Sun above the horizon. However, travelers to Antarctica

have repeatedly reported seeing green icebergs in the Weddell Sea and, more commonly, close to the Amery Ice Shelf in East Antarctica.

2. According to paragraph 2, what causes icebergs to sometimes appear dark or opaque?
 - a. A heavy cloud cover
 - b. The presence of gravel or bits of rock
 - c. The low angle of the Sun above the horizon
 - d. The presence of large cracks in their surface

One explanation for green icebergs attributes their color to an optical illusion when blue ice is illuminated by a near-horizon red Sun, but green icebergs stand out among white and blue icebergs under a great variety of light conditions. Another suggestion is that the color might be related to ice with high levels of metallic compounds, including copper and iron. Recent expeditions have taken ice samples from green icebergs and ice cores—vertical, cylindrical ice samples reaching down to great depths—from the glacial ice shelves along the Antarctic continent. Analyses of these cores and samples provide a different solution to the problem.

3. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
 - a. One explanation notes that green icebergs stand out among other icebergs under a great variety of light conditions, but this is attributed to an optical illusion.
 - b. One explanation for the color of green icebergs attributes their color to an optical illusion that occurs when the light from a near-horizon red Sun shines on a blue iceberg.
 - c. One explanation for green icebergs attributes their color to a great variety of light conditions, but green icebergs stand out best among other icebergs when illuminated by a near-horizon red Sun.

- d. One explanation attributes the color of green icebergs to an optical illusion under special light conditions, but green icebergs appear distinct from other icebergs under a great variety of light conditions.

The ice shelf cores, with a total length of 215 meters (705 feet), were long enough to **penetrate** through glacial ice—which is formed from the compaction of snow and contains air bubbles—and to continue into the clear, bubble-free ice formed from seawater that freezes onto the bottom of the glacial ice. The properties of this clear sea ice were very similar to the ice from the green iceberg. The scientists concluded that green icebergs form when a two-layer block of shelf ice breaks away and capsizes (turns upside down), exposing the bubble-free shelf ice that was formed from seawater.

- 4. The word **penetrate** in the passage is closest in meaning to
 - a. collect
 - b. pierce
 - c. melt
 - d. endure

- 5. According to paragraph 4, how is glacial ice formed?
 - a. By the compaction of snow
 - b. By the freezing of seawater on the bottom of ice shelves
 - c. By breaking away from the ice shelf
 - d. By the capsizing of a two-layer block of shelf ice

- 6. According to paragraph 4, ice shelf cores helped scientists explain the formation of green icebergs by showing that
 - a. the ice at the bottom of green icebergs is bubble-free ice formed from frozen seawater
 - b. bubble-free ice is found at the top of the ice shelf
 - c. glacial ice is lighter and floats better than sea ice

- d. the clear sea ice at the bottom of the ice shelf is similar to ice from a green iceberg

A green iceberg that stranded just west of the Amery Ice Shelf showed two distinct layers: bubbly blue-white ice and bubble-free green ice separated by a one meter-long ice layer containing sediments. The green ice portion was textured by seawater erosion. Where cracks were present, the color was light green because of light scattering; where no cracks were present, the color was dark green. No air bubbles were present in the green ice, suggesting that the ice was not formed from the compression of snow but instead from the freezing of seawater. Large concentrations of single-celled organisms with green pigments (coloring substances) occur along the edges of the ice shelves in this region, and the seawater is rich in their decomposing organic material. The green iceberg did not contain large amounts of particles from these organisms, but the ice had accumulated dissolved organic matter from the sea water. It appears that unlike salt, dissolved organic substances are not excluded from the ice in the freezing process. Analysis shows that the dissolved organic material absorbs enough blue wavelengths from solar light to make the ice appear green.

- 7. Why does the author mention that “The green ice portion was textured by seawater erosion”?
 - a. To explain why cracks in the iceberg appeared light green instead of dark green
 - b. To suggest that green ice is more easily eroded by seawater than white ice is
 - c. To support the idea that the green ice had been the bottom layer before capsizing
 - d. To explain how the air bubbles had been removed from the green ice

- 8. The word accumulated in the passage is closest in meaning to
 - a. collected
 - b. frozen
 - c. released

d. covered

9. The word excluded in the passage is closest in meaning to
- a. kept out
 - b. compressed
 - c. damaged
 - d. gathered together

Chemical evidence shows that platelets (minute flat portions) of ice form in the water and then accrete and stick to the bottom of the ice shelf to form a slush (partially melted snow). The slush is compacted by an unknown mechanism, and solid, bubble free ice is formed from water high in soluble organic substances. When an iceberg separates from the ice shelf and capsizes, the green ice is exposed.

10. The word accrete in the passage is closest in meaning to

- a. advance
- b. transfer
- c. flatten out
- d. come together

11. Which of the following is NOT explained in the passage?

- a. Why blocks of ice break off where glaciers meet the ocean
- b. Why blocks of shelf ice sometimes capsize after breaking off
- c. Why green icebergs are commonly produced in some parts of Antarctica
- d. Why green icebergs contain large amounts of dissolved organic pigments

12. The passage supports which of the following statements about the Amery Ice Shelf?

- a. The Amery Ice Shelf produces only green icebergs.
- b. The Amery Ice Shelf produces green icebergs because its ice contains high levels of metallic compounds such as copper and iron.

- c. The Amery Ice Shelf produces green icebergs because the seawater is rich in a particular kind of soluble organic material.
- d. No green icebergs are found far from the Amery Ice Shelf.

Icebergs are ordinarily blue to white, although they sometimes appear dark or opaque because they carry gravel and bits of rock. They may change color with changing light conditions and cloud cover, glowing pink or gold in the morning or evening light, but this color change is generally related to the low angle of the Sun above the horizon. ■ However, travelers to Antarctica have repeatedly reported seeing green icebergs in the Weddell Sea and, more commonly, close to the Amery Ice Shelf in East Antarctica. ■ One explanation for green icebergs attributes their color to an optical illusion when blue ice is illuminated by a near-horizon red Sun, but green icebergs stand out among white and blue icebergs under a great variety of light conditions. ■ Another suggestion is that the color might be related to ice with high levels of metallic compounds, including copper and iron. ■ Recent expeditions have taken ice samples from green icebergs and ice cores—vertical, cylindrical ice samples reaching down to great depths—from the glacial ice shelves along the Antarctic continent. Analyses of these cores and samples provide a different solution to the problem.

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

Scientists have differed as to whether icebergs appear green as a result of light conditions or because of something in the ice itself.

Where would the sentence best fit?

- a. Icebergs are ordinarily blue to white, although they sometimes appear dark or opaque because they carry gravel and bits of rock. They may change color with changing light conditions and cloud cover, glowing pink or gold in the morning or evening light, but this color change is generally related to the low angle of the Sun above the horizon. **Scientists have differed as to whether icebergs appear green as a result of light conditions or because of**

something in the ice itself. However, travelers to Antarctica have repeatedly reported seeing green icebergs in the Weddell Sea and, more commonly, close to the Amery Ice Shelf in East Antarctica.

■ One explanation for green icebergs attributes their color to an optical illusion when blue ice is illuminated by a near-horizon red Sun, but green icebergs stand out among white and blue icebergs under a great variety of light conditions. ■ Another suggestion is that the color might be related to ice with high levels of metallic compounds, including copper and iron. ■ Recent expeditions have taken ice samples from green icebergs and ice cores—vertical, cylindrical ice samples reaching down to great depths—from the glacial ice shelves along the Antarctic continent. Analyses of these cores and samples provide a different solution to the problem.

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One explanation for green icebergs attributes their color to an optical illusion when blue ice is illuminated by a near-horizon red Sun, but green icebergs stand out among white and blue icebergs under a great variety of light conditions. ■ Another suggestion is that the color might be related to ice with high levels of metallic compounds, including copper and iron. ■ Recent expeditions have taken ice samples from green icebergs and ice cores—vertical,

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- d. Icebergs are ordinarily blue to white, although they sometimes appear dark or opaque because they carry gravel and bits of rock. They may change color with changing light conditions and cloud cover, glowing pink or gold in the morning or evening light, but this color change is generally related to the low angle of the Sun above the horizon. ■ However, travelers to Antarctica have repeatedly

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14. Directions: *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.*

Several suggestions, ranging from light conditions to the presence of metallic compounds, have been offered to explain why some icebergs appear green.

<ul style="list-style-type: none">•••

Answer Choices

1. Ice cores were used to determine that green icebergs were formed from the compaction of metallic compounds, including copper and iron.
2. All ice shelves can produce green icebergs, but the Amery Ice Shelf is especially well suited to do so.
3. Green icebergs form when a two-layer block of ice breaks away from a glacier and capsizes, exposing the bottom sea ice to view.
4. Ice cores and samples revealed that both ice shelves and green icebergs contain a layer of bubbly glacial ice and a layer of bubble-free sea ice.
5. Green icebergs are white until they come into contact with seawater containing platelets and soluble organic green pigments.
6. In a green iceberg, the sea ice contains large concentrations of organic matter from the seawater.

CHAPTER VIII

TOEFL Score and Improvement

The scores of students on the TOEFL iBT indicate their performance level in each of the four skill areas: reading, listening, speaking, and writing. In this case, the students should know the level of their performance on TOEFL iBT based on their score received. They need to do some improvement and activities to upgrade their score and their level of proficiency in academic test.

Reading Skills

The level of reading skills of students based their score is adopted from ETS (2009). This part also provides tips of how to improve their score in taking TOEFL iBT test. The following explanations refer to the level of reading performance and the tips of how to improve students' performance in TOEFL iBT test.

A. Level: HIGH (22–30)

Students who receive a score at the **HIGH** level, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.

1. STUDENTS' PERFORMANCE

Students who score at the **HIGH** level, typically:

- have a very good command of academic vocabulary and grammatical structure;
- can understand and connect information, make appropriate inferences and synthesize ideas, even when the text is conceptually dense and the language is complex;

- can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and
- can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.

2. **ADVICE FOR IMPROVEMENT**

Performance Feedback for Students

Read as much and as often as possible. Make sure to include academic texts on a variety of topics written in different genres and with different degrees of conceptual density as part of your reading.

- Read major newspapers, such as *The New York Times* or *Science Times*, and websites (National Public Radio [NPR] or the BBC).
- Write summaries of texts, making sure they incorporate the organizational pattern of the originals. Continually expand their vocabulary.

Continually practice using new words they encounter in their reading. This will help them remember both the meaning and correct usage of the new words.

B. Level: INTERMEDIATE (15–21)

Students who receive a score at the **INTERMEDIATE** level, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.

1. STUDENTS' PERFORMANCE

Test takers who receive a score at the **INTERMEDIATE** level typically:

- have a good command of common academic vocabulary, but still have some difficulty with high-level vocabulary;
- have a very good understanding of grammatical structure;

- can understand and connect information, make appropriate inferences, and synthesize information in a range of texts, but have more difficulty when the vocabulary is high level and the text is conceptually dense;
- can recognize the expository organization of a text and the role that specific information serves within a larger text, but have some difficulty when these are not explicit or easy to infer from the text; and
- can abstract major ideas from a text, but have more difficulty doing so when the text is conceptually dense.

2. **ADVICE FOR IMPROVEMENT**

Read as much and as often as possible. Study the organization of academic texts and overall structure of reading passages. Read an entire passage from beginning to end.

- Pay attention to the relationship between the **main ideas** and the **supporting details**.
- Outline the text to test your understanding of the structure of the reading passage.
- Write a summary of the entire passage.
- If the text is a comparison, be sure that your summary reflects that. If the text argues two points of view, be sure both points of view are reflected in your summary. Continually expand your vocabulary by developing a system for recording unfamiliar words.
- Group words according to topic or meaning and study the words as a list of related words
- Study **roots**, **prefixes**, and **suffixes**; study word families.
- Use available vocabulary resources, such as a good thesaurus or a dictionary of collocations (words commonly used together).

C. Level: **LOW (0–14)**

Students who receive a score at the **LOW** level, typically understand some of the information presented in academic texts in English that require a wide range of reading abilities, but their understanding is limited.

1. **STUDENTS' PERFORMANCE**

Students who receive a score at the **LOW** level typically:

- have a command of basic academic vocabulary, but their understanding of less common vocabulary is inconsistent;
- have limited ability to understand and connect information, have difficulty recognizing paraphrases of text information, and often rely on particular words and phrases rather than a complete understanding of the text;
- have difficulty identifying the author's purpose, except when that purpose is explicitly stated in the text or easy to infer from the text; and
- can sometimes recognize major ideas from a text when the information is clearly presented, memorable or illustrated by examples, but have difficulty doing so when the text is more demanding.

2. **ADVICE FOR IMPROVEMENT**

Read as much and as often as possible. Develop a system for recording unfamiliar words.

- Group words into lists according to topic or meaning and review and study the words on a regular basis so that you remember them.
- Increase your vocabulary by analyzing word parts; study **roots**, **prefixes**, and **suffixes**; study **word families**. Study the organization of academic texts and overall structure of a reading passage. Read an entire passage from beginning to end.

- Look at connections between sentences; look at how the end of one sentence relates to the beginning of the next sentence.
- Look for the **main ideas** and **supporting details** and pay attention to the relationship between them.
- Outline a text to test your understanding of the structure of a reading passage.
- Begin by grouping paragraphs that address the same concept.
- Write one sentence summarizing the paragraphs that discuss the same idea.
- Write a summary of the entire passage.

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