

Prefer these idioms	Avoid these errors
concerned with	concerned of
conscious of	conseious for
depend on	depend in, to
effects on	effects in
equal to	equal as
except for	excepting for
from now on	after now on
from time to time	for, when time to time
frown on	frown to
glance at, through	glancee
incapable of	incapable to
in conflict	on conflict
inferior to	inferior with
in the habit of	in the habit to
in the near future	at the near future
knowledge of	knowledge on
near; next to	near to
of the opinion	in opinion
on top of	on top
opposite	opposite over
prior to	prior
regard to	regard of
related to	related with
respect for	respect of
responsible for	responsible
similar to	similar as
since	ever since
until	up until
with regard to	with regard of

EXAMPLES

INCORRECT: Excepting for the Gulf Coast region, most of the nation will have very pleasant weather tonight and tomorrow.

CORRECT: Except for the Gulf Coast region, most of the nation will have very pleasant weather tonight and tomorrow.

- INCORRECT: In recent years, educators have become more concerned of bilingualism.
 CORRECT: In recent years, educators have become more concerned with bilingualism.
- INCORRECT: He always does what he pleases, without regard of the rules and regulations.
 CORRECT: He always does what he pleases, without regard to the rules and regulations.
- INCORRECT: The bank opposite over the university isn't open on Saturdays.
 CORRECT: The bank opposite the university isn't open on Saturdays.
- INCORRECT: The customs of other countries are not inferior with those of our own country.
 CORRECT: The customs of other countries are not inferior to those of our own country.

EXERCISES

Part A: Choose the correct answer.

- _____ discovery of insulin, it was not possible to treat diabetes.
- (A) Prior to the
 - (B) Prior
 - (C) The prior
 - (D) To prior

Part B: Choose the incorrect word or phrase and correct it.

The price of gold depends in several factors, including supply and demand in relation to the value of the dollar.

(A) (B) (C) (D)



Parts of Speech

Although it is usually very easy to identify the parts of speech, word families can be confusing. Word families are groups of words with similar meanings and spellings. Each word in the family is a different part of speech. For example, *agreement* is a noun; *agreeable* is an adjective; to *agree* is a verb.

The endings of words can help you identify the parts of speech.

Nouns Derived from Verbs

Verb	Ending	Noun
<i>store</i>	<i>-age</i>	<i>storage</i>
<i>accept</i>	<i>-ance</i>	<i>acceptance</i>
<i>insist</i>	<i>-ence</i>	<i>insistence</i>
<i>agree</i>	<i>-ment</i>	<i>agreement</i>
<i>authorize</i>	<i>-sion/-tion</i>	<i>authorization</i>

Nouns Derived from Adjectives

Adjective	Ending	Noun
<i>convenient</i>	<i>-ce</i>	<i>convenience</i>
<i>redundant</i>	<i>-cy</i>	<i>redundancy</i>
<i>opposite</i>	<i>-tion</i>	<i>opposition</i>
<i>soft</i>	<i>-ness</i>	<i>softness</i>
<i>durable</i>	<i>-ty</i>	<i>durability</i>

Adjectives Derived from Nouns

Noun	Ending	Adjective
<i>possibility</i>	<i>-able/-ible</i>	<i>possible</i>
<i>intention</i>	<i>-al</i>	<i>intentional</i>
<i>distance</i>	<i>-ant</i>	<i>distant</i>
<i>frequency</i>	<i>-ent</i>	<i>frequent</i>
<i>juice</i>	<i>-y</i>	<i>juicy</i>

Adverbs Derived from Adjectives

Adjective	Ending	Adverb
<i>efficient</i>	<i>-ly</i>	<i>efficiently</i>

EXAMPLES

- INCORRECT: The agreeing is not legal unless everyone signs his name.
 CORRECT: The agreement is not legal unless everyone signs his name.
- INCORRECT: Even young children begin to show able in mathematics.
 CORRECT: Even young children begin to show ability in mathematics.
- INCORRECT: Arranging have been made for the funeral.
 CORRECT: Arrangements have been made for the funeral.
- INCORRECT: A free educating is guaranteed to every citizen.
 CORRECT: A free education is guaranteed to every citizen.
- INCORRECT: The develop of hybrids has increased yields.
 CORRECT: The development of hybrids has increased yields.

EXERCISES**Part A: Choose the correct answer.**

Unless protected areas are established, the Bengal tiger, the blue whale, and the California condor face _____ of extinction.

- (A) possible
- (B) the possibility
- (C) to be possible
- (D) possibly

Part B: Choose the incorrect word or phrase and correct it.

Because blood from different individuals may different in the type of antigen on the surface of the
 (A) (B)
 red cells and the type of antibody in the plasma, a dangerous reaction can occur between the donor
 (C)
and recipient in a blood transfusion.
 (D)

TYPES OF QUESTIONS

Multiple-Choice Questions

All of the questions on both the Paper-Based TOEFL and the Computer-Based TOEFL are multiple-choice. There are no computer-assisted questions with special directions.

Although the structure questions in this book are numbered, and the answer choices are lettered A, B, C, and D, the same questions on the CD-ROM that is available to supplement the book are not numbered and lettered. You need the numbers and letters in the book to refer to the Answer Key, the Explanatory Answers, and the Transcript for the Listening section. On the CD-ROM, you can refer to other chapters by clicking on the screen. The questions on the CD-ROM are like those on the Computer-Based TOEFL.

Paper-Based TOEFL

1. If water is heated to 121 degrees F,
_____ as steam.
(A) it will boil and escape
(B) it is boiling and escaping
(C) it boil and escape
(D) it would boil and escape

2. If water freezes, it has become
(A) (B) (C)
a solid.
(D)

Computer-Based TOEFL

- If water is heated to 121 degrees F,
_____ as steam.
 it will boil and escape
 it is boiling and escaping
 it boil and escape
 it would boil and escape

- If water freezes, it has become
a solid.

Answer Sheet

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)

Computer Tutorial for the Structure Section

In order to succeed on the Computer-Based TOEFL, you must understand the computer vocabulary used for the test, and you must be familiar with the icons on the computer screens that you will see on the test. First, review the vocabulary that you learned in the Tutorial for Section 1 on page 75. The same vocabulary is used for Section 2. Then study the computer screens in this Tutorial.

Testing Tools: Review of Vocabulary, Icons, and Keys

The following words are from the list of general vocabulary for the Computer-Based TOEFL introduced in the previous chapter. Using the word list, fill in the blanks in the ten sentences.

Arrow	Help (Question mark)	Next
Click	Icon	Oval
Confirm Answer	Mouse	Time (Clock)
Dismiss Directions	Mouse Pad	

1. A _____ is a small control with a button on it.
2. A _____ is a rectangular pad where you move the mouse.
3. An _____ is a marker on the screen that shows you where you are moving on the computer.
4. To _____ is to depress the button on the mouse. You _____ the mouse to make changes on the screen.
5. An _____ is a small picture or word or phrase in a box. Move the arrow to the _____ to tell the computer what to do.
6. Click on _____ to remove the directions from the screen.
7. Click on an _____ to choose an answer to one of the multiple-choice questions.
8. Click on _____, then click on _____ to see the next question.
9. Click on _____ to see a list of the icons and directions.
10. Click on _____ to hide or show the time you have left to finish the section of the test you are working on.

Computer Screens for Section 2

View the directions with every question

10:15 Structure 1 of 20

Directions: Click on the one word or phrase that best completes the sentence.

The Palo Verde tree _____ in spring.

has beautiful yellow blossoms

beautiful yellow blossoms

having beautiful yellow blossoms

with beautiful yellow blossoms

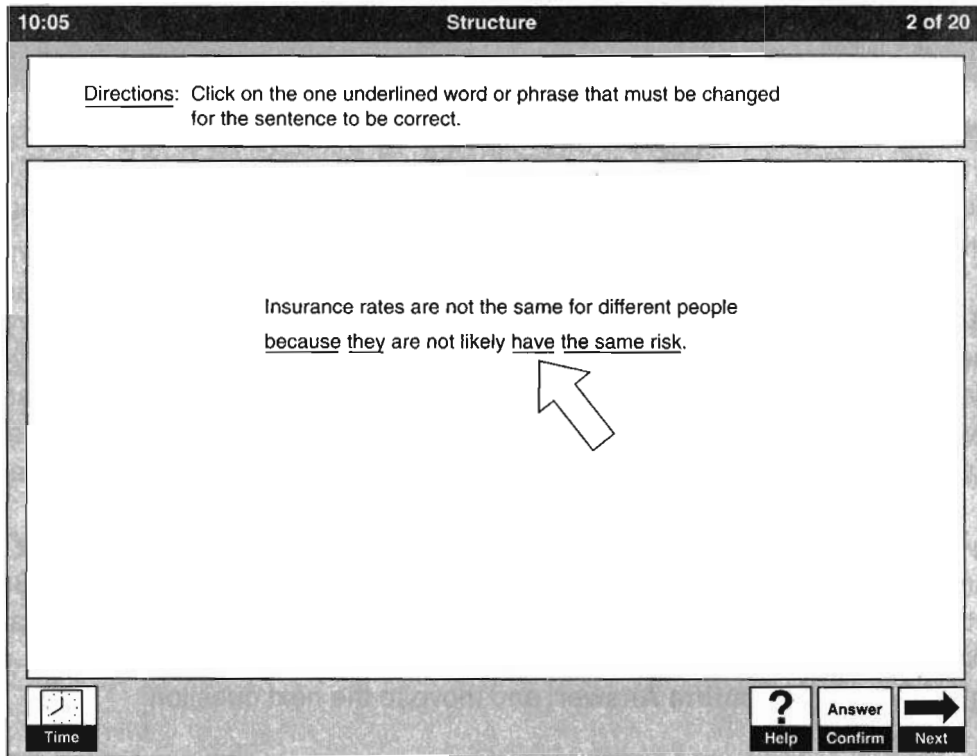
Time

Help Answer Confirm Next

Dismiss Directions

When finished reading directions click on the icon below

TIP: There are only two types of questions in Section 2. After you have read and understood the directions for both types of questions in this Tutorial, you will not need to read the top part of the screen every time.



TIP: Be sure to click on **Next** before you click on **Answer Confirm**. If you do not click on these two icons in the correct order, the next question will not appear.

Simulations for Section 2

In order to prepare for the experience that you will have on the Computer-Based TOEFL, use the CD-ROM that supplements this book. Locate the Structure section on the Model Tests. The computer will simulate the Structure section on the Computer-Based TOEFL. These Model Tests are computer-assisted.

As part of your study plan, be sure to review all of the questions in all of the Model Tests. Use the Explanatory Answers on the CD-ROM or in Chapter 10. Refer to the Review of Structure on the CD-ROM or on pages 101–198 of this book. Finally, if you have the CD-ROM, take the Cumulative Model Test. This test is computer-adaptive, which means that the computer will select questions for you at your level of language proficiency.

If you do not have a computer, you can still simulate some of the features of the Computer-Based TOEFL. Section 2 in Model Tests 1–8 in Chapter 8 of this book presents both types of questions for the Structure section randomly. This is different from the Paper-Based TOEFL. You can become accustomed to making a quick decision about the kind of answer required—completion or correction.

Preview of Structure on the Next Generation TOEFL

There is no Structure Section on the Next Generation TOEFL. However, proficiency and accuracy in grammar are factored into the scores on the Speaking and Writing Sections.

Chapter 5 of this book is a grammar reference. The next edition of this book will include a new, revised Structure Chapter to help you identify the most common structure errors that students make when they speak and write in response to tasks on the Next Generation TOEFL.

Watch for *Barron's How to Prepare for the TOEFL, 12th Edition* to be published when the Next Generation TOEFL is introduced.

Advice for the Structure Section

Become familiar with the directions. The two types of questions will appear at random. If you forget how to answer, look at the top of the screen. Directions will appear at the top of every screen for each question. To save time, learn to recognize the format for each question type, and be ready to respond without looking at the directions.

Move efficiently through the questions. In order to go to the next question, you must click on **Next** and then **Confirm Answer**. If you only click on **Next**, you will not be able to move to the next question. A screen will remind you to return to the previous question. You must enter an answer before you go to the next question. Click on **Return to Question** to move back to the question that you did not answer. Try to answer all questions without being referred to the **Return to Question** screen.

Change your answer before you confirm it. After you click on your answer and see the dark oval or dark box, you can still change your answer. Just click on a different choice. But remember that you cannot change your answer after you click on **Confirm Answer**. This means that you cannot go back to previous questions and change the answers. You must choose your answer, click on your choice, click on **Next**, click on **Confirm Answer**, and move to the next question.

Do your best. The computer will select the questions on this section of the test based on your responses. You will begin with questions that are considered of average difficulty. You will receive easier questions if you are not able to answer the average questions. You will receive more difficult questions if you are able to answer the average questions. You receive more points for the more difficult questions. Just do your best, and you will receive the most points for your level of structure ability.

Understand the Help screen. The **Help** screen has a question mark on it. It is mostly designed to repeat directions. Be careful. You can waste a lot of time on this screen. If you click on **Help** and you want to go back to the question you were answering, look at the box in the bottom right corner. Click on **Return to Where I Was**.

Get help from the test administrator. If you think that your computer is not performing correctly, notify one of the test administrators immediately. There should be several in the room. They cannot help you with the answers on the TOEFL, but they can help you use the computer. That is why they are there. Tell the administrator, "Excuse me. My computer won't _____." Show the administrator the problem on the computer.

Stay focused. There is only one test question on the screen at any time. Focus on it. If you need to rest your eyes or your neck muscles, don't look around at other people. Look down at your lap with your eyes closed. Then look up at the ceiling with your eyes closed. Then return to the question. Remember that you cannot return to previous questions, so give each question your full attention while it is on the screen. Then, get ready to focus on the next question.

Advice for Success

Perspective means “the way you view experiences.” Have you heard the story about the teacup? Two people sit down at a table. There is only enough tea for one cup so they each have half a cup of tea to drink. One person looks at the cup and says, “Oh my, the cup is half empty.” The other person looks at the cup and says, “Oh look, the cup is half full.” Which kind of person are you?

At this point in your review, it is easy to become discouraged. However, if you choose the “half full” perspective, you will have more energy to continue your studies. Yes, there is certainly a lot to review. If you know half of the problems, you have a choice. You can say, “Oh my, I know only half of this.” Instead you can say, “Oh look, I already know half of this!” You choose.

My advice is *believe in yourself*. Don't look at the long distance yet to travel. Celebrate the long distance that you have already traveled. Then you will have the energy and the courage to keep going.



6

REVIEW OF READING

Overview of the Reading Section

QUICK COMPARISON—READING PAPER-BASED TOEFL, COMPUTER-BASED TOEFL, AND NEXT GENERATION TOEFL

Paper-Based TOEFL

There are five reading passages with an average of 10 questions after each passage.

The passages are about 250–300 words in length.

Everyone taking the TOEFL answers the same questions.

There are no pictures or visual cues.

All of the questions are multiple-choice.

Every question has only one answer.

You answer on a paper Answer Sheet, filling in ovals marked Ⓐ, Ⓑ, Ⓒ, and Ⓓ.

You can return to previous passages and questions, erase, and change answers on your answer sheet.

There is NO glossary.

You may not take notes.

Computer-Based TOEFL

There are three to six reading passages with an average of 6 to 10 questions after each passage.

The passages are about 350–450 words in length.

You will have the same questions as others who take the same form of the test.

There may be pictures in the text and questions that refer to the content of the reading passage.

Most of the questions are multiple-choice, but some of the questions have special directions on the screen.

Some of the questions have two or more answers.

You click on the screen in the oval that corresponds to the answer you have chosen, or you follow the directions on the screen.

You can return to previous passages and questions, change answers, and answer questions you have left blank.

There is NO glossary.

You may not take notes.

Next Generation TOEFL

There are three reading passages with an average of 12–13 questions after each passage.

The passages are about 700–800 words in length.

You will answer the same questions as others who take the same form of the test.

There may be pictures in the text and questions that refer to the content of the reading passage.

Most of the questions are multiple-choice, but some of the questions have special directions.

Some of the questions have two or more answers.

You click on the screen in the oval that corresponds to the answer you have chosen, or you follow the directions on the screen.

You can return to previous questions, change answers, and answer questions you have left blank, but you cannot return to a previous passage.

There may be a glossary of technical terms.

You may take notes while you read.

Directions and Example for Reading Questions

The Reading Section of the TOEFL tests your ability to understand written English as it is presented in textbooks and other academic materials in North America. This section is included in the Paper-Based TOEFL, the Computer-Based TOEFL, and the Next Generation TOEFL. The section is different for each of the three TOEFL formats.

Paper-Based TOEFL (PBT)

The directions for the Paper-Based TOEFL are reprinted with the permission of Educational Testing Service (ETS) from the official *Information Bulletin* for the Supplemental Paper-Based TOEFL.

Section 3 — Reading Comprehension

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

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

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

Read the following passage:

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at *Line* daybreak and communal festivities have been celebrated, people (5) have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and (10) starts; the very fabric of modern society would begin to unravel.

Example I

Sample Answer

What is the main idea of the passage?

(A) (B) ● (D)

- (A) In modern society we must make more time for our neighbors.
- (B) The traditions of society are timeless.
- (C) An accepted way of measuring time is essential for the smooth functioning of society.
- (D) Society judges people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is to be measured in order to function smoothly. Therefore, you should choose answer (C).

Example II

Sample Answer

In line 6, the phrase "this tradition" refers to

(A) (B) (C) ●

- (A) the practice of starting the business day at dawn
- (B) friendly relations between neighbors
- (C) the railroad's reliance on time schedules
- (D) people's agreement on the measurement of time

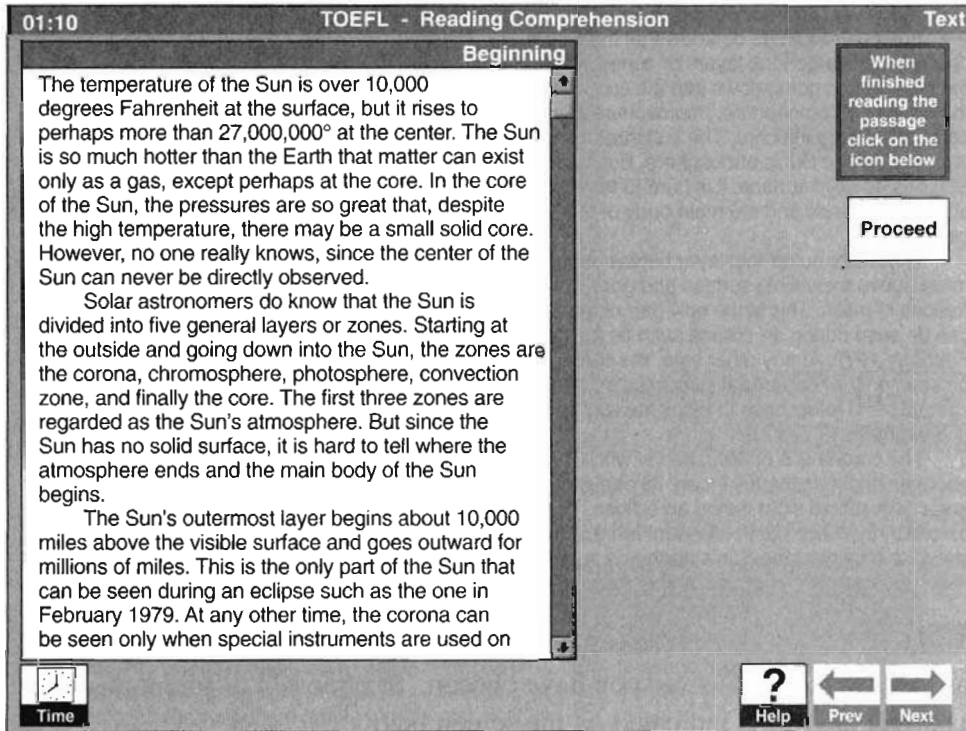
The phrase "this tradition" refers to the preceding clause, "people have been in rough agreement with their neighbors as to the time of day." Therefore, you should choose answer (D).

Computer-Based TOEFL (CBT)

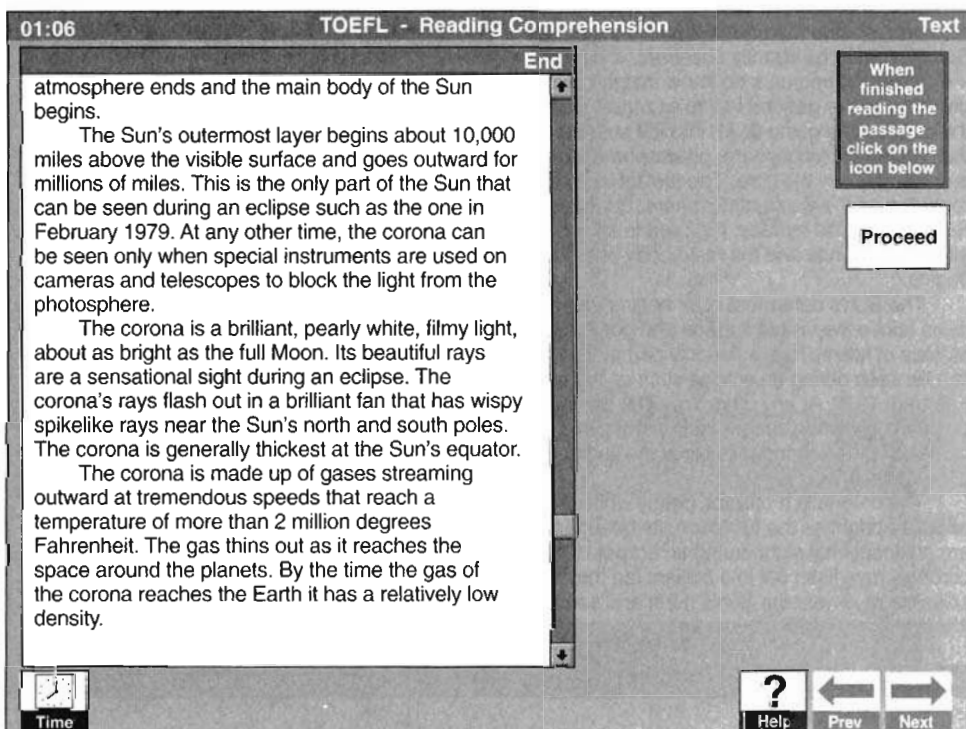
The directions for the Computer-Based TOEFL are reprinted with the permission of Educational Testing Service (ETS) from the official *Information Bulletin* for the Computer-Based TOEFL.

This section measures the ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages. There are several different types of questions in this section.

In the Reading section, you will first have the opportunity to read the passage.



You will use the scroll bar to view the rest of the passage.



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

Most of the questions will be multiple-choice questions. To answer these questions, you will click on a choice below the question. Here is an example.

01:03 TOEFL - Reading Comprehension 1 of 4

Questions 1 to 4 More Available

However, no one really knows, since the center of the Sun can never be directly observed.
 → Solar astronomers do know that the Sun is divided into five general layers or zones. Starting at the outside and going down into the sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins.
 The Sun's outermost layer begins about 10,000 miles above the visible surface and goes outward for millions of miles. This is the only part of the Sun that can be seen during an eclipse such as the one in February 1979. At any other time, the corona can be seen only when special instruments are used on cameras and telescopes to block the light from the photosphere.
 The corona is a brilliant, pearly white, filmy light, about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the Sun's north and south poles.

With what topic is paragraph 2 mainly concerned?

- How the Sun evolved
- The structure of the Sun
- Why scientists study the Sun
- The distance of the Sun from the planets

Paragraph 2 is marked with an arrow [→].

Time Help Prev Next

The oval darkens to show which answer you have chosen. To choose a different answer, click on a different oval. The correct answer is indicated on the screen below.

01:02 TOEFL - Reading Comprehension 1 of 4

Questions 1 to 4 More Available

However, no one really knows, since the center of the Sun can never be directly observed.
 → Solar astronomers do know that the Sun is divided into five general layers or zones. Starting at the outside and going down into the sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins.
 The Sun's outermost layer begins about 10,000 miles above the visible surface and goes outward for millions of miles. This is the only part of the Sun that can be seen during an eclipse such as the one in February 1979. At any other time, the corona can be seen only when special instruments are used on cameras and telescopes to block the light from the photosphere.
 The corona is a brilliant, pearly white, filmy light, about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the Sun's north and south poles.

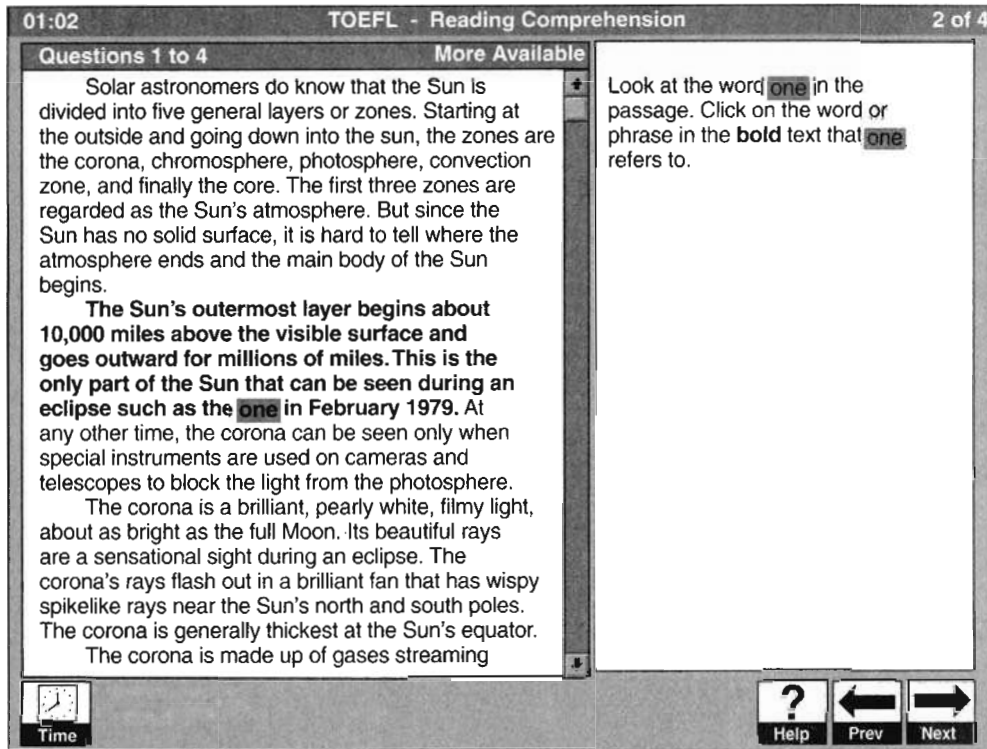
With what topic is paragraph 2 mainly concerned?

- How the Sun evolved
- The structure of the Sun
- Why scientists study the Sun
- The distance of the Sun from the planets

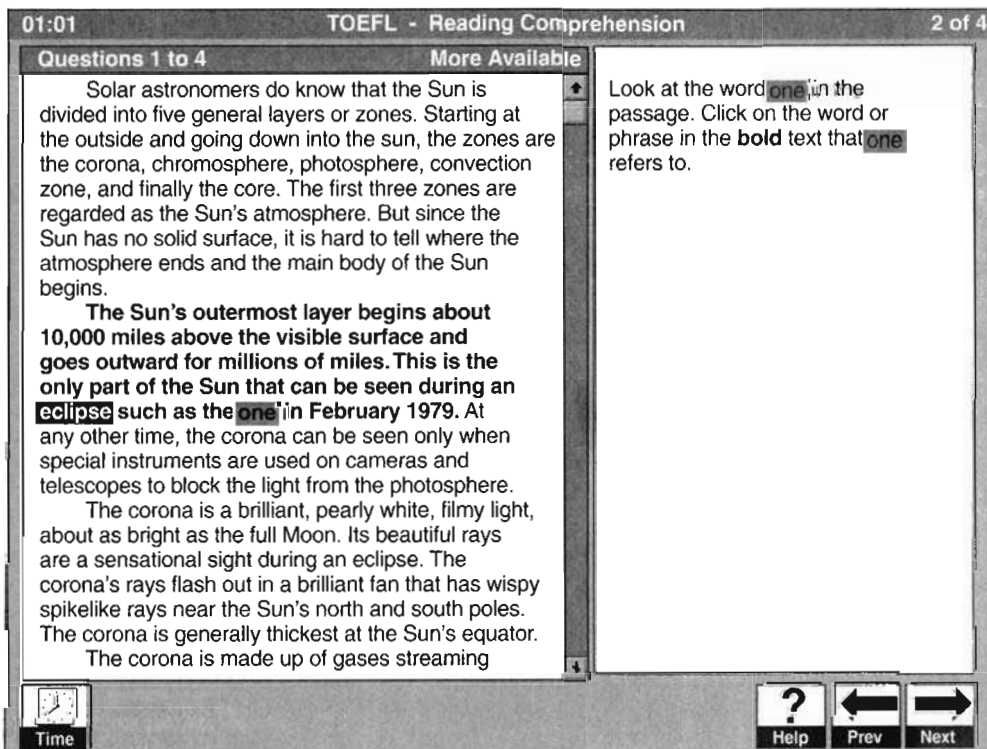
Paragraph 2 is marked with an arrow [→].

Time Help Prev Next

You will see the next question after you click on **Next**. To answer some questions, you will click on a word or phrase. Here is an example.



To answer, you can click on any part of the word or phrase in the passage. Your choice will darken to show which word you have chosen. The correct answer is indicated on the screen below.



You will see the next question after you click on **Next**. To answer some questions, you will click on a sentence in the passage. Here is an example.

The screenshot shows a software window titled "TOEFL - Reading Comprehension" with a timer at "01:01" and "3 of 4" questions. The left pane, labeled "Questions 1 to 4", contains a passage about the Sun's corona. The right pane contains a question: "Click on the sentence in paragraph 4 or 5 in which the author compares the light of the Sun's outermost layer to that of another astronomical body." Below the question, it says "Paragraphs 4 and 5 are marked with arrows [→]." At the bottom, there are icons for "Time", "Help", "Prev", and "Next".

01:01 TOEFL - Reading Comprehension 3 of 4

Questions 1 to 4 End

cameras and telescopes to block the light from the photosphere.

→ The corona is a brilliant, pearly white, filmy light, about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the Sun's north and south poles. The corona is generally thickest at the Sun's equator.

→ The corona is made up of gases streaming outward at tremendous speeds that reach a temperature of more than 2 million degrees Fahrenheit. The gas thins out as it reaches the space around the planets. By the time the gas of the corona reaches the Earth it has a relatively low density.

Click on the sentence in paragraph 4 or 5 in which the author compares the light of the Sun's outermost layer to that of another astronomical body.

Paragraphs 4 and 5 are marked with arrows [→].

Time Help Prev Next

You can click on any part of the sentence in the passage. The sentence will darken to show which answer you have chosen. The correct answer is indicated below.

This screenshot is identical to the previous one, but the sentence "The corona is a brilliant, pearly white, filmy light, about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the Sun's north and south poles. The corona is generally thickest at the Sun's equator." is highlighted in a darker shade, indicating it has been selected as the answer to the question.

01:00 TOEFL - Reading Comprehension 3 of 4

Questions 1 to 4 End

cameras and telescopes to block the light from the photosphere.

→ The corona is a brilliant, pearly white, filmy light, about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the Sun's north and south poles. The corona is generally thickest at the Sun's equator.

→ The corona is made up of gases streaming outward at tremendous speeds that reach a temperature of more than 2 million degrees Fahrenheit. The gas thins out as it reaches the space around the planets. By the time the gas of the corona reaches the Earth it has a relatively low density.

Click on the sentence in paragraph 4 or 5 in which the author compares the light of the Sun's outermost layer to that of another astronomical body.

Paragraphs 4 and 5 are marked with arrows [→].

Time Help Prev Next

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

To answer some questions, you will click on a square to add a sentence to the passage.

Here is an example.

01:00 TOEFL - Reading Comprehension 4 of 4

Questions 1 to 4 More Available

→ ■ The temperature of the Sun is over 10,000 degrees Fahrenheit at the surface, but it rises to perhaps more than 27,000,000° at the center. ■ The Sun is so much hotter than the Earth that matter can exist only as a gas, except perhaps at the core. In the core of the Sun, the pressures are so great that, despite the high temperature, there may be a small solid core. ■ However, no one really knows, since the center of the Sun can never be directly observed. ■

Solar astronomers do know that the Sun is divided into five general layers or zones. Starting at the outside and going down into the sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins.

The Sun's outermost layer begins about 10,000 miles above the visible surface and goes outward for millions of miles. This is the only part of the Sun that can be seen during an eclipse such as the one in February 1979. At any other time, the corona can be seen only when special instruments are used on

The following sentence can be added to paragraph 1.

At the center of the Earth's solar system lies the Sun.

Where would it best fit in paragraph 1? Click on the square [■] to add the sentence to the paragraph.

Paragraph 1 is marked with an arrow [→].

Time Help Prev Next

When you click on a square, the sentence will appear in the passage at the place you have chosen. You can see if this is the best place to add the sentence, and you can click on another square to change your answer.

The sentence will be added and shown in a dark box. The correct answer is indicated on the screen below.

00:59 TOEFL - Reading Comprehension 4 of 4

Questions 1 to 4 More Available

→ **At the center of the Earth's solar system lies the Sun.** The temperature of the Sun is over 10,000 degrees Fahrenheit at the surface, but it rises to perhaps more than 27,000,000° at the center. ■ The Sun is so much hotter than the Earth that matter can exist only as a gas, except perhaps at the core. In the core of the Sun, the pressures are so great that, despite the high temperature, there may be a small solid core. ■ However, no one really knows, since the center of the Sun can never be directly observed. ■

Solar astronomers do know that the Sun is divided into five general layers or zones. Starting at the outside and going down into the sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins.

The Sun's outermost layer begins about 10,000 miles above the visible surface and goes outward for millions of miles. This is the only part of the Sun that can be seen during an eclipse such as the one in February 1979. At any other time, the corona can

The following sentence can be added to paragraph 1.

At the center of the Earth's solar system lies the Sun.

Where would it best fit in paragraph 1? Click on the square [■] to add the sentence to the paragraph.

Paragraph 1 is marked with an arrow [→].

Time Help Prev Next

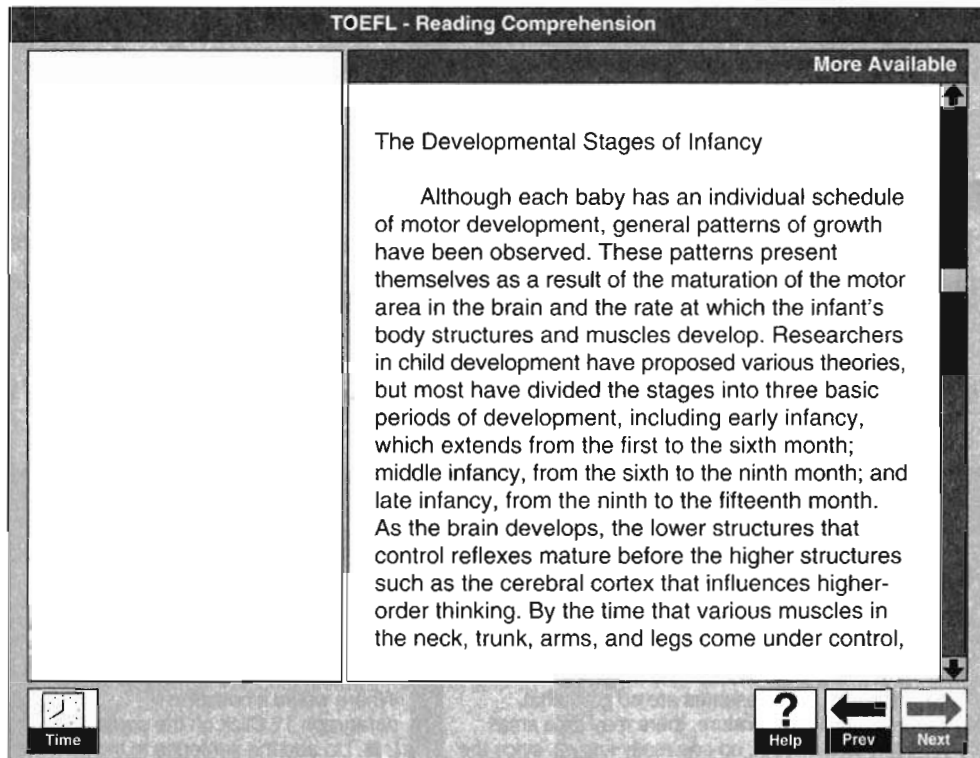
Next Generation TOEFL

There are two types of tasks included in the Reading Section: independent reading tasks and integrated reading tasks.

Independent Reading

Directions: There are between 36 and 39 questions in three independent reading passages on the Next Generation TOEFL. Each passage is about 800 words in length. You may take notes as you read. The topics are all academic. After each passage, you will answer 12 or 13 comprehension questions. The comprehension questions are either multiple-choice with four possible answer choices or computer-assisted with special directions on the screen. After every multiple-choice question, choose the best answer choice from four possible answers. After every computer-assisted question, follow the special directions on the screen to complete the answer. It takes 25 minutes to complete each reading and to answer 12 or 13 comprehension questions about it. There are three independent reading passages.

In the Reading Section you will first have the opportunity to read the passage. This is an example of an independent reading passage.



You will use the scroll bar to continue reading the passage.

TOEFL - Reading Comprehension

More Available

the older infant is prepared mentally as well as physically to perform more difficult tasks. Since the order of maturation within the brain and body structure is generally the same for all babies, the sequence of physical skills is usually the same as well.

The newborn is concerned with his or her inner world, responding primarily to hunger and pain. Instinctive behaviors and reflexes like rooting and sucking become more reliable through repetition, governing its movements in response to stimuli. In contrast, by early infancy, the baby is, for the most part, aware of the surrounding world. During the second month, many infants are awake more and can raise their heads to look at things. They also begin to smile at people as their visual focus and perceptual abilities improve. Sometime between two and three months, a universal pattern of staring at the hand seems to occur. The frequency and length of time spent on this activity increases, eventually

Time

Help Prev Next

Continue to use the scroll bar to read the passage.

TOEFL - Reading Comprehension

More Available

leading to swiping at objects. Hand regard, as it is sometimes referred to, is perhaps the first step in intellectual curiosity and problem solving. By four months, the baby is routinely holding its head up for several minutes, it is able to roll over, and it begins deliberate, more coordinated activities such as searching for things, although it may not yet be able to grasp them effectively with its hands. The four-month-old is beginning to show preferences for people and objects, and is especially responsive to familiar faces. It is also beginning to be wary of strangers and may scream when a visiting relative tries to pick it up.

By five months, the baby is able to sit unaided, grabbing objects and putting them into its mouth. By doing this, the baby is demonstrating coordination of several systems of behavior. In the first place, before reaching, the object must be visually located, and if it is moving, it must be tracked, then the arm must move accurately and the hand and fingers must

Time

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TOEFL - Reading Comprehension

More Available

cooperate to accomplish a successful grasping motion. Finally, the hand and fingers must be able to hold the weight of the object while the eyes examine it. In many instances, the wrist will move the object back and forth, twisting it so that it can be viewed in several different positions. Many babies use both hands, and, at this point, some babies are already trying to feed themselves with their hands. In addition, they discover their feet, and begin to kick, using the larger leg muscles.

In middle infancy, the baby concentrates on practicing a great many speech sounds. Babbling becomes a part of play. It also loves to imitate actions and examine interesting objects more closely. At about seven months, the baby begins to crawl, a skill that it masters at the end of middle infancy. In late infancy, the baby takes an interest in games, songs, and even books. The eyes and ears are now functioning at a very high level. Receptive vocabulary grows, and the first words are attempted. The baby

Time

Help Prev Next

Continue to use the scroll bar to read the passage.

TOEFL - Reading Comprehension

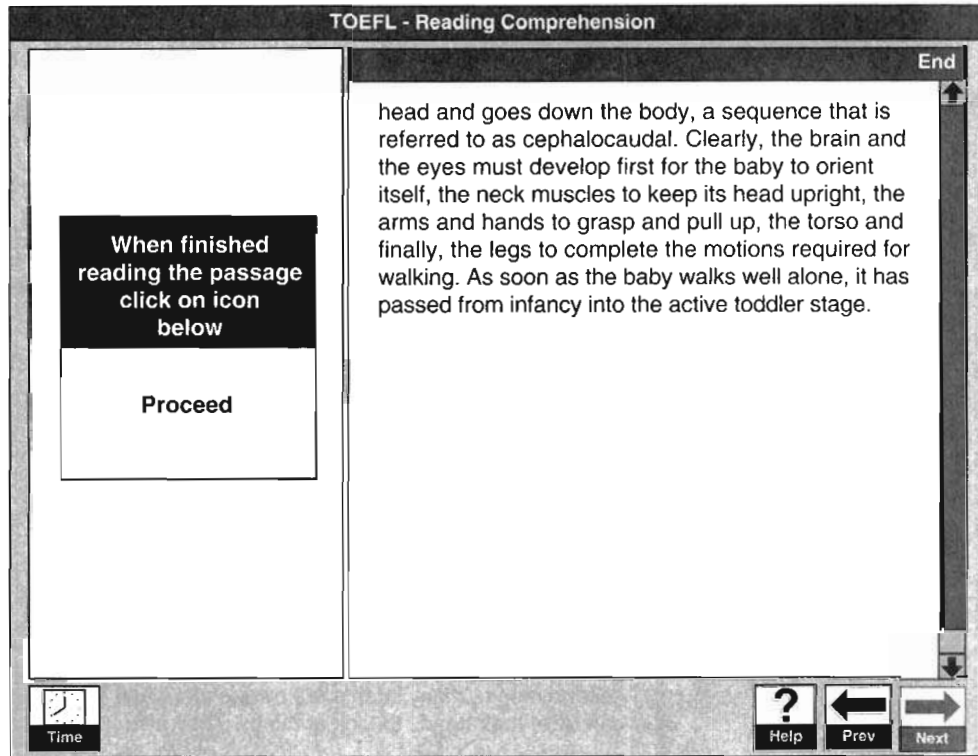
More Available

has significant control over head and hand movements, can examine objects within its reach, and even has the ability to turn its body in a rolling motion. The problem for an infant in the late stage is that there are many objects that are in the field of vision but not in the area of reach. The incredible curiosity exhibited by babies is equaled by their effort to master locomotion. Progress toward walking moves through standing, pulling up, balancing, and bouncing in place. Walking with the support of furniture allows the baby to engage in "cruising," that is, moving about unaided by caretakers, but supported by objects. Finally, being led by others allows the baby to release its hold on objects and begin to walk independently. An important implication of this sequence of accomplishments is the increasing independence that allows older infants to imitate adults and explore their environments.

It has been observed that the body parts involved in each of the stages proceeds from the

Time

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There may be a glossary to help you understand technical terms.

Glossary:

cephalocaudal: from the head to the tail

locomotion: ability to move from place to place

When you have finished reading the passage, you will click on **Proceed**. Then the questions about the passage will be presented. Follow the directions on the screen to answer the questions.

Here is an example of the passage with question references and questions:

TOEFL - Reading Comprehension 1 of 5

Questions 1 to 5 More Available

The word **primarily** in the passage is closest in meaning to

often

naturally

for the most part

in a loud way

As the brain develops, the lower structures that control reflexes mature before the higher structures such as the cerebral cortex that influences higher-order thinking. By the time that various muscles in the neck, trunk, arms, and legs come under control, the older infant is prepared mentally as well as physically to perform more difficult tasks. Since the order of maturation within the brain and body structure is generally the same for all babies, the sequence of physical skills is usually the same as well.

The newborn is concerned with his or her inner world, responding **primarily** to hunger and pain. Instinctive behaviors and reflexes like rooting and sucking become more reliable through repetition, governing its movements in response to stimuli. In contrast, by early infancy, the baby is, for the most part, aware of the surrounding world. During the second month, many infants are awake more and can raise their heads to look at things. They also

Time Help Prev Next

The correct answer is indicated below.

TOEFL - Reading Comprehension 1 of 5

Questions 1 to 5 More Available

The word **primarily** in the passage is closest in meaning to

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in a loud way

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Time Help Prev Next

TOEFL - Reading Comprehension 2 of 5

Questions 1 to 5 More Available

According to paragraph 2, what behavior signals the beginning of higher-level thinking?

- Smiling at people
- Staring at the hand
- Holding up the head
- Showing preferences

part, aware of the surrounding world. During the second month, many infants are awake more and can raise their heads to look at things. They also begin to smile at people as their visual focus and perceptual abilities improve. Sometime between two and three months, a universal pattern of staring at the hand seems to occur. The frequency and length of time spent on this activity increases, eventually leading to swiping at objects. Hand regard, as it is sometimes referred to, is perhaps the first step in intellectual curiosity and problem solving. By four months, the baby is routinely holding its head up for several minutes, it is able to roll over, and it begins deliberate, more coordinated activities such as searching for things, although it may not yet be able to grasp them effectively with its hands. The four-month-old is beginning to show preferences for people and objects, and is especially responsive to familiar faces. It is also beginning to be wary of strangers and may scream when a visiting relative tries to pick it up.

Time ? Help Prev Next

The correct answer is indicated below.

TOEFL - Reading Comprehension 2 of 5

Questions 1 to 5 More Available

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- Smiling at people
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Time ? Help Prev Next

TOEFL - Reading Comprehension 3 of 5

Questions 1 to 5 More Available

Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

- The active toddler phase begins when the baby begins to walk alone.
- Walking alone is the active stage of infancy before the toddler stage.
- Babies who walk alone are more active when they are toddlers.
- When a baby walks past infants, it starts to play actively with toddlers.

to master locomotion. Progress toward walking moves through standing, pulling up, balancing, and bouncing in place. Walking with the support of furniture allows the baby to engage in cruising, that is, moving about unaided by caretakers, but supported by objects. Finally, being led by others allows the baby to release its hold on objects and begin to walk independently. An important implication of this sequence of accomplishments is the increasing independence that allows older infants to imitate adults and explore their environments.

It has been observed that the body parts involved in each of the stages proceeds from the head and goes down the body, a sequence that is referred to as cephalocaudal. Clearly, the brain and the eyes must develop first for the baby to orient itself, the neck muscles to keep its head upright, the arms and hands to grasp and pull up, the torso and finally, the legs to complete the motions required for walking. As soon as the baby walks well alone, it has passed from infancy into the active toddler stage.

Time Help Prev Next

The correct answer is indicated below.

TOEFL - Reading Comprehension 3 of 5

Questions 1 to 5 More Available

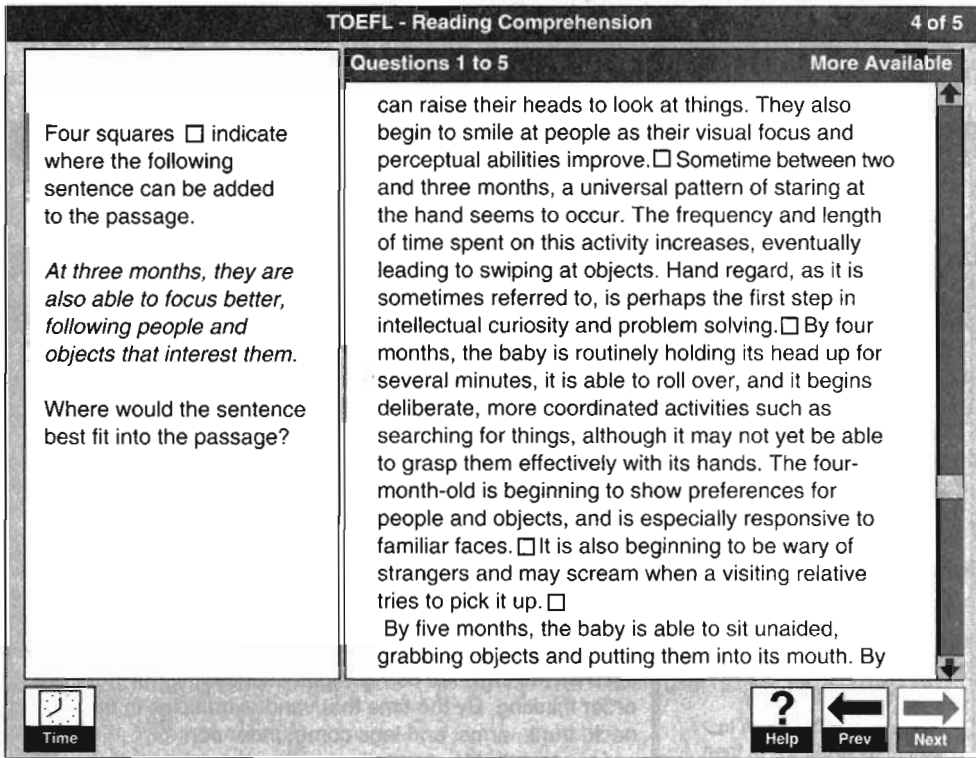
Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

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- Babies who walk alone are more active when they are toddlers.
- When a baby walks past infants, it starts to play actively with toddlers.

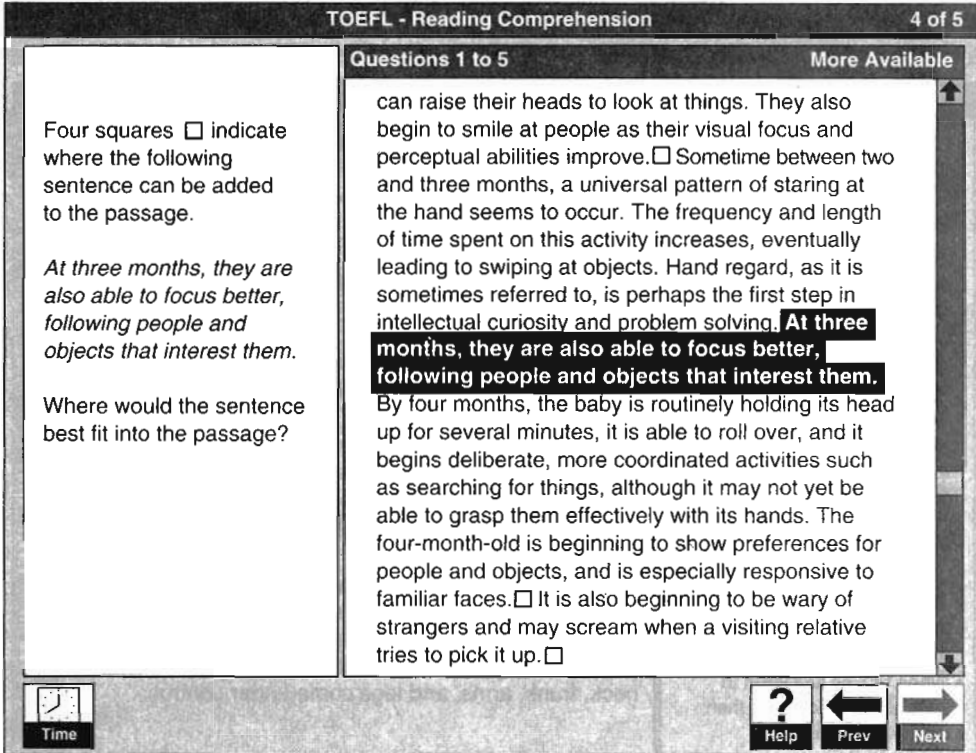
to master locomotion. Progress toward walking moves through standing, pulling up, balancing, and bouncing in place. Walking with the support of furniture allows the baby to engage in cruising, that is, moving about unaided by caretakers, but supported by objects. Finally, being led by others allows the baby to release its hold on objects and begin to walk independently. An important implication of this sequence of accomplishments is the increasing independence that allows older infants to imitate adults and explore their environments.

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Time Help Prev Next



When you click on a square, the sentence will appear in the passage at the place you have chosen. The correct answer is indicated below.



Complete a summary of the passage by choosing **THREE** answer choices that express the most important ideas.

TOEFL - Reading Comprehension 5 of 5

Although each baby has an individual schedule of motor development, general patterns of growth have been observed.

- The maturation of the brain and body structure predisposes development.
- Late stage infants are interested in objects they can see, but not yet retrieve.
- Basic developmental skills are universally achieved in about the same order in three stages of infancy.
- Newborns react to stimuli with instinctive responses and reflexes.
- Motor development is accomplished from the head down through the body.
- When babies first learn to walk, they explore, but then return to caretakers.

Questions 1 to 5 More Available

The Developmental Stages of Infancy

Although each baby has an individual schedule of motor development, general patterns of growth have been observed. These patterns present themselves as a result of the maturation of the motor area in the brain and the rate at which the infant's body structures and muscles develop. Researchers in child development have proposed various theories, but most have divided the stages into three basic periods of development, including early infancy, which extends from the first to the sixth month; middle infancy, from the sixth to the ninth month; and late infancy, from the ninth to the fifteenth month. As the brain develops, the lower structures that control reflexes mature before the higher structures such as the cerebral cortex that influences higher-order thinking. By the time that various muscles in the neck, trunk, arms, and legs come under control,

Time

Help Prev Next

When you click on a sentence, the sentence will appear in bold. The correct answer is indicated below.

TOEFL - Reading Comprehension 5 of 5

Although each baby has an individual schedule of motor development, general patterns of growth have been observed.

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- Late stage infants are interested in objects they can see, but not yet retrieve.
- **Basic developmental skills are universally achieved in about the same order in three stages of infancy.**
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Questions 1 to 5 More Available

The Developmental Stages of Infancy

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Time

Help Prev Next

Integrated Reading

Directions: In the integrated reading tasks, you will read and respond to campus and textbook reading passages. You may take notes. After each reading, you will hear or see a question that requires you to respond by speaking or writing. Integrated examples are shown in the Directions and Examples for Speaking in Chapter 4 and the Directions and Examples for Writing in Chapter 7.

Review of Problems and Questions for the Reading Section

This Review can be used to prepare for the Paper-Based TOEFL, the Computer-Based TOEFL, and the Next Generation TOEFL. For the most part, the same types of problems are tested on all three formats. Most of the questions are multiple-choice.

Some of the questions on the Computer-Based TOEFL and the Next Generation TOEFL are computer-assisted. Although the computer-assisted questions in this book are numbered, and the answer choices are lettered A, B, C, and D, the same questions on the CD-ROM that supplements the book are not numbered and lettered. You need the numbers and letters in the book to refer to the Answer Key, the Explanatory Answers, and the Transcript for the Listening Section. On the CD-ROM, you can refer to other chapters by clicking on the screen. The computer-assisted questions have special directions on the screen.

TYPES OF PROBLEMS

Problems like those in this Review frequently appear on the Reading Section of the TOEFL. To prepare for the Reading Section of the TOEFL, study the problems in this chapter.

Reading Comprehension

- | | |
|--|-----------------------------------|
| 1 Previewing | 6 Identifying Exceptions |
| 2 Reading for Main Ideas | 7 Locating References |
| 3 Using Contexts for Vocabulary | 8 Referring to the Passage |
| 4 Scanning for Details | 9 Reading Faster |
| 5 Making Inferences | |



Previewing

Research shows that it is easier to understand what you are reading if you begin with a general idea of what the passage is about. Previewing helps you form a general idea of the topic in your mind.

To preview, read the first sentence of each paragraph and the last sentence of the passage. You should do this as quickly as possible. Remember, you are not reading for specific information, but for an impression of the *topic*.

EXERCISE

DIRECTIONS: Preview the following passage. Focus on the first sentence in each paragraph and the last sentence of the passage. Can you identify the topic? Check your answer using the key on page 485.

A black hole is a region of space created by the total gravitational collapse of matter. It is so intense that nothing, not even light or radiation, can escape. In other words, it is a one-way surface through which matter can fall inward but cannot emerge.

Some astronomers believe that a black hole may be formed when a large star collapses inward from its own weight. So long as they are emitting heat and light into space, stars support themselves against their own gravitational pull with the outward thermal pressure generated by heat from nuclear reactions deep in their interiors. But if a star eventually exhausts its nuclear fuel, then its unbalanced gravitational attraction could cause it to contract and collapse. Furthermore, it could begin to pull in surrounding matter, including nearby comets and planets, creating a black hole.



Reading for Main Ideas

By previewing, you can form a general idea of what a reading passage is about; that is, you identify the *topic*. By reading for main ideas, you identify the point of view of the author—that is, what the writer's *thesis* is. Specifically, what does the author propose to write about the topic? If you could reduce the reading to one sentence, what would it be?

Questions about the main idea can be worded in many ways. For example, the following questions are all asking for the same information: (1) What is the main idea? (2) What is the subject? (3) What is the topic? (4) What would be a good title?

EXERCISE

DIRECTIONS: The main idea usually occurs at the beginning of a reading passage. Look at the first two sentences in the following passage. Can you identify the main idea? What would be a good title for this passage? Check your answers using the key on page 485.

For more than a century, despite attacks by a few opposing scientists, Charles Darwin's theory of evolution by natural selection has stood firm. Now, however, some respected biologists are beginning to question whether the theory accounts for major developments such as the shift from water to land habitation. Clearly, evolution has not proceeded steadily but has progressed by radical advances. Recent research in molecular biology, particularly in the study of DNA, provides us with a new possibility. Not only environmental change but also genetic codes in the underlying structure of DNA could govern evolution.


 A black square with a white diagonal banner containing the word "PROBLEM" and the number "3" below it.

Using Contexts for Vocabulary

Before you can use a context, you must understand what a context is. In English, a context is the combination of vocabulary and grammar that surrounds a word. Context can be a sentence or a paragraph or a passage. Context helps you make a general *prediction* about meaning. If you know the general meaning of a sentence, you also know the general meaning of the words in the sentence.

Making predictions from contexts is very important when you are reading a foreign language. In this way, you can read and understand the meaning of a passage without stopping to look up every new word in a dictionary. On an examination like the TOEFL, dictionaries are not permitted in the room.

EXERCISE

DIRECTIONS: Read the following passage, paying close attention to the underlined words. Can you understand their meanings from the context without using a dictionary? Check your answers using the key on page 485.

At the age of sixty-six, Harland Sanders had to auction off everything he owned in order to pay his debts. Once the successful proprietor of a large restaurant, Sanders saw his business suffer from the construction of a new freeway that bypassed his establishment and rerouted the traffic that had formerly passed.

With an income of only \$105 a month in Social Security, he packed his car with a pressure cooker, some chickens, and sixty pounds of the seasoning that he had developed for frying chicken. He stopped at restaurants, where he cooked chicken for owners to sample. If they liked it, he offered to show them how to cook it. Then he sold them the seasoning and collected a royalty of four cents on each chicken they cooked. The rest is history. Eight years later, there were 638 Kentucky Fried Chicken franchises, and Colonel Sanders had sold his business again—this time for over two million dollars.


 A black square with a white diagonal banner containing the word "PROBLEM" and the number "4" below it.

Scanning for Details

After reading a passage on the TOEFL, you will be expected to answer six to ten questions. Most of them are multiple-choice. First, read a question and find the important content words. Content words are usually nouns, verbs, or adjectives. They are called content words because they contain the content or meaning of a sentence.

Next, let your eyes travel quickly over the passage for the same content words or synonyms of the words. This is called *scanning*. By scanning, you can find a place in the reading passage where the answer to a question is found. Finally, read those specific sentences carefully and choose the answer that corresponds to the meaning of the sentences you have read.

EXERCISE

DIRECTIONS: First, read the following passage. Then, read the questions after the reading passage, and look for the content words. Finally, scan the passage for the same words or synonyms. Can you answer the questions? Check your answers using the key on pages 485–486.

To prepare for a career in engineering, a student must begin planning in high school. Mathematics and science should form the core curriculum. For example, in a school where sixteen credit hours are required for high school graduation, four should be in mathematics, one each in chemistry, biology, and physics. The remaining credits should include four in English and at least three in the humanities and social sciences. The average entering freshman in engineering should have achieved at least a 2.5 grade point average on a 4.0 scale in his or her high school. Although deficiencies can be corrected during the first year, the student who needs additional work should expect to spend five instead of four years to complete a degree.

1. What is the average grade point for an entering freshman in engineering?
2. When should a student begin planning for a career in engineering?
3. How can a student correct deficiencies in preparation?
4. How many credits should a student have in English?
5. How many credits are required for a high school diploma?



Making Inferences

Sometimes, in a reading passage, you will find a direct statement of fact. That is called evidence. But other times, you will not find a direct statement. Then you will need to use the evidence you have to make an inference. An *inference* is a logical conclusion based on evidence. It can be about the passage itself or about the author's viewpoint.

EXERCISE

DIRECTIONS: First, read the following passage. Then, read the questions after the passage, and make inferences. Can you find the evidence for your inference in the reading passage? Check your answers using the key on page 486.

When an acid is dissolved in water, the acid molecule divides into two parts, a hydrogen ion and another ion. An ion is an atom or a group of atoms that has an electrical charge. The charge can be either positive or negative. If hydrochloric acid is mixed with water, for example, it divides into hydrogen ions and chlorine ions.

A strong acid ionizes to a great extent, but a weak acid does not ionize so much. The strength of an acid, therefore, depends on how much it ionizes, not on how many hydrogen ions are produced. It is interesting that nitric acid and sulfuric acid become greatly ionized whereas boric acid and carbonic acid do not.

1. What kind of acid is sulfuric acid?
2. What kind of acid is boric acid?



Identifying Exceptions

After reading a passage on the TOEFL, you will be asked to select from four possible answers the one that is NOT mentioned in the reading.

Use your scanning skills to locate related words and phrases in the passage and the answer choices.

EXERCISE

DIRECTIONS: First, read the following passage. Then, read the question after the reading passage. Last, scan the passage again for related words and phrases. Try to eliminate three of the choices. Check your answer using the key on pages 486–487.

All music consists of two elements—expression and design. Expression is inexact and subjective and may be enjoyed in a personal or instinctive way. Design, on the other hand, is exact and must be analyzed objectively in order to be understood and appreciated. The folk song, for example, has a definite musical design that relies on simple repetition with a definite beginning and ending. A folk song generally consists of one stanza of music repeated for each stanza of verse.

Because of their communal, and usually uncertain origin, folk songs are often popular verse set to music. They are not always recorded and tend to be passed on in a kind of musical version of oral history. Each singer revises and perfects the song. In part as a consequence of this continuous revision process, most folk songs are almost perfect in their construction and design. A particular singer's interpretation of the folk song may provide an interesting expression, but the simple design that underlies the song itself is stable and enduring.

1. All of the following are true of a folk song EXCEPT
 - (A) there is a clear start and finish
 - (B) the origin is often not known
 - (C) the design may change in the interpretation
 - (D) simple repetition is characteristic of its design



Locating References

After reading a passage on the TOEFL, you will be asked to find the antecedent of a pronoun. An antecedent is a word or phrase to which a pronoun refers. Usually, you will be given a pronoun such as “it,” “its,” “them,” or “their,” and you will be asked to locate the reference word or phrase in the passage.

First, find the pronoun in the passage. Then read the sentence using the four answer choices in place of the pronoun. The meaning of the sentence in the context of the passage will not change when you substitute the correct antecedent.

EXERCISE

DIRECTIONS: First, find the pronoun in the following passage. Next, start reading several sentences before the sentence in which the pronoun is found, and continue reading several sentences after it. Then, substitute the words or phrases in the answer choices. Which one does not change the meaning of the sentence? Check your answer using the key on page 487.

The National Road, also known as the Cumberland Road, was constructed in the early 1800s to provide transportation between the established commercial areas of the East and Northwest Territory. By 1818, the road had reached Wheeling, West Virginia, 130 miles from **its** point of origin in Cumberland, Maryland. The cost was a monumental thirteen thousand dollars per mile.

Upon reaching the Ohio River, the National Road became one of the major trade routes to the western states and territories, providing Baltimore with a trade advantage over neighboring cities. In order to compete, New York state authorized the construction of the Erie Canal, and Philadelphia initiated a transportation plan to link **it** with Pittsburgh. Towns along the rivers, canals, and the new National Road became important trade centers.

- | | |
|---|---|
| <p>1. The word its refers to</p> <p>(A) the Northwest Territory</p> <p>(B) 1818</p> <p>(C) the road</p> <p>(D) Wheeling, West Virginia</p> | <p>2. The word it refers to</p> <p>(A) plan</p> <p>(B) construction</p> <p>(C) canal</p> <p>(D) transportation</p> |
|---|---|



Referring to the Passage

After reading the passage on the TOEFL, you will be asked to find certain information in the passage, and identify it by line number or paragraph.

First, read the question. Then refer to the line numbers and paragraph numbers in the answer choices to scan for the information in the question.

EXERCISE

DIRECTIONS: First, read the following passage. Then, refer back to the passage. Can you find the correct reference? Check your answer using the key on page 487.

In September of 1929, traders experienced a lack of confidence in the stock market's ability to continue its phenomenal rise. Prices fell. For many inexperienced investors, the drop produced a panic. They had all their money tied up in the market, and they were pressed to sell before the prices fell even lower. Sell orders were coming in so fast that the ticker tape at the New York Stock Exchange could not accommodate all the transactions.

To try to reestablish confidence in the market, a powerful group of New York bankers agreed to pool their funds and purchase stock above current market values. Although the buy orders were minimal, they were counting on their reputations to restore confidence on the part of the smaller investors, thereby affecting the number of sell orders. On Thursday, October 24, Richard Whitney, the Vice President of the New York Stock Exchange and a broker for the J.P. Morgan Company, made the effort on their behalf. Initially, it appeared to have been successful, then, on the following Tuesday, the crash began again and accelerated. By 1932, stocks were worth only twenty percent of their value at the 1929 high. The results of the crash had extended into every aspect of the economy, causing a long and painful depression, referred to in American history as the Great Depression.

1. Where in the passage does the author refer to the reason for the stock market crash?
2. Where in the passage does the author suggest that there was a temporary recovery in the stock market?



Reading Faster

Read the following passage, using the skills you have learned. Preview, read for main ideas, and use contexts for vocabulary. To read faster, read phrases instead of words. Try to see an entire line of text when you focus your eyes on the passage. Scan for details and evidence. Make inferences.

The computer-based version of this reading passage is best viewed on the CD-ROM that supplements this book. Scroll through the passage, using the skills that you have learned. Check your answers on the screen. If you do not have a computer, then use the print version shown with the following computer-assisted questions.

Jazz is an improvisational form of music that originated in the southern United States after the Civil War. Although its origins and history are somewhat vague, we know that it began as the musical expression of black people who had formerly been slaves, combining hymns, spirituals, and traditional work songs into something quite new. The style was a blend of the rhythms brought to America by the Africans who were imported as slave labor and the popular music of the era that featured the ragtime piano. The term jazz itself is of obscure and possible nonmusical origin, but it was first used to describe this particular kind of musical expression in about 1915.

Line
(9)

A jazz band commonly includes four to twelve musicians with a relatively large proportion of the group in the rhythm section. Customarily, there are a drummer, a bass player, and a pianist. Often there is also a banjo player or guitarist. In traditional jazz, the clarinet, trumpet, and trombone carry the melody. In more modern jazz, the saxophone, violin, and flute may also be included in the melody section. Some jazz bands employ a blues singer. Most jazz is premised on the principle that an almost infinite number of variations can accommodate themselves to a progression of chords that can be repeated indefinitely to feature an improvisation by solo instruments or vocalists. For example, while the trumpet plays the melody, the clarinet might embellish and invent compatible melodies around the original theme. Such improvisation is a test of the jazz musician's skill and is referred to as tone color.

Jazz first became popular outside the United States in the 1920s when jazz bands began to record, distribute, and even export their recordings to Europe. Since jazz is improvisational, it does not exist in the form of printed scores, and recorded performances were and still are the best way of preserving the music. A very basic library of recorded jazz would include work by such classic artists as Jelly Roll Morton, Louis Armstrong, Duke Ellington, Count Basie, and Billie Holiday. There is probably America's most unique and most important contribution to the musical world, although a few contemporary artists are keeping the tradition alive.

TYPES OF QUESTIONS

Multiple-Choice Questions

Paper-Based TOEFL

- Which of the following is the main topic of the passage?
 - (A) A definition of jazz
 - (B) Jazz musicians
 - (C) Improvisation in jazz
 - (D) Jazz bands
- The new music of jazz was first heard
 - (A) in Europe
 - (B) in Africa
 - (C) in South America
 - (D) in North America
- The word "blend" in the passage is closest in meaning to
 - (A) mixture
 - (B) rejection
 - (C) imitation
 - (D) variety
- The author mentions all of the following as characteristics of jazz EXCEPT
 - (A) a large number of percussion instruments
 - (B) a printed score for the music
 - (C) a melody played by the trumpet
 - (D) a ragtime piano

Computer-Based TOEFL

- Which of the following is the main topic of the passage?
- A definition of jazz
 - Jazz musicians
 - Improvisation in jazz
 - Jazz bands
- The new music of jazz was first heard
- in Europe
 - in Africa
 - in South America
 - in North America
- The word **blend** in the passage is closest in meaning to
- mixture
 - rejection
 - imitation
 - variety
- The author mentions all of the following as characteristics of jazz EXCEPT
- a large number of percussion instruments
 - a printed score for the music
 - a melody played by the trumpet
 - a ragtime piano

Answer Sheet

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

Computer-Assisted Questions

Location Questions

On some of the computer-assisted questions, you will be asked to locate information in the passage. These questions are like the multiple-choice questions on the Paper-Based TOEFL where you must locate information by identifying the line numbers in the passage. On the computer-assisted questions, you must click on the sentence or paragraph in the passage.

TOEFL - Reading Comprehension 1 of 5

More Available

→ Jazz is an improvisational form of music that originated in the southern United States after the Civil War. Although its origins and history are somewhat vague, we know that it began as the musical expression of black people who had formerly been slaves, combining hymns, spirituals, and traditional work songs into something quite new. The style was a blend of the rhythms brought to America by the Africans who were imported as slave labor and the popular music of the era that featured the ragtime piano. The term jazz itself is of obscure and possible nonmusical origin, but it was first used to describe this particular kind of musical expression in about 1915.

A jazz band commonly includes four to twelve musicians with a relatively large proportion of the group in the rhythm section. Customarily, there are a drummer, a bass player, and a pianist. Often there is also a banjo player or guitarist. In traditional jazz, the clarinet, trumpet, and trombone carry the melody. In more modern jazz, the saxophone, violin, and flute may also be included in the melody section. Some jazz bands employ a blues singer. Most jazz is premised on the principle that an almost infinite number of variations can accommodate

Click on the sentence in paragraph 1 in which the author mentions the derivation of the word "jazz."

Paragraph 1 is marked with an arrow (→).

Time ? Help Prev Next

Synonyms

On some of the computer-assisted questions, you will be asked to locate synonyms in the reading passage. You must click on the word or phrase in the passage.

TOEFL - Reading Comprehension 2 of 5

End

was a blend of the rhythms brought to America by the Africans who were imported as slave labor and the popular music of the era that featured the ragtime piano. The term jazz itself is of obscure and possible nonmusical origin, but it was first used to describe this particular kind of musical expression in about 1915.

A jazz band **commonly** includes four to twelve musicians with a relatively large proportion of the group in the rhythm section. **Customarily**, there are a drummer, a bass player, and a pianist. **Often** there is also a banjo player or guitarist. In traditional jazz, **the clarinet, trumpet, and trombone carry the melody.**

In more modern jazz, the saxophone, violin, and flute may also be included in the melody section. Some jazz bands employ a blues singer. Most jazz is premised on the principle that an almost infinite number of variations can accommodate themselves to a progression of chords that can be repeated indefinitely to feature an improvisation by solo instruments or vocalists. For example, while the trumpet plays the melody, the clarinet might embellish and invent compatible melodies around the original theme. Such improvisation is a test of the jazz musician's skill and is referred to as tone color.

Look at the word **commonly** in the passage. Click on another word in the **bold** text that is closest in meaning to **commonly**.

Time ? Help Prev Next

Paraphrased Sentences

On some of the computer-assisted questions, you will be asked to identify paraphrases of sentences in the passage.

TOEFL - Reading Comprehension 3 of 5

End

be included in the melody section. Some jazz bands employ a blues singer. Most jazz is premised on the principle that an almost infinite number of variations can accommodate themselves to a progression of chords that can be repeated indefinitely to feature an improvisation by solo instruments or vocalists. For example, while the trumpet plays the melody, the clarinet might embellish and invent compatible melodies around the original theme. Such improvisation is a test of the jazz musician's skill and is referred to as tone color.

Jazz first became popular outside the United States in the 1920s when jazz bands began to record, distribute, and even export their recordings to Europe. **Since jazz is improvisational, it does not exist in the form of printed scores, and recorded performances were and still are the best way of preserving the music.** A very basic library of recorded jazz would include work by such classic artists as Jelly Roll Morton, Louis Armstrong, Duke Ellington, Count Basie, and Billie Holiday. There is probably America's most unique and most important contribution to the musical world, although a few contemporary artists are keeping the tradition alive.

What does the author mean by the statement **Since jazz is improvisational, it does not exist in the form of printed scores, and recorded performances were and still are the best way of preserving the music.**

- Because jazz is not written down, it is not preserved.
- Today jazz has written scores like other forms of music.
- Jazz is preserved in audio recordings instead of in written media.
- There are not very many copies of the early jazz performances.

Time ? Help Prev Next

Reference Questions

On some of the computer-assisted questions, you will be asked to locate the nouns to which pronouns refer. These questions are like the multiple-choice questions on the Paper-Based TOEFL where you must choose the noun from four answer choices. On the computer-assisted questions, you must find the noun and click on it in the passage.

TOEFL - Reading Comprehension 4 of 5

End

Jazz is an improvisational form of music that originated in the southern United States after the Civil War. Although its origins and history are somewhat vague, we know that it began as the musical expression of black people who had formerly been slaves, combining hymns, spirituals, and traditional work songs into something quite new. The style was a blend of the rhythms brought to America by the Africans who were imported as slave labor and the popular music of the era that featured the ragtime piano. **The term jazz itself is of obscure and possible nonmusical origin, but it was first used to describe this particular kind of musical expression in about 1915.**

A jazz band commonly includes four to twelve musicians with a relatively large proportion of the group in the rhythm section. Customarily, there are a drummer, a bass player, and a pianist. Often there is also a banjo player or guitarist. In traditional jazz, the clarinet, trumpet, and trombone carry the melody. In more modern jazz, the saxophone, violin, and flute may also be included in the melody section. Some jazz bands employ a blues singer. Most jazz is premised on the principle that an almost infinite number of variations can accommodate

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

Time ? Help Prev Next

Sentence Insertion Questions

On some of the computer-assisted questions, you will be asked to locate the most logical place in the passage where a sentence could be inserted. You will have several options marked with a square (■) in the passage.

The screenshot shows a computer window titled "TOEFL - Reading Comprehension" with "5 of 5" in the top right corner. The main text area contains a passage about jazz. An arrow points to the beginning of the first paragraph. A scroll bar is visible on the right side of the text area. To the right of the passage, a question asks where a sentence can be added to paragraph 1. The sentence to be inserted is: "It is generally agreed that the term became popular not in the South but in Chicago." Below the question, it asks where the sentence should be added and provides instructions to click on a square (■) to add the sentence. A note states that paragraph 1 is marked with an arrow (→). At the bottom of the window, there are icons for "Time", "Help", "Prev", and "Next".

→ Jazz is an improvisational form of music that originated in the southern United States after the Civil War. ■ Although its origins and history are somewhat vague, we know that it began as the musical expression of black people who had formerly been slaves, combining hymns, spirituals, and traditional work songs into something quite new. ■ The style was a blend of the rhythms brought to America by the Africans who were imported as slave labor and the popular music of the era that featured the ragtime piano. ■ The term jazz itself is of obscure and possible nonmusical origin, but it was first used to describe this particular kind of musical expression in about 1915. ■ It is generally agreed that the term became popular not in the South but in Chicago.

A jazz band commonly includes four to twelve musicians with a relatively large proportion of the group in the rhythm section. Customarily, there are a drummer, a bass player, and a pianist. Often there is also a banjo player or guitarist. In traditional jazz, the clarinet, trumpet, and trombone carry the melody. In more modern jazz, the saxophone, violin, and flute may also be included in the melody section. Some jazz bands employ a blues singer. Most jazz is premised on the principle that

The following sentence can be added to paragraph 1.

It is generally agreed that the term became popular not in the South but in Chicago.

Where would it best fit in the paragraph?
Click on the square [■] to add the sentence to the paragraph.

Paragraph 1 is marked with an arrow [→].

Computer Tutorial for the Reading Section

Testing Tools: Vocabulary, Icons, and Keys

Specific Vocabulary for Section 3

Scroll To move through reading passages on a screen. If the reading passage is long, new sentences will appear at the bottom and sentences that you have already read will disappear at the top.

Specific Icons for Section 3

Scroll Bar An *icon* used to move the reading passages on the screen so that you can see a long passage. First move the *arrow* to the top of the **scroll bar**; then hold the *mouse button* down to move the **scroll bar** from the beginning of the reading passage to the end. Remember, you can see the words *beginning*, *more available*, and *end* at the top of the **scroll bar**. These words show you the place in the passage that is displayed on the screen.

Proceed An *icon* at the bottom of the screen with the reading passage. *Click* on **Proceed** after you have read the passage in order to see the first question. Remember, you cannot use **Proceed** until you have scrolled down to the end of the passage.

Previous An *icon* at the bottom of the screen with the questions. *Click* on **Previous** to see the previous question.

Computer Screens for Section 3

View the numbers of the questions in the passage

View the place in the passage beginning, more available, end

Click to move up one line

29:15 Reading 1 of 30

Questions 1 to 6 End

When finished reading the passage click on the icon below

When finished reading directions click on the icon below

Dismiss Directions

TO SEE THE FIRST QUESTION

- 1 Read to the end of the passage
- 2 Click to go to another screen
- 3 See the first question beside the reading passage

Proceed

Time

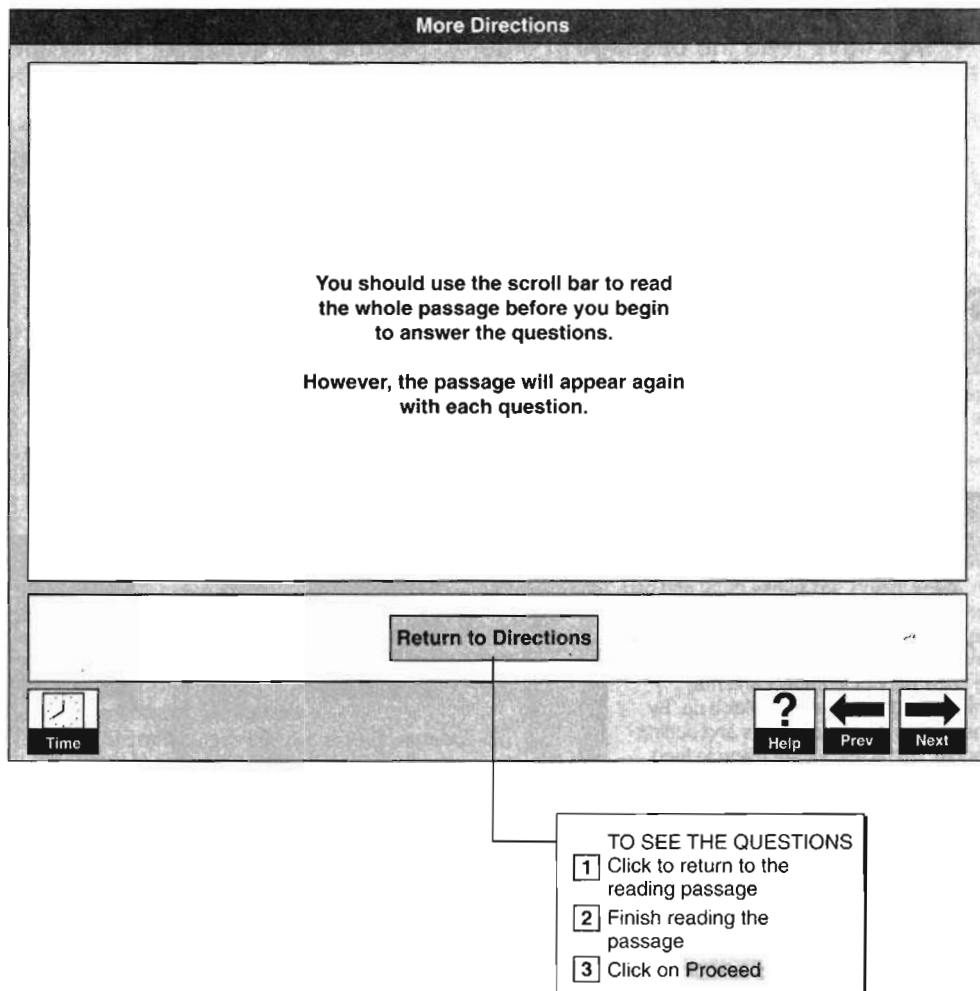
Help Prev Next

Click to move down one line

Click to go to the previous screen

TO SCROLL

- 1 Move the arrow to the scroll bar
- 2 Hold down the mouse button
- 3 Move vertically down the scroll bar



TIP: When you do not scroll to the end of the reading passage the first time you see it, this screen appears. You can spend a lot of time returning to the passage. Until you scroll to the bottom of the passage, you cannot see the questions.

21:15 Reading 7 of 30

Questions 1 to 6 Beginning

Although each baby has an individual schedule of development, general patterns of growth have been observed. Three periods of development have been identified, including early infancy, which extends from the first to the sixth month; middle infancy, from the sixth to the ninth month; and late infancy, from the ninth to the fifteenth month. The newborn is concerned with his or her inner world and responds primarily to hunger and pain and reflexes govern its movement in response to stimuli. In contrast, by early infancy the baby is already aware of the surrounding world. During the second month, many infants are awake more and can raise their heads to look at things. They also begin to smile at people. By four months, the baby is searching for things but not yet grasping them with its hands. It is also beginning to be wary of strangers and may scream when a visiting relative tries to pick it up. By five months, the baby is grabbing objects and putting them into its mouth. Some babies are trying to feed themselves with their hands.

In middle infancy, the baby concentrates on practicing a great many speech sounds. Babbling becomes a part of play. It also loves to imitate actions

Time ? Help Prev Next

- TO ANSWER THE QUESTION
- 1 Read the directions. There are different types of questions, with special directions for each type
 - 2 Follow the directions for the question on the screen

TIP: The answer to the question on the right side of the screen is always found in the part of the passage visible on the left side of the screen. You usually do not have to scroll through the passage to find the answer.

Simulations for Section 3

In order to prepare for the experience that you will have on the Computer-Based TOEFL, you can use the CD-ROM that supplements this book. Locate the Reading section on the Model Tests. The computer will simulate the Reading section on the Computer-Based TOEFL. These model tests are computer-assisted. The Reading section of the Computer-Based TOEFL is not computer-adaptive.

As part of your study plan, be sure to review all of the questions in all of the Model Tests. Use the Explanatory Answers on the CD-ROM or in Chapter 10.

If you do not have a computer, you can still simulate some of the features of the Computer-Based TOEFL. Section 3 of Model Tests 1–8 in Chapter 8 of this book is printed in two columns to give you the same kind of visual impression that you will have when you read from a computer screen. The on-screen directions for computer-assisted questions are also printed in the book.

Preview of Reading on the Next Generation TOEFL

The Next Generation TOEFL will include authentic textbook passages about twice as long as those that are presented on the current Computer-Based TOEFL.

The next edition of this book will include a new, revised Reading Chapter to introduce you to academic reading strategies for these longer texts.

Watch for *Barron's How to Prepare for the TOEFL, 12th Edition* to be published when the Next Generation TOEFL is introduced.

Advice for the Reading Section

Practice reading on a computer screen. Reading on a computer screen is different from reading on a page. First, there is generally less text visible; second, you must scroll instead of turning pages; and finally, there may be quite a few icons or other distracting visuals surrounding the passage. To become comfortable with reading on a computer screen, you should take advantage of every opportunity you have to practice. If you have a computer, spend time reading on the screen. Everything you read will help you improve this new skill.

Practice reading the kinds of topics you will find in the Reading Section. An inexpensive encyclopedia on CD-ROM would be a good investment. The kinds of passages found on the Computer-Based TOEFL are very similar to those found in a basic English encyclopedia. If you do not have a computer, you may be able to locate software for an English encyclopedia at a local library where a computer is available for public use.

Become familiar with the directions for each of the question types. The different types of questions will appear at random. Directions will appear with each question, but if you already recognize the type of question presented, and you are familiar with the directions, you will save time. The less time you have to spend reading directions, the more time you will have to read the passages.

Advice for Success

Why are you preparing for the TOEFL? What goal is motivating you to study and improve your score? Do you want to attend a university in the United States or Canada? Do you want to try for a scholarship from a sponsor in your country or region? Is the TOEFL required for graduation from your high school? Do you plan to apply for an assistantship at a graduate school? Do you need the score for a professional license in the United States?

Goals can be experienced as mental images. You can close your eyes and imagine everything, just like a movie. See yourself achieving your goal. Watch yourself as you attend school or practice your profession in your ideal environment. See other people congratulating you. Enjoy the success.

Understand that you cannot control reality with visualization. However, it does change your attitude, it helps you to focus, provides motivation, and reduces stress. Visualization is an excellent way to take a short break from studying.



REVIEW OF WRITING

Overview of the Writing Section

QUICK COMPARISON—WRITING PAPER-BASED TOEFL, COMPUTER-BASED TOEFL, AND NEXT GENERATION TOEFL

Paper-Based TOEFL

The essay, also called the Test of Written English (TWE), is offered five times each year. You must select a TOEFL test date when the TWE is scheduled if you need an essay score.

When you register for the TOEFL on one of the dates when the TWE is offered, you are registered for the TWE at no additional cost.

There is only one topic for each essay.

Everyone taking the TOEFL writes an essay about the same topic.

You do not know any of the topics for the essay before the test administration.

Most of the topics ask you to agree or disagree with a statement or to express an opinion.

The topics are very general and do not require any specialized knowledge of the subject to answer them.

Computer-Based TOEFL

The essay is required as part of every TOEFL. You must write the essay as the last part of your TOEFL examination.

When you register for the TOEFL, you are registered for the Writing Section at no additional cost.

There is only one topic for each essay.

The computer selects a topic for you. It may not be the same topic that is selected for someone else taking the TOEFL that day.

All of the topics for the essay are published in the *TOEFL Information Bulletin* for Computer-Based Testing free of charge from ETS. They are also listed on the ETS web site at www.toefl.org.

Most of the topics ask you to agree or disagree with a statement or to express an opinion.

The topics are very general and do not require any specialized knowledge of the subject to answer them.

Next Generation TOEFL

The Writing Section is required. It includes two essays.

When you register for the TOEFL, you are registered for the Writing Section at no additional cost.

There is only one topic for the independent writing task. A second topic is based on a lecture or a reading passage or both a lecture and a reading passage.

Everyone taking the same form of the TOEFL will write about the same topics.

At this point, no writing topics have been published; however, the essay topics for the Computer-Based TOEFL on the ETS web site are good practice for the general-topic essay. Visit www.toefl.org.

The topic for the independent writing task asks you to agree or disagree with a statement or to express an opinion. The integrated task refers to topics from a lecture or a reading passage or both.

The independent topics are very general and do not require any specialized knowledge of the subject to answer them. Technical words are explained in the text or in a glossary for the integrated topics.

Paper-Based TOEFL

You have 30 minutes to complete the essay.

You handwrite your essay on paper provided in the test materials.

You have one page to organize your essay. This page is not graded. This page is not graded.

Your essay will not be scored for neatness, but the readers must be able to understand what you have written.

You should write about 300 words, or three to five short paragraphs.

A scale from 1 to 6 is used to grade the essay. The scale is explained on page 244.

The score is reported separately from the TOEFL score. It is not included in the computation of the total TOEFL score and does not affect your score on the multiple-choice TOEFL.

Computer-Based TOEFL

You have 30 minutes to complete the essay.

You can choose to handwrite your essay on paper or type it on the computer.

You have one page to organize your essay. This page is not graded.

Your essay will not be scored for neatness, but the readers must be able to understand what you have written.

You should write about 300 words, or three to five short paragraphs.

A scale from 1 to 6 is used to grade the essay. The scale is explained on page 244.

The score is combined with the score on the Structure Section. It is factored in the section score at 50 percent.

Next Generation TOEFL

You have 30 minutes to complete the independent writing task. You have 20 minutes to complete the writing sample that refers to a lecture or reading or both a lecture and a reading.

You should type your writing samples on the computer. If this is not possible, you can ask for special accommodations.

You have paper to take notes and organize your writing. Your notes and outlines are not

Your writing will not be scored for neatness, but the readers must be able to understand what you have written.

You should write 300–350 words for the independent writing task, 200–250 words for the integrated writing sample.

A scale from 1 to 5 is planned to grade writing samples. Use the checklists on pages 246 and 249.

The score is reported as a separate Writing Section score.

Directions and Examples for Writing Questions

The Writing Section of the TOEFL tests your ability to write in English on a variety of general and academic topics. This section is included in the Paper-Based TOEFL, the Computer-Based TOEFL, and the Next Generation TOEFL. The section is different for each of the three TOEFL formats.

Paper-Based TOEFL (PBT)

The Writing Section of the Paper-Based TOEFL is called the Test of Written English (TWE). There is one question on a general topic. You can use your personal experience and general knowledge to write an essay about the topic. The essay must be completed in 30 minutes. The score is calculated separately from the total score on the Paper-Based TOEFL.

The TWE test uses a variety of writing tasks that research has identified as typical of those required of college and university students. The following topics are examples from actual TWE tests. They are reprinted by permission of Educational Testing Service.

Topic One

Some people say that the best preparation for life is learning to work with others and be cooperative. Others take the opposite view and say that learning to be competitive is the best preparation. Discuss these positions, using specific examples of both. Tell which one you agree with and explain why.

Topic Two

Teachers should make learning enjoyable and fun for their students. Do you agree or disagree with the statement? Give reasons to support your opinion.

Computer-Based TOEFL

The directions for the Computer-Based TOEFL are reprinted with the permission of Educational Testing Service (ETS) from the official *Information Bulletin* for the Computer-Based TOEFL.

In this section, you will have an opportunity to demonstrate your ability to write in English. This includes the ability to generate and organize ideas, to support those ideas with examples or evidence, and to compose in standard written English in response to an assigned topic.

On the day of the test, an essay topic will be given to you. You will have 30 minutes to write your essay on that topic. Before the topic is presented, you must choose whether to type your essay on the computer or to handwrite your essay on the paper essay answer sheet provided.

Scratch paper will be given to you for making notes. However, only your response handwritten on the essay answer sheet or typed in the essay box on the computer will be scored.

The essay topic will be presented to you on the computer screen. The essay screen will be similar to this:

You can click on **Next** and **Confirm Answer** to end the Writing section at any time. At the end of 30 minutes the computer will automatically end the section. The score on the essay will be added to the score of the Structure section for a combined Structure/Essay score.

Scoring Scale for the Essay

The TWE and the Computer-Based TOEFL essay are scored on a scale of 1 to 6. A score between two points on the scale—5.5, 4.5, 3.5, 2.5, 1.5—can also be reported. The following guidelines are used by evaluators:

<p>6 shows consistent proficiency</p>	<ul style="list-style-type: none"> • Is well organized • Addresses the topic • Includes examples and details • Has few errors in grammar and vocabulary
<p>5 shows inconsistent proficiency</p>	<ul style="list-style-type: none"> • Is well organized • Addresses the topic • Includes fewer examples and details • Has more errors in grammar and vocabulary
<p>4 shows minimal proficiency</p>	<ul style="list-style-type: none"> • Is adequately organized • Addresses most of the topic • Includes some examples and details • Has errors in grammar and vocabulary that occasionally confuse meaning
<p>3 shows developing proficiency</p>	<ul style="list-style-type: none"> • Is inadequately organized • Addresses part of the topic • Includes few examples and details • Has many errors in grammar and vocabulary that confuse meaning
<p>2 shows little proficiency</p>	<ul style="list-style-type: none"> • Is disorganized • Does not address the topic • Does not include examples and details • Has many errors in grammar and vocabulary that consistently confuse meaning
<p>1 shows no proficiency</p>	<ul style="list-style-type: none"> • Is disorganized • Does not address the topic • Does not include examples and details • Has so many errors in grammar and vocabulary that meaning is not communicated
<p>0 shows no comprehension</p>	<ul style="list-style-type: none"> • Does not write an essay • Writes an essay on a different topic

Next Generation TOEFL

There are usually two questions in two parts on the Writing Section of the Next Generation TOEFL. The topics are both general and academic. There are two types of tasks included in the Writing Section: one independent writing task and one integrated writing task.

Independent Writing

Directions: In the independent writing task, you will read a question about a general topic. You can use your personal experience and common knowledge to answer. After each question, you have 30 minutes to prepare and write your essay. The essay should be about 300 words long.

This is an example of an independent writing question:

The screenshot shows a computer window titled "TOEFL - Writing" with a timer at "00:30" and "1 of 1" in the top right corner. The main area contains the following text:

Read the topic below and then make any notes that will help you plan your response. Begin typing your response in the box at the bottom of the screen, or write your answer on the answer sheet provided to you.

Some students apply for admission only to their first-choice school, while others apply to several schools. Which plan do you agree with, and why? Be sure to include details and examples to support your opinion.

Below the text is a large empty text box for writing. To the right of this box are three buttons: "Cut", "Paste", and "Undo". At the bottom of the window, there is a "Time" icon on the left and three buttons on the right: "Help" (with a question mark icon), "Answer Confirm", and "Next" (with a right-pointing arrow icon).

You can click on **Next** and **Confirm Answer** to end the Writing Section at any time. At the end of 30 minutes the computer will automatically end the section.

Note: On the Next Generation TOEFL, the **Answer Confirm** button may appear as **OK** with a checkmark.

This is an example of an independent writing essay:

00:30	TOEFL - Writing	1 of 1
<p>Read the topic below and then make any notes that will help you plan your response. Begin typing your response in the box at the bottom of the screen, or write your answer on the answer sheet provided to you.</p>		
<p>Some students apply for admission only to their first-choice school, while others apply to several schools. Which plan do you agree with, and why? Be sure to include details and examples to support your opinion.</p>		
<p>Although I understand students who desire to concentrate all of their energy on applications to their first-choice schools, I support making application to several different schools. There are two reasons why I feel that this is important. First, application does not guarantee admission, even for a very highly qualified applicant. The school that a student prefers may have very competitive standards for acceptance. In spite of excellent academic credentials, high scores on admissions tests such as the SAT and the TOEFL, and exceptional supporting documents, some qualified applicants may be turned away because there is not enough space to accommodate them. If students apply to their first-choice schools, and they are not accepted for reasons that could not be anticipated, they may find themselves in the position of being without a school for at least a semester while they scramble to apply to the schools that they had considered as second or third choices. It is expensive to apply to a large number of schools because of the application fees, but making application to three schools can save time, which is also a valuable commodity.</p> <p>Another reason to apply to several schools is the opportunity to learn more about each of the educational options during the application process. While materials are being submitted and communication is occurring between the student and the school officials, advantages at the second or third choice school may be discovered as a result of the information exchanged. Scholarships, grants, and other opportunities may be extended when the application is being reviewed by a committee at one of the schools. For example, an unpublicized research assistantship may be made available because of the prior work experience that an applicant has included on the application form. Conversely, the experience that the student has in applying to the first-choice school may be so negative that another school will be more attractive than the first-choice institution.</p> <p>When I am ready to study at an American university, I plan to apply to three schools—two with very competitive standards, and one with moderate standards. If am admitted at my first-choice school, I will be happy, but I will leave my options open during the application process just in case I discover some advantages at one of the other schools.</p>		<p>Cut</p> <p>Paste</p> <p>Undo</p>
<p>Time</p>	<p>Help</p>	<p>Answer Confirm Next</p>

Checklist for Independent Writing

- The essay answers the topic question.
- The point of view or position is clear.
- The essay is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to understand.
- A wide range of vocabulary is used.
- Various types of sentences are included.
- There are only minor errors in grammar and idioms.
- The general topic essay is within a range of 300–350 words.

Integrated Writing

Directions: In the integrated writing task, you will hear a lecture or read a passage, or listen to a lecture and read a related passage about an academic topic. You may take notes to prepare your answer. After each lecture or reading passage, you will read a question that requires you to answer by writing a short response. You will have 20 minutes to prepare and write the answer to the academic question. The answer should be 200–250 words long.

Here is an example of a reading passage for the integrated writing question:

The Birds of America was a work conceived and executed on a grand scale. It was finally published by subscription in eighty-seven parts between 1826 and 1838 in huge double-elephant folios containing 435 life-sized hand-colored engravings. The engravings were executed after John James Audubon's original watercolors by master engraver Robert Havell.

The plates represent 1,065 American birds, identified as 489 different species. The text that accompanies the plates was printed in a separate five-volume edition entitled *Ornithological Biography*. Based on field notes by Audubon, it was edited by the respected naturalist William MacGillvray.

Although the entire double-elephant folio edition was never republished, more than 100 plates were printed in a separate five-volume edition in 1860 after Audubon's death. Plates from either of the editions are considered collector's items and may be purchased separately through galleries and other art dealers. All of them were well-received upon publication and remain popular today, but the "Wild Turkey Cock" is perhaps his most requested plate.

Although he was a watercolorist, Audubon made copies of some of his birds in oil either to give to friends or to raise funds for his publications. His reputation, however, rests on the original watercolors of the bird series, more than four hundred of which may be found in the New York Historical Society. They continue to be greatly admired for their accurate detail and appreciated for their distinctive composition and presentation.

Audubon enjoys a unique place in American art. A genius who concentrated his talent on the representation of a highly specialized subject, he really cannot be compared with any other artist. His name has become synonymous with ornithology as well as watercolor. More importantly, the work has withstood the test of time.

This is an example of an integrated writing question:

00:30 TOEFL - Writing 1 of 1

Read the topic below and then make any notes that will help you plan your response. Begin typing your response in the box at the bottom of the screen, or write your answer on the answer sheet provided to you.

In your own words, explain why John James Audubon deserves "a unique place in American art."

Cut
Paste
Undo

Time ? Answer
Help Confirm Next

You can click on **Next** and **Confirm Answer** to end the Writing section at any time. At the end of 30 minutes the computer will automatically end the section.

This is an example of an integrated writing essay:

Notes on scratch paper:

Expertise as naturalist
Specialized subject
No comparison

Volume of work
Five volumes
435 life-sized engravings
1,065 American birds

Timeless
Still highly prized
"Wild Turkey Cock"

Essay on computer:

00:30	TOEFL - Writing	1 of 1
<p>Read the topic below and then make any notes that will help you plan your response. Begin typing your response in the box at the bottom of the screen, or write your answer on the answer sheet provided to you.</p>		
<p>In your own words, explain why John James Audubon deserves "a unique place in American art."</p>		
<p>John James Audubon deserves a unique place in American art for his expertise as a naturalist and for the volume of work that he produced as well as for the timeless appeal of his art. Although the <i>Ornithological Biography</i> that accompanied Audubon's engravings was edited by a highly regarded naturalist, the field notes by Audubon himself formed the basis for the text. Clearly, Audubon distinguished himself as an ornithologist as well as an artist, and in this respect, he has no equal in the American art world. In addition, the sheer volume of his work distinguishes him from most American artists. According to the author, the plates in <i>Birds of America</i> included more than 1500 different birds in 435 life-sized engravings that were colored by hand to replicate the original watercolors. This would be a prolific accomplishment for any artist. Furthermore, their continued popularity resulted in the publication of a second edition of 100 plates after Audubon's death. These plates are still in demand among today's collectors. "Wild Turkey Cock" is most highly prized, but art dealers and galleries trade in engravings from both editions of his work. Audubon's contribution to American art has demonstrated its timeless appeal.</p>		<p>Cut</p> <p>Paste</p> <p>Undo</p>
Time	Help	Answer Confirm Next

Checklist for Integrated Writing

- The essay answers the topic question.
- There are only minor inaccuracies in the content.
- The essay is direct and well-organized for the topic.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to comprehend.
- A wide range of vocabulary is used.
- The writer paraphrases, using his or her own words.
- The writer credits the author with wording when necessary.
- There are only minor errors in grammar and idioms.
- The academic topic essay is within a range of 200–250 words.

Review of Strategies and Topics for the Writing Section

This Review can be used to prepare for both the Paper-Based TOEFL and the Computer-Based TOEFL. For the most part, the same types of topics are tested on both the Paper-Based TOEFL and the Computer-Based TOEFL. The essays on both the Paper-Based TOEFL and the Computer-Based TOEFL are scored using the same scale.

Three Steps for Writing Short Essays

There are three steps that most good writers follow in organizing their writing. You should use these steps when you write a short essay. First, tell your reader what you are going to write. Second, write it. Third, tell your reader what you wrote.

To look at these steps another way, your essay should have three parts:

1. A good beginning
2. Several good comments
3. A good ending

In this review of writing, we will discuss and give examples of the three parts of a short essay, using the types of topics that you will find on the TOEFL.

A Good Beginning

This is where you tell the reader what you are going to write. A good beginning has certain requirements.

A good beginning is short. Two or three sentences is enough to tell your reader how you plan to approach the topic.

A good beginning is direct. In the case of a comparison, state both sides of the argument in your first sentence. In a short composition, you don't have enough time for indirect approaches.

A good beginning is an outline. The second sentence usually outlines the organization. It gives the reader a general idea of your plan.

Good Comments

This is where you write.

Good comments include several points. A short essay may have between two and five points. Usually, the writer selects three. In the case of a comparison, three reasons is a standard argument.

Good comments are all related. All of the comments should relate to the general statement in the first sentence.

Good comments are logical. The points should be based on evidence. In the case of a comparison, the evidence should come from sources that can be cited, such as a television program that you have seen, an article that you have read in a magazine, a book that you have read, or a lecture that you have heard.

Good comments are not judgments. Opinions should be identified by phrases such as, "in my view," "in my opinion," or "it seems to me that." Furthermore, opinions should be based on evidence. Opinions that are not based on evidence are judgments. Judgments usually use words like "good" or "bad," "right" or "wrong." Judgments are not good comments.

A Good Ending

This is where you tell the reader what you wrote.

A good ending is a summary. The last sentence is similar to the first sentence. In a short essay, a good ending does not add new information. It does not introduce a new idea.

A good ending is not an apology. A good ending does not apologize for not having said enough, for not having had enough time, or for not using good English.

Example Essay

The following example essay would receive a score of 6. It is well organized, it addresses the topic, it includes examples and details, and it has some but not many errors in grammar and vocabulary.

Read and study this example essay before you complete the Model Tests.

Question:

Some students like to take distance-learning courses by computer. Other students prefer to study in traditional classroom settings with a teacher. Consider the advantages of both options, and make an argument for the way that students should organize their schedules.

Outline

Advantages distance-learning courses

- *Attend class at your convenience*
- *Complete assignments at own pace*
- *Repeat lectures*

Advantages traditional courses

- *Structured environment*
- *More personal relationship*
- *Immediate response to questions*
- *Study groups and friendships*

Example Essay

Line
(5) *Both distance-learning classes and traditional classes provide important but different experiences for college students. On the one hand, there are many advantages to distance-learning courses. One of the most important benefits is the opportunity to attend class on your convenience. This is very important for students who hold full-time jobs since they can choose to take their classes on a schedule that allows them to continue working. Another advantage is the chance to complete assignments at your own pace. For students who can work more quick than their*

(10) *classmates, it is possible to earn more credits during the semester. A huge advantage to international students is the option of listen to lectures more than once.*

On the other hand, there are advantages to attending a traditional class. The structured environment is beneficial, especially for students who are not as highly motivating. In addition, it is more likely that you will develop a personal relationship with the teacher, an advantage not only for the course but also after the course when you need a recommendation. By seeing you and talking with you face-to-face, the teacher will remember you better. It is also easier to get an immediate response to questions because you only have to raise your hand instead sending e-mail and waiting for an answer. Last, the opportunity for study groups and friendships is different and more personal when you sit in the same room.

Given all the advantages of both types of courses, I think that students would be wise to register for distance-learning courses and traditional classroom courses during their college experiences. By participating in distance-learning courses, they can work independently in classes that may be more difficult for them, repeating the lectures on computer at convenient times. By attending traditional classes, they can get to know the teachers personally and will have good references when they need them. They will also make friends in the class. By sharing information with other students, they can organize their schedules for the following semester, choosing the best classes and including both distance-learning and traditional courses.

Evaluator's Comments

This writing sample is well-organized with a good topic sentence and good support statements. It addresses the question, and does not digress from the topic. There is a logical progression of ideas and excellent language proficiency, as evidenced by a variety of grammatical structures and appropriate vocabulary. There are only a few grammatical errors that have been corrected below:

- Line 5 at your convenience
- Line 9 more quickly
- Line 11 the option of listening
- Line 15 motivated
- Line 21 instead of
- Line 35 choosing

SCORE: 6

Computer Tutorial for the Writing Section

Testing Tools: Vocabulary, Icons, and Keys

Specific Vocabulary for the Essay

- Text** All printed material on the screen. **Text** can refer to a word, a sentence, a paragraph, several paragraphs, or an essay.
- Cursor** The line that shows you where you can begin typing. When you move the *mouse*, the **cursor** appears. You can move the **cursor** on your essay by moving the *mouse* on your *mouse pad*.
- Blinking** Flashing on and off. The *cursor* is usually **blinking** to help you see it.
- Highlight** To select *text* in your essay that you want to edit. To **highlight**, move the *cursor* to the beginning of the place in your essay that you want to change. Hold down the mouse button and move to the end of the place in your essay that you want to change. Release the mouse button. The **highlighted text** should be shaded.
- Keys** The individual buttons on the keyboard used for typing and editing your essay.

Keys for the Essay

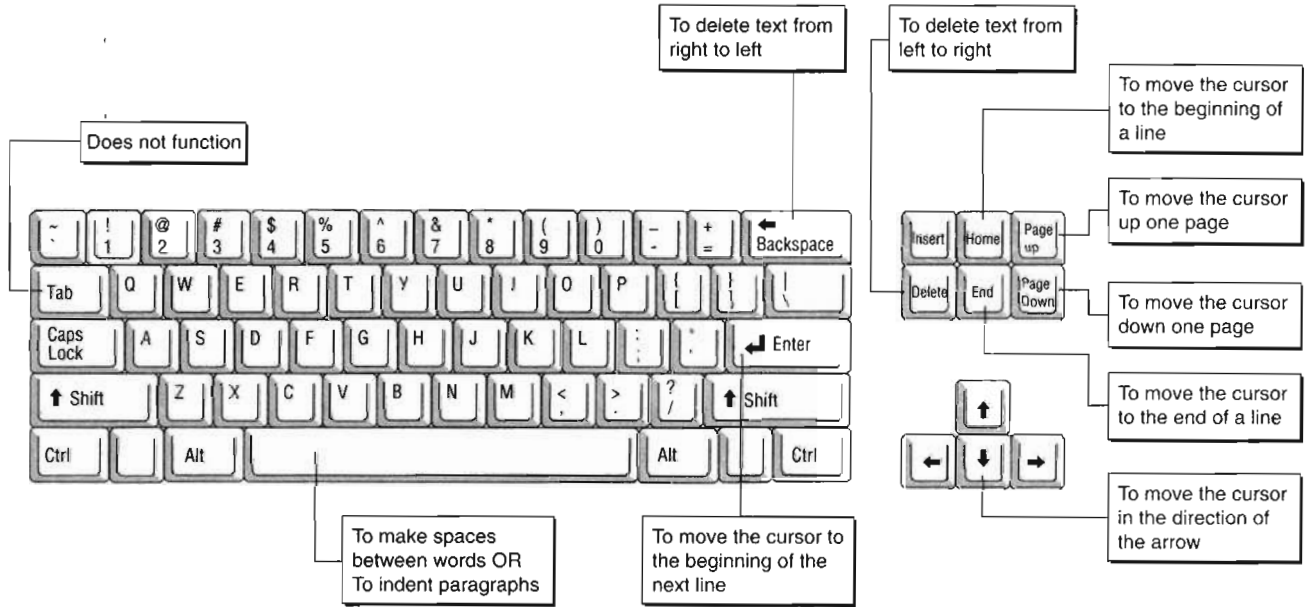
- Arrow Keys** Keys that let you move around in your essay. There is an **up arrow**, **down arrow**, **left arrow**, and **right arrow**. They are found between the letters and the numbers on the keyboard. Use the **arrow keys** to move up, down, left, or right.
- Page Up, Page Down** Keys that let you see your essay if it is longer than the screen. The **Page Up** and **Page Down** keys are above the *arrow keys* on the keyboard. Use **Page Up** to scroll to the beginning of your essay. Use **Page Down** to scroll to the end of your essay.
- Backspace** A key that moves you back one space at a time. Use the **Backspace** key to erase *text* from right to left.
- Space Bar** The long key at the bottom of the keyboard. Use the **Space Bar** two or three times to indent a paragraph. Remember, the *Tab* key does not function on your keyboard.

Icons for the Essay

- Cut** An example of an *icon*. After you *highlight* the text you want to delete or move, click on **Cut**. The text will disappear. Use the **Cut** icon to delete text or as the first step in moving text.
- Paste** An example of an *icon*. After you *cut* text, you can move the *cursor* to the place in the essay where you want to insert the text, and click on **Paste**. The text you *highlighted* will appear. Use the **Paste** icon as the second step in moving text.

Undo An example of an *icon*. It lets you change your mind. For example, if you move a sentence, and then you want to move it back to the original place in your essay, click on **Undo**. **Undo** will return whatever you did last back to the way it looked before you made the change. Remember, **Undo** will only return your last change, not several changes.

Keyboard for the Essay



TIP: If you click the mouse, you can delete text. You may even delete your essay! If this happens, click on **Undo** immediately.

Computer Screen for the Essay

TIP: Be sure that you have completed the essay to your satisfaction before you click on **Answer Confirm**. After you click on **Answer Confirm**, you cannot continue writing or editing your essay.

Simulations for the Essay

In order to simulate the experience that you will have on the Computer-Based TOEFL, type the Model Test essays using the word processing program on the CD-ROM that supplements this book. If you do not have a computer, handwrite the Model Test essays on paper. Be sure to complete your essay in thirty minutes.

As part of your study plan, it is a good idea to have an English teacher score your essays using the guidelines on page 244 of this book.

Preview of Writing on the Next Generation TOEFL

The Next Generation TOEFL will include content essays as well as personal opinion topics like those on the Computer-Based TOEFL and the Test of Written English (TWE). Summarizing an academic lecture or a textbook passage is the skill you will need to develop in order to respond to the new content-based writing tasks on the Next Generation TOEFL.

The next edition of this book will include a new, revised Writing Chapter to help you improve this important skill.

Watch for *Barron's How to Prepare for the TOEFL, 12th Edition* to be published when the Next Generation TOEFL is introduced.

Advice for the Writing Section

Become familiar with the writing topics. All of the topics from the official TOEFL Writing Section are listed in the *TOEFL Information Bulletin* for Computer-Based Testing, available free from Educational Testing Service. Read through the questions and think about how you would respond to each of the topics. Since most of them require you to state an opinion, it is helpful to form a general opinion on each topic.

Decide whether you will handwrite or type your essay. The word processing program for the computer is very simple. If you know how to use Windows, it should be easy for you to adjust. But if you feel uncomfortable using the computer to write the essay, you may choose to handwrite it. By making your decision before you take the TOEFL, you will not waste time thinking about the way you will complete your test. You can use every minute to organize and write the essay.

Write on the topic you are assigned. If you write on a topic other than the one you have been assigned, your test will not be scored.

Get help from the test administrator. If you are having a problem with the word processing program, notify one of the test administrators immediately. There should be several in the room. They cannot help you with the answers on the TOEFL, but they can help you use the computer. That is why they are there. Tell the administrator, "Excuse me. I am trying to _____. What should I do?"

Advice for Success

Supportive people in our lives help us to do our best and be our best. Negative people steal our energy and bring us down with them. If negative people like that are in your life, you may not be able to avoid them completely, but you should consider spending less time with them, at least until you achieve your goal. You can spend the additional time with positive, supportive people who encourage you and energize you.

If you have even one negative person in your study group, he or she will affect the progress of the entire group. If you continue to associate with negative people, they will make it more difficult for you to act on the advice for success in this book. Associate with positive people. This decision will increase your confidence, motivation, and energy. Stay on track with the support of positive family members, teachers, and friends.



8

TOEFL MODEL TESTS

There are three types of Model Tests to help you prepare for the TOEFL. The questions on Model Tests 1–8 in this book are like those that frequently appear on the Computer-Based TOEFL. The questions on the Cumulative Model Test on the CD-ROM that supplements this book are also like those that frequently appear on the Computer-Based TOEFL.

The difference between Model Tests 1–8 and the Cumulative Model Test is that Model Tests 1–8 are simulations of a Computer-Based TOEFL. A simulation is an experience that is similar, but not exactly the same. On these Model Tests, you will see the same types of questions, and you will answer them in the same way that you will on the actual Computer-Based TOEFL that you take, but the computer will not be selecting questions for you at your level of language proficiency. These Model Tests are computer-assisted, but not computer-adaptive. On the Cumulative Model Test, you will see the same types of questions, and you will answer them in the same way that you will on the actual Computer-Based TOEFL. In addition, the computer will be selecting questions for you at your level of language proficiency. This Model Test is computer-adaptive.

The third type of Model Test is a simulation of the Next Generation TOEFL. It appears as Model Test 9 in this book and on the CD-ROM that supplements this book.

How to Answer Questions for Model Tests

If you use the CD-ROM to take the Model Tests, you will not need to write in your book. If you do not have access to a computer, mark your responses directly on the tests in the book.

For multiple-choice questions that require you to choose one answer, fill in the oval of the letter that corresponds to the answer you have chosen.

The Palo Verde tree _____ in spring.

- (A) has beautiful yellow blossoms
- (B) beautiful yellow blossoms
- (C) having beautiful yellow blossoms
- (D) with beautiful yellow blossoms

The Palo Verde tree _____ in spring.

- (A) has beautiful yellow blossoms
- (B) beautiful yellow blossoms
- (C) having beautiful yellow blossoms
- (D) with beautiful yellow blossoms

For questions that require you to choose two answers, mark an X in the squares that correspond to the answers you have chosen.

According to the professor, what was the Hemingway style?

Click on two answers

- (A) Powerful descriptions
- (B) Imaginative details
- (C) Short sentences
- (D) Difficult symbolism

According to the professor, what was the Hemingway style?

Click on two answers

- (A) Powerful descriptions
- (B) Imaginative details
- (C) Short sentences
- (D) Difficult symbolism

For questions that require you to click on sentences to move them into categories on charts, write letters on the charts that correspond to the sentences you have chosen.

How did Hemingway use his experience in different novels?

Click on the sentence.

Then click on the space where it belongs.

Use each sentence only once.

- (A) He was fishing in the Gulf of Mexico.
- (B) He was driving an ambulance in Italy.
- (C) He was working as a newspaper reporter in Paris.

How did Hemingway use his experience in different novels?

Click on the sentence.

Then click on the space where it belongs.

Use each sentence only once.

- (A) He was fishing in the Gulf of Mexico.
- (B) He was driving an ambulance in Italy.
- (C) He was working as a newspaper reporter in Paris.

The Sun Also Rises	A Farewell to Arms	The Old Man and the Sea

The Sun Also Rises	A Farewell to Arms	The Old Man and the Sea
C	B	A

For questions that require you to put events in order, write letters in the numbered boxes that correspond to the sequence you have chosen.

The professor briefly describes Hemingway's life as an author. Summarize the biographical data by putting the events in order.

Click on the sentence.

Then click on the space where it belongs.

Use each sentence only once.

- A Hemingway wrote about his experiences as an ambulance driver during the war.
- B Hemingway received the Nobel Prize for literature.
- C Hemingway published *The Old Man and the Sea*.
- D Hemingway was a newspaper reporter in Paris.

1

2

3

4

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Click on the sentence.

Then click on the space where it belongs.

Use each sentence only once.

- A Hemingway wrote about his experiences as an ambulance driver during the war.
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- D Hemingway was a newspaper reporter in Paris.

1

2

3

4

For questions that require you to click on a word or phrase, circle the word or phrase in the passage.

Look at the word **one** in the passage. Click on the word or phrase in the bold text that **one** refers to.

Solar astronomers do know that the sun is divided into five general layers or zones. Starting at the outside and going down into the sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are regarded as the sun's atmosphere. But since the sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the sun begins.

The sun's outermost layer begins about 10,000 miles above the visible surface and goes outward for millions of miles. This is the only part of the sun that can be seen during an eclipse such as the one in February 1979. At any other time, the corona can be seen only when special instruments are used on cameras and telescopes to block the light from the photosphere.

The corona is a brilliant, pearly white, filmy light, about as bright as the full moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the sun's north and south poles. The corona is generally thickest at the sun's equator.

The corona is made up of gases streaming

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The corona is made up of gases streaming

For questions that require you to click on a sentence, circle the sentence in the passage.

Click on the sentence in paragraph 4 or 5 in which the author compares the light of the sun's outermost layer to that of another astronomical body.

Paragraphs 4 and 5 are marked with arrows [→]

cameras and telescopes to block the light from the photosphere.

→ The corona is a brilliant, pearly white, filmy light, about as bright as the full moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the sun's north and south poles. The corona is generally thickest at the sun's equator.

→ The corona is made up of gases streaming outward at tremendous speeds that reach a temperature of more than 2 million degrees Fahrenheit. The gas thins out as it reaches the space around the planets. By the time the gas of the corona reaches the Earth it has a relatively low density.

Click on the sentence in paragraph 4 or 5 in which the author compares the light of the sun's outermost layer to that of another astronomical body.

Paragraphs 4 and 5 are marked with arrows [→]

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For questions that require you to add a sentence, circle the square [■] where the sentence is to be inserted.

The following sentence can be added to paragraph 1.

At the center of the Earth's solar system lies the sun.

Where would it best fit in paragraph 1? Click on the square [■] to add the sentence to the paragraph.

Paragraph 1 is marked with an arrow [→].

→ ■ The temperature of the sun is over 10,000 degrees Fahrenheit at the surface, but it rises to perhaps more than 27,000,000° at the center. ■ The sun is so much hotter than the Earth that matter can exist only as a gas, except perhaps at the core. In the core of the sun, the pressures are so great that, despite the high temperature, there may be a small solid core. ■ However, no one really knows, since the center of the sun can never be directly observed. ■

Solar astronomers do know that the sun is divided into five general layers or zones. Starting at the outside and going down into the sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are regarded as the sun's atmosphere. But since the sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the sun begins.

The sun's outermost layer begins about 10,000 miles above the visible surface and goes outward for millions of miles. This is the only part of the sun that can be seen during an eclipse such as the one in

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Model Test 1

Computer-Assisted TOEFL

Section 1: Listening

The Listening Section of the test measures the ability to understand conversations and talks in English. You will use headphones to listen to the conversations and talks. While you are listening, pictures of the speakers or other information will be presented on your computer screen. There are two parts to the Listening Section, with special directions for each part.

On the day of the test, the amount of time you will have to answer all of the questions will appear on the computer screen. The time you spend listening to the test material will not be counted. The listening material and questions about it will be presented only one time. You will not be allowed to take notes or have any paper at your computer. You will both see and hear the questions before the answer choices appear. You can take as much time as you need to select an answer; however, it will be to your advantage to answer the questions as quickly as possible. You may change your answer as many times as you want before you confirm it. After you have confirmed an answer, you will not be able to return to the question.

Before you begin working on the Listening Section, you will have an opportunity to adjust the volume of the sound. You may not be able to change the volume after you have started the test.

QUESTION DIRECTIONS — Part A

In Part A of the Listening Section, you will hear short conversations between two people. In some of the conversations, each person speaks only once. In other conversations, one or both of the people speak more than once. Each conversation is followed by one question about it.

Each question in this part has four answer choices. You should click on the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

1. What is the man's problem?
 - (A) He doesn't mind the traffic.
 - (B) He takes the bus to school.
 - (C) He has to stand on the bus if he takes it to school.
 - (D) He wants to ride to school with the woman.
2. What does the man mean?
 - (A) The woman should not consider her advisor in the decision.
 - (B) The woman should not take Dr. Sullivan's section.
 - (C) The woman's advisor will not be offended.
 - (D) The woman should not take a physics course.
3. What does the woman imply?
 - (A) She is not interested in the man.
 - (B) She does not like lectures.
 - (C) She would go out with the man on another occasion.
 - (D) She would rather stay at home.
4. What does the woman mean?
 - (A) The bike is in good condition.
 - (B) The man needs to replace the bike.
 - (C) The bike is missing.
 - (D) It is a new bike.
5. What does the man want to drink?
 - (A) Something cold.
 - (B) Coffee.
 - (C) Tea.
 - (D) Both coffee and tea.

6. What does the man suggest the woman do?
- (A) Ask directions.
 - (B) Walk to the shopping center.
 - (C) Take a taxi.
 - (D) Wait for the bus.
7. What can be inferred about the woman?
- (A) She does not plan to study.
 - (B) She has a very busy schedule.
 - (C) She is lost.
 - (D) She has not registered yet.
8. What does the man mean?
- (A) He does not want to listen to the radio.
 - (B) He has changed his opinion about turning on the radio.
 - (C) The radio will not bother him.
 - (D) The radio is not working very well.
9. What does the woman suggest Anna do?
- (A) Stop worrying.
 - (B) Go out more.
 - (C) Talk to a friend.
 - (D) Get counseling.
10. What does the man mean?
- (A) He prefers to talk another time.
 - (B) He wants the woman to go away.
 - (C) He would like the woman to continue.
 - (D) He doesn't know what to think.
11. What will the man probably do?
- (A) Accept the woman's apology.
 - (B) Allow the woman to go ahead of him.
 - (C) Apologize to the woman.
 - (D) Go to the front of the line.
12. What does the woman imply?
- (A) The neighbors have parties often.
 - (B) She does not like her neighbors.
 - (C) The neighbors' party is disturbing her.
 - (D) She will not be invited to the neighbors' party.
13. What had the man assumed?
- (A) Dr. Franklin is not very understanding.
 - (B) The extension was a very bad idea.
 - (C) He is surprised that the woman was denied her request.
 - (D) The professor does not have a policy.
14. What problem do the man and woman have?
- (A) They do not have a telephone.
 - (B) They are late.
 - (C) They have been left.
 - (D) They got lost.
15. What is the woman probably going to do?
- (A) Pay the rent for half a month.
 - (B) Help the man move.
 - (C) Stay where she is living until the 15th.
 - (D) Move out of the apartment.
16. What had the man assumed about MaryAnne?
- (A) She had already taken the test.
 - (B) She did not want to take classes.
 - (C) She had not taken the placement test.
 - (D) She would take the math classes later.
17. What does the man mean?
- (A) The plan is to remain in the class.
 - (B) It is not comfortable in the classroom.
 - (C) He has been absent because he was sick.
 - (D) The weather has been very bad.

QUESTION DIRECTIONS — Part B

In Part B of the Listening Section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions correctly. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

18. What is Mike's problem?
- Ⓐ He was late arriving at registration.
 - Ⓑ He needs an advisor's signature on a course request form.
 - Ⓒ He is not doing well in the class because it is so large.
 - Ⓓ He must have the permission of the instructor to enroll in a class.
19. What does Mike want Professor Day to do?
- Ⓐ Help him with the class.
 - Ⓑ Explain some technical vocabulary.
 - Ⓒ Give him special permission to take the class.
 - Ⓓ Take a form to the registration area.
20. What does Mike say about graduation?
- Ⓐ He has planned to graduate in the fall.
 - Ⓑ He has to take Professor Day's class in order to graduate.
 - Ⓒ He needs the professor to sign his application for graduation.
 - Ⓓ He does not have enough credits for graduation.
21. What does Professor Day decide to do?
- Ⓐ Enroll Mike in the class next year.
 - Ⓑ Allow Mike to take the class this term.
 - Ⓒ Give Mike permission to graduate without the class.
 - Ⓓ Register Mike for another class.
22. What is MUZAK?
- Ⓐ A slow, soft song.
 - Ⓑ Music in restaurants.
 - Ⓒ Background music.
 - Ⓓ A pleasant addition to the environment.
23. What is the average increase in productivity when MUZAK is introduced?
- Ⓐ Thirteen percent.
 - Ⓑ Five to ten percent.
 - Ⓒ One hundred percent.
 - Ⓓ Thirty percent.
24. What is stimulus progression?
- Ⓐ Background music that is low in stimulus value.
 - Ⓑ Upbeat music that stimulates sales.
 - Ⓒ Music engineered to reduce stress.
 - Ⓓ Music that starts slow and gets faster at times of the day when people get tired.
25. How does MUZAK influence sales in supermarkets?
- Ⓐ It can cause shoppers to go through the line faster.
 - Ⓑ It can cause shoppers to buy thirty percent more or less.
 - Ⓒ It can cause shoppers to walk slower and buy more.
 - Ⓓ It does not influence sales.
26. What is this announcement mainly about?
- Ⓐ The "Sun-Up Semester" program.
 - Ⓑ The Community College campus.
 - Ⓒ Video telecourses.
 - Ⓓ Technology for distance learning.
27. Why does the speaker mention the "Sun-Up Semester"?
- Ⓐ To clarify how to register.
 - Ⓑ To advertise the college.
 - Ⓒ To provide a listing of courses.
 - Ⓓ To give students an alternative to video tapes.

28. How can students register for a course?
- (A) They should come to campus.
 - (B) They can call the Community College.
 - (C) They must contact the instructor.
 - (D) They can use computers.
29. How can students contact the instructor?
- (A) By using e-mail.
 - (B) By calling KCC7-TV.
 - (C) By writing letters.
 - (D) By making video tapes.
30. What is the main topic of this conversation?
- (A) The woman's health.
 - (B) The woman's grades.
 - (C) The man's joke.
 - (D) The man's stress.
31. What was the woman's problem?
- (A) She was taking too many classes.
 - (B) She was very tired because she studied too late.
 - (C) She had been ill last semester.
 - (D) She may have to withdraw from school this semester.
32. Why is mono called the "college disease"?
- (A) Many students get mono while they are in college.
 - (B) If one student gets mono, the whole college becomes infected.
 - (C) It is a joke about college students that the woman tells.
 - (D) The disease was first identified on a college campus.
33. What advice does the woman give the man?
- (A) Drop out of school for a semester and return later.
 - (B) Study harder to learn all the lessons this semester.
 - (C) Take fewer hours each semester and add one semester to the program.
 - (D) Add extra classes to the program even if it requires another semester.
34. What central theme does the lecture examine?
- (A) The relationship between language and culture.
 - (B) The culture of Hopi society.
 - (C) Native American cultures.
 - (D) The life of Benjamin Lee Whorf.
35. Which languages did Whorf use in his research?
- (A) European languages.
 - (B) South American languages.
 - (C) Native American languages.
 - (D) Computer languages.
36. According to the lecturer, what is linguistic relativity?
- (A) All languages are related.
 - (B) All Native American languages are related.
 - (C) Language influences the manner in which an individual understands reality.
 - (D) Language and culture are not related.
37. What is another name for linguistic relativity?
- (A) The Sapir Hypothesis.
 - (B) The Sapir-Whorf Hypothesis.
 - (C) The Sapir-Whorf-Boas Hypothesis.
 - (D) The American Indian Model of the Universe.
38. What is the topic of this discussion?
- (A) Air pollution.
 - (B) Acid rain.
 - (C) Fossil fuels.
 - (D) The Great Lakes.
39. What is acid rain?
- (A) Precipitation that is polluted by sulfuric acid and nitric acid.
 - (B) Rain that falls after a long period of severe drought.
 - (C) Large concentrations of acid in the soil around the Great Lakes.
 - (D) Water vapor that is mixed with a high concentration of sulfur.

40. In which two ways has the environment been damaged along the Great Lakes?

Click on 2 answers.

- A The air now contains dangerous levels of carbon monoxide.
- B Weather patterns have been disturbed.
- C Water resources have been polluted.
- D The soil has been depleted of nutrients.

41. What are the conditions of the Air Quality Accord?

- A Companies in the United States must control pollution that could affect Canadian resources.
- B There are limits placed on the quantity of acidic deposits that can cross the border.
- C Governments and agencies will regulate automobile emissions.
- D Fuels cannot contain any sulfur near the border.

42. What is the topic of this lecture?

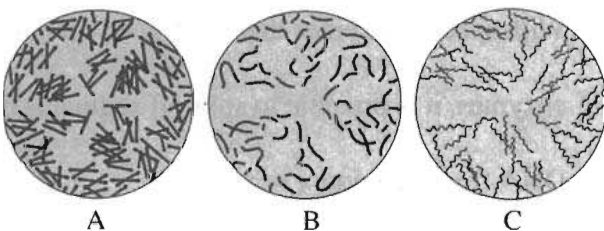
- A Three major types of bacteria.
- B How microscopic organisms are measured.
- C How bacteria is used for research in genetics.
- D Diseases caused by bacteria.

43. Which two characteristics are common in bacteria?

Click on 2 answers.

- A They have one cell.
- B They are harmful to humans.
- C They reproduce quickly.
- D They die when exposed to air.

44. Which of the following slides contain cocci bacteria?



45. Why are bacteria being used in the research study at the University?

- A Bacteria have unusual cell formations.
- B Bacteria live harmlessly on the skin, mouth, and intestines.
- C Bacteria are similar to other life forms.
- D Bacteria cause many diseases in humans.

46. What is the purpose of this conversation?

- A The man needs help changing his schedule.
- B The man is looking for a job in the morning.
- C The man is trying to get a student loan.
- D The man is changing his major to sociology.

47. Why does the man need to take at least twelve hours?

- A He wants to graduate as soon as possible.
- B He must be a full-time student to qualify for his loan.
- C His advisor insists that he study full time.
- D All the courses are required.

48. Why does the man prefer Sociology 560?

- A It is a required course.
- B It is offered in the afternoon.
- C It is taught by Dr. Brown.
- D It is a sociology class.

49. What will Dr. Kelly do?

- A Help the man withdraw from school.
- B Change the man's class schedule.
- C Give the man a student loan.
- D Change the man's major.

50. What will the man probably do after the conversation?

- A Go to Dr. Brown's office.
- B See Dr. Brown in class.
- C Call Dr. Brown.
- D Send the form to Dr. Brown.

Section 2: Structure

This section measures the ability to recognize language that is appropriate for standard written English. There are two types of questions in this section.

In the first type of question, there are incomplete sentences. Beneath each sentence, there are four words or phrases. You will choose the one word or phrase that best completes the sentence. Clicking on a choice darkens the oval. After you click on **Next** and **Confirm Answer**, the next question will be presented.

The second type of question has four underlined words or phrases. You will choose the one underlined word or phrase that must be changed for the sentence to be correct. Clicking on an underlined word or phrase will darken it. After you click on **Next** and **Confirm Answer**, the next question will be presented.

- Justice Sandra Day O'Connor was _____ to serve on the U.S. Supreme Court.
 - the woman who first
 - the first woman
 - who the first woman
 - the first and a woman
- North Carolina is well known not only for the Great Smoky Mountains National Park _____ for the Cherokee settlements.
 - also
 - and
 - but also
 - because of
- If biennials were planted this year, they will be likely to bloom next year.
 -
 -
 -
 -
- The value of the dollar declines as the rate of inflation raises.
 -
 -
 -
 -
- General Grant had General Lee _____ him at Appomattox to sign the official surrender of the Confederate forces.
 - to meet
 - met
 - meet
 - meeting
- Anthropologists assert that many of the early Native Americans who lived on the Plains did not engage in planting crops but to hunt, living primarily on buffalo meat.
 -
 -
 -
 -
- The differential attractions of the sun and the moon have a direct effect in the rising and falling of the tides.
 -
 -
 -
 -
- _____ both men and women have often achieved their career ambitions by midlife, many people are afflicted by at least a temporary period of dissatisfaction and depression.
 - Because
 - So
 - A
 - Who
- With special enzymes that are call restriction enzymes, it is possible to split off segments of DNA from the donor organism.
 -
 -
 -
 -

10. Because of the movement of a glacier,
 (A)
the form of the Great Lakes was very slow.
 (B) (C) (D)
11. _____ small specimen of the embryonic fluid is removed from a fetus, it will be possible to determine whether the baby will be born with birth defects.
 (A) A
 (B) That a
 (C) If a
 (D) When it is a
12. To generate income, magazine publishers must decide whether to increase the subscription price or _____.
 (A) to sell advertising
 (B) if they should sell advertising
 (C) selling advertising
 (D) sold advertising
13. If it receives enough rain at the proper time,
 (A) (B)
 hay will grow quickly, as grass.
 (C) (D)
14. *Psychology Today* is interesting, informative,
 (A) (B)
 and it is easy to read.
 (C) (D)
15. Before she died, Andrew Jackson's daughter,
 (A)
who lives in the family mansion, used to take
 (B) (C) (D)
 tourists through her home.
16. If it _____ more humid in the desert of the Southwest, the hot temperatures would be unbearable.
 (A) be
 (B) is
 (C) was
 (D) were
17. _____ Java Man, who lived before the first Ice Age, is the first manlike animal.
 (A) It is generally believed that
 (B) Generally believed it is
 (C) Believed generally is
 (D) That is generally believed
18. It is essential that the temperature is not
 (A)
 elevated to a point where the substance
 (B)
 formed may become unstable and
 (C)
 decompose into its constituent elements.
 (D)
19. John Philip Sousa, who many people consider
 (A) (B)
 the greatest composer of marches, wrote his
 (C)
 music during the era known as the Gay 90s.
 (D)
20. For the investor who _____ money, silver or bonds are good options.
 (A) has so little a
 (B) has very little
 (C) has so few
 (D) has very few
21. Although it can be derived from oil, coal, and tar, kerosene is usually produced by refine it
 (A) (B) (C) (D)
 from petroleum.
22. Aeronomy is the study of the Earth's upper
 (A) (B) (C)
 atmosphere, which includes their
 (D)
 composition, temperature, density, and
 chemical reactions.
23. The purpose of the United Nations,
 (A)
broad speaking, is to maintain peace and
 (B) (C)
 security and to encourage respect for
 (D)
 human rights.

24. Of all the cereals, rice is the one _____ food for more people than any of the other grain crops.

- (A) it provides
- (B) that providing
- (C) provides
- (D) that provides

25. Although Congressional representatives and senators may serve an unlimited number of

term, the president is limited to two.

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

Section 3: Reading

This section measures the ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages. There are several different types of questions in this section.

In the Reading Section, you will first have the opportunity to read the passage. You will use the scroll bar to view the rest of the passage.

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

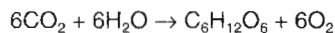
Most of the questions will be multiple-choice questions. To answer these questions you will click on a choice below the question.

To answer some questions, you will click on a word or phrase.

To answer some questions, you will click on a sentence in the passage.

To answer some questions, you will click on a square to add a sentence to the passage.

It has long been known that when the green parts of plants are exposed to light under suitable conditions of temperature and moisture, carbon dioxide is absorbed by the plant from the atmospheric CO₂, and oxygen is released into the air. This exchange of gases in plants is the opposite of the process that occurs in respiration. In this plant process, which is called photosynthesis, carbohydrates are synthesized in the presence of light from carbon dioxide and water by specialized structures in the cytoplasm of plant cells called chloroplasts. These chloroplasts contain not only two types of light-trapping green chlorophyll but also a vast array of protein substances called enzymes. In most plants, the water required by the photosynthesis process is absorbed from the soil by the roots and translocated through the xylem of the root and stem to the chlorophyll-laden leaves. Except for the usually small percentage used in respiration, the oxygen released in the process diffuses out of the leaf into the atmosphere through stomates. In simple terms, carbon dioxide is the fuel, and oxygen is the product of the chemical reaction. For each molecule of carbon dioxide used, one molecule of oxygen is released. Here is a summary chemical equation for photosynthesis:



As a result of this process, radiant energy from the sun is stored as chemical energy. In turn, the chemical energy is used to decompose carbon dioxide and water. The products of their decomposition are recombined into a new compound, which successively builds up into the more and more complex substances that comprise the plant. These organic substances, that is, the sugars, starches, and cellulose, all belong to the class of organic molecules. In other words, the process of photosynthesis can be understood as an enzyme-induced chemical change from carbon dioxide and water into the simple sugar glucose. This carbohydrate, in turn, is utilized by the plant to generate other forms of energy, such as the long chains of plant cells or polymers that comprise the cellular structures of starches or cellulose. Many intermediate steps are involved in the production of a simple sugar or starch. At the same time, a balance of gases is preserved in the atmosphere by the process of photosynthesis.

- Which title best expresses the ideas in this passage?
 - A Chemical Equation
 - The Process of Photosynthesis
 - The Parts of Vascular Plants
 - The Production of Sugar
- The combination of carbon dioxide and water to form sugar results in an excess of
 - water
 - oxygen
 - carbon
 - chlorophyll
- Which process is the opposite of photosynthesis?
 - Decomposition
 - Synthesization
 - Diffusion
 - Respiration
- In photosynthesis, energy from the sun is
 - changed to chemical energy
 - conducted from the xylem to the leaves of green plants
 - not necessary to the process
 - released one to one for each molecule of carbon dioxide used

5. Click on the sentence in paragraph 1 that describes how oxygen is released into the atmosphere.

Paragraph 1 is marked with an arrow (→).

Beginning

→ It has long been known that when the green parts of plants are exposed to light under suitable conditions of temperature and moisture, carbon dioxide is absorbed by the plant from the atmospheric CO₂, and oxygen is released into the air. This exchange of gases in plants is the opposite of the process that occurs in respiration. In this plant process, which is called photosynthesis, carbohydrates are synthesized in the presence of light from carbon dioxide and water by specialized structures in the cytoplasm of plant cells called chloroplasts. These chloroplasts contain not only two types of light-trapping green chlorophyll but also a vast array of protein substances called enzymes. In most plants, the water required by the photosynthesis process is absorbed from the soil by the roots and translocated through the xylem of the root and stem to the chlorophyll-laden leaves. Except for the usually small percentage used in respiration, the oxygen released in the process diffuses out of the leaf into the atmosphere through stomates. In simple terms, carbon dioxide is the fuel, and oxygen is the product of the chemical reaction. For each molecule of carbon dioxide

6. The word **stored** in paragraph 2 is closest in meaning to

- (A) retained
(B) converted
(C) discovered
(D) specified

More Available

leaves. Except for the usually small percentage used in respiration, the oxygen released in the process diffuses out of the leaf into the atmosphere through stomates. In simple terms, carbon dioxide is the fuel, and oxygen is the product of the chemical reaction. For each molecule of carbon dioxide used, one molecule of oxygen is released. Here is a summary chemical equation for photosynthesis:

$$6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$$

As a result of this process, radiant energy from the sun is **stored** as chemical energy. In turn, the chemical energy is used to decompose carbon dioxide and water. The products of their decomposition are recombined into a new compound, which successively builds up into the more and more complex substances that comprise the plant. These organic substances, that is, the sugars, starches, and cellulose, all belong to the class of organic molecules. In other words, the process of photosynthesis can be understood as an enzyme-induced chemical change from carbon dioxide and water into the simple sugar glucose. This carbohydrate, in turn, is utilized by the plant to generate other forms of

7. The word **their** in paragraph 2 refers to

- (A) radiant energy and chemical energy
(B) carbon dioxide and water
(C) products
(D) complex substances

End

As a result of this process, radiant energy from the sun is stored as chemical energy. In turn, the chemical energy is used to decompose carbon dioxide and water. The products of **their** decomposition are recombined into a new compound, which successively builds up into the more and more complex substances that comprise the plant. These organic substances, that is, the sugars, starches, and cellulose, all belong to the class of organic molecules. In other words, the process of photosynthesis can be understood as an enzyme-induced chemical change from carbon dioxide and water into the simple sugar glucose. This carbohydrate, in turn, is utilized by the plant to generate other forms of energy, such as the long chains of plant cells or polymers that comprise the cellular structures of starches or cellulose. Many intermediate steps are involved in the production of a simple sugar or starch. At the same time, a balance of gases is preserved in the atmosphere by the process of photosynthesis.

8. The word **successively** in paragraph 2 is closest in meaning to

- (A) with effort
(B) in a sequence
(C) slowly
(D) carefully

End

carbon dioxide and water. The products of their decomposition are recombined into a new compound, which **successively** builds up into the more and more complex substances that comprise the plant. These organic substances, that is, the sugars, starches, and cellulose, all belong to the class of organic molecules. In other words, the process of photosynthesis can be understood as an enzyme-induced chemical change from carbon dioxide and water into the simple sugar glucose. This carbohydrate, in turn, is utilized by the plant to generate other forms of energy, such as the long chains of plant cells or polymers that comprise the cellular structures of starches or cellulose. Many intermediate steps are involved in the production of a simple sugar or starch. At the same time, a balance of gases is preserved in the atmosphere by the process of photosynthesis.

9. Besides the manufacture of food for plants, what is another benefit of photosynthesis?
- Ⓐ It produces solar energy.
 - Ⓑ It diffuses additional carbon dioxide into the air.
 - Ⓒ It maintains a balance of gases in the atmosphere.
 - Ⓓ It removes harmful gases from the air.
10. Which of the following is NOT true of the oxygen used in photosynthesis?
- Ⓐ Oxygen is absorbed by the roots.
 - Ⓑ Oxygen is the product of photosynthesis.
 - Ⓒ Oxygen is used in respiration.
 - Ⓓ Oxygen is released into the atmosphere through the leaves.

Alfred Bernhard Nobel, a Swedish inventor and philanthropist, bequeathed most of his vast fortune to a trust that he designated as a fund from which annual prizes could be awarded to the individuals and organizations that had achieved through invention or discovery that which would have the greatest benefit to humanity in a particular year. According to the legend, Nobel's death had been erroneously reported in a newspaper, and the focus of the obituary was the fact that Nobel had invented dynamite. He rewrote his will in 1895, thereby establishing, with the original amount of nine million dollars, the Nobel Foundation as the legal owner and administering agent of the funds, and instituting the prizes that are named after him. Statutes to govern the awarding of the prizes were written, along with guidelines for operating procedures. Five years after Nobel's death, the first five prizes, worth about forty thousand dollars each, were to be awarded.

Originally the five classifications for outstanding contributions designated in Nobel's will included chemistry, physics, physiology or medicine, literature, and international peace. These prizes have been administered continually by the Nobel Foundation in Stockholm since they were first awarded in 1901. In 1969, a sixth prize, for accomplishments in the field of economics and endowed by the Central Bank of Sweden, was added. Candidates for the prizes must be nominated in writing by February 1 of each year by a qualified and recognized authority in each of the fields of competition. Recipients in physics, chemistry, and economics are selected by the Royal Swedish Academy, whereas recipients in peace are chosen by the Norwegian Nobel Committee appointed by Norway's parliament. With the King of Sweden officiating, the prizes are usually presented in Stockholm on December 10, the anniversary of Nobel's death. The value, fame, and prestige of the Nobel Prizes have continued to grow. Today the prize includes a medal, a diploma, and a cash award of about one million dollars.

11. What does this passage mainly discuss?

- (A) Alfred Bernhard Nobel
- (B) The Nobel Prizes
- (C) Great contributions to mankind
- (D) Swedish philanthropy

12. Why were the prizes named for Alfred Bernhard Nobel?

- (A) He left money in his will to establish a fund for the prizes.
- (B) He won the first Nobel Prize for his work in philanthropy.
- (C) He is now living in Sweden.
- (D) He serves as chairman of the committee to choose the recipients of the prizes.

13. The word **will** in paragraph 1 refers to

- (A) Nobel's wishes
- (B) a legal document
- (C) a future intention
- (D) a free choice

14. How often are the Nobel Prizes awarded?

- (A) Five times a year
- (B) Once a year
- (C) Twice a year
- (D) Once every two years

15. The following sentence can be added to the passage.

When he read this objective summary of his life, the great chemist, it is said, decided that he wanted his name to be remembered for something more positive and humanitarian than inventing an explosive that was a potential weapon.

Where would it best fit in the passage?

Click on the square (■) to add the sentence to the passage.

Scroll the passage to see all of the choices.

More Available

particular year. According to the legend, Nobel's death had been erroneously reported in a newspaper, and the focus of the obituary was the fact that Nobel had invented dynamite. He rewrote his **will** in 1895, thereby establishing, with the original amount of nine million dollars, the Nobel Foundation as the legal owner and administering agent of the funds, and instituting the prizes that are named after him. Statutes to govern the awarding of the prizes were written, along with guidelines for operating procedures. Five years after Nobel's death, the first five prizes, worth about forty thousand dollars each, were to be awarded.

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16. The word **outstanding** in paragraph 2 could best be replaced by
- (A) recent
 - (B) unusual
 - (C) established
 - (D) exceptional

More Available

awarding of the prizes were written, along with guidelines for operating procedures. Five years after Nobel's death, the first five prizes, worth about forty thousand dollars each, were to be awarded.

Originally the five classifications for **outstanding** contributions designated in Nobel's will included chemistry, physics, physiology or medicine, literature, and international peace. These prizes have been administered continually by the Nobel Foundation in Stockholm since they were first awarded in 1901. In 1969, a sixth prize, for accomplishments in the field of economics and endowed by the Central Bank of Sweden, was added. Candidates for the prizes must be nominated in writing by February 1 of each year by a qualified and recognized authority in each of the fields of competition. Recipients in physics, chemistry, and economics are selected by the Royal Swedish Academy, whereas recipients in peace are chosen by the Norwegian Nobel Committee appointed by Norway's parliament. With the King of Sweden officiating, the prizes are usually presented in Stockholm on December 10,

17. A Nobel Prize would NOT be given to
- (A) an author who wrote a novel
 - (B) a doctor who discovered a vaccine
 - (C) a composer who wrote a symphony
 - (D) a diplomat who negotiated a peace settlement

18. What does the author mean by the statement **These prizes have been administered continually by the Nobel Foundation in Stockholm since they were first awarded in 1901?**

- (A) The Nobel Foundation oversees the management of the money and the distribution of the prizes.
- (B) The Nobel Foundation selects the recipients of the prizes.
- (C) The Nobel Foundation solicits applications and recommendations for the prizes.
- (D) The Nobel Foundation recommends new prize classifications.

End

Originally the five classifications for outstanding contributions designated in Nobel's will included chemistry, physics, physiology or medicine, literature, and international peace. **These prizes have been administered continually by the Nobel Foundation in Stockholm since they were first awarded in 1901.** In 1969, a sixth prize, for accomplishments in the field of economics and endowed by the Central Bank of Sweden, was added. Candidates for the prizes must be nominated in writing by February 1 of each year by a qualified and recognized authority in each of the fields of competition. Recipients in physics, chemistry, and economics are selected by the Royal Swedish Academy, whereas recipients in peace are chosen by the Norwegian Nobel Committee appointed by Norway's parliament. With the King of Sweden officiating, the prizes are usually presented in Stockholm on December 10, the anniversary of Nobel's death. The value, fame, and prestige of the Nobel Prizes have continued to grow. Today the prize includes a medal, a diploma, and a cash award of about one million dollars.

19. Why are the awards presented on December 10?

- (A) It is a tribute to the King of Sweden.
- (B) Alfred Bernhard Nobel died on that day.
- (C) That date was established in Alfred Nobel's will.
- (D) The Central Bank of Sweden administers the trust.

20. Look at the word **prize** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **prize**.

End

by a qualified and recognized authority in each of the fields of competition. Recipients in physics, chemistry, and economics are selected by the Royal Swedish Academy, whereas recipients in peace are chosen by the Norwegian Nobel Committee appointed by Norway's parliament. **With the King of Sweden officiating, the prizes are usually presented in Stockholm on December 10, the anniversary of Nobel's death. The value, fame, and prestige of the Nobel Prizes have continued to grow. Today the prize includes a medal, a diploma, and a cash award of about one million dollars.**

Although stage plays have been set to music since the era of the ancient Greeks, when the dramas of Sophocles and Aeschylus were accompanied by lyres and flutes, the usually accepted date for the beginning of opera as we know it is 1600. As a part of the celebration of the marriage of King Henry IV of France to the Italian aristocrat Maria de Medici, the Florentine composer Jacopo Peri produced his famous *Euridice*, generally considered to be the first opera. Following his example, a group of Italian musicians, poets, and noblemen called the Camerata began to revive the style of musical story that had been used in Greek tragedy. The Camerata took most of the plots for their operas from Greek and Roman history and mythology, beginning the process of creating an opera by writing a libretto or drama that could be used to establish the framework for the music. They called their compositions *opera in musica* or musical works. It is from this phrase that the word "opera" was borrowed and abbreviated.

For several years, the center of opera was Florence in northern Italy, but gradually, during the baroque period, it spread throughout Italy. By the late 1600s, operas were being written and performed in many places throughout Europe, especially in England, France, and Germany. However, for many years, the Italian opera was considered the ideal, and many non-Italian composers continued to use Italian librettos. The European form deemphasized the dramatic aspect of the Italian model. New orchestral effects and even ballet were introduced under the guise of opera. Composers gave in to the demands of singers, writing many operas that were little more than a succession of brilliant tricks for the voice, designed to showcase the splendid voices of the singers who had requested them. It was thus that complicated arias, recitatives, and duets evolved. The aria, which is a long solo, may be compared to a song in which the characters express their thoughts and feelings. The recitative, which is also a solo of sorts, is a recitation set to music, the purpose of which is to continue the story line. The duet is a musical piece written for two voices, a musical device that may serve the function of either an aria or a recitative within the opera.

21. This passage is a summary of

- (A) opera in Italy
- (B) the Camerata
- (C) the development of opera
- (D) *Euridice*

22. Look at the word **usually** in the passage.

Click on the word or phrase in the **bold** text that is closest in meaning to **usually**.

Beginning

Although stage plays have been set to music since the era of the ancient Greeks, when the dramas of Sophocles and Aeschylus were accompanied by lyres and flutes, the **usually** accepted date for the beginning of opera as we know it is 1600. As a part of the celebration of the marriage of King Henry IV of France to the Italian aristocrat Maria de Medici, the Florentine composer Jacopo Peri produced his famous *Euridice*, generally considered to be the first opera. Following his example, a group of Italian musicians, poets, and noblemen called the Camerata began to revive the style of musical story that had been used in Greek tragedy. The Camerata took most of the plots for their operas from Greek and Roman history and mythology, beginning the process of creating an opera by writing a libretto or drama that could be used to establish the framework for the music. They called their compositions *opera in musica* or musical works. It is from this phrase that the word "opera" was borrowed and abbreviated.

For several years, the center of opera was Florence in northern Italy, but gradually, during the

23. According to this passage, when did modern opera begin?

- (A) In the time of the ancient Greeks
- (B) In the fifteenth century
- (C) At the beginning of the sixteenth century
- (D) At the beginning of the seventeenth century

24. The word **it** in paragraph 1 refers to

- (A) opera
- (B) date
- (C) era
- (D) music

Beginning

Although stage plays have been set to music since the era of the ancient Greeks, when the dramas of Sophocles and Aeschylus were accompanied by lyres and flutes, the usually accepted date for the beginning of opera as we know **it** is 1600. As a part of the celebration of the marriage of King Henry IV of France to the Italian aristocrat Maria de Medici, the Florentine composer Jacopo Peri produced his famous *Euridice*, generally considered to be the first opera. Following his example, a group of Italian musicians, poets, and noblemen called the Camerata began to revive the style of musical story that had been used in Greek tragedy. The Camerata took most of the plots for their operas from Greek and Roman history and mythology, beginning the process of creating an opera by writing a libretto or drama that could be used to establish the framework for the music. They called their compositions *opera in musica* or musical works. It is from this phrase that the word "opera" was borrowed and abbreviated.

For several years, the center of opera was Florence in northern Italy, but gradually, during the

25. According to the author, what did Jacopo Peri write?

- (A) Greek tragedy
- (B) The first opera
- (C) The opera *Maria de Medici*
- (D) The opera *The Camerata*

26. The author suggests that *Euridice* was produced

- (A) in France
- (B) originally by Sophocles and Aeschylus
- (C) without much success
- (D) for the wedding of King Henry IV

27. What was the Camerata?

- (A) A group of Greek musicians
- (B) Musicians who developed a new musical drama based upon Greek drama
- (C) A style of music not known in Italy
- (D) The name given to the court of King Henry IV

28. The word **revive** in paragraph 1 could best be replaced by
- (A) appreciate
 - (B) resume
 - (C) modify
 - (D) investigate

Beginning

Although stage plays have been set to music since the era of the ancient Greeks, when the dramas of Sophocles and Aeschylus were accompanied by lyres and flutes, the usually accepted date for the beginning of opera as we know it is 1600. As a part of the celebration of the marriage of King Henry IV of France to the Italian aristocrat Maria de Medici, the Florentine composer Jacopo Peri produced his famous *Euridice*, generally considered to be the first opera. Following his example, a group of Italian musicians, poets, and noblemen called the Camerata began to **revive** the style of musical story that had been used in Greek tragedy. The Camerata took most of the plots for their operas from Greek and Roman history and mythology, beginning the process of creating an opera by writing a libretto or drama that could be used to establish the framework for the music. They called their compositions *opera in musica* or musical works. It is from this phrase that the word "opera" was borrowed and abbreviated.

For several years, the center of opera was Florence in northern Italy, but gradually, during the

29. The word **plots** in paragraph 1 is closest in meaning to
- (A) locations
 - (B) instruments
 - (C) stories
 - (D) inspiration

More Available

know it is 1600. As a part of the celebration of the marriage of King Henry IV of France to the Italian aristocrat Maria de Medici, the Florentine composer Jacopo Peri produced his famous *Euridice*, generally considered to be the first opera. Following his example, a group of Italian musicians, poets, and noblemen called the Camerata began to **revive** the style of musical story that had been used in Greek tragedy. The Camerata took most of the **plots** for their operas from Greek and Roman history and mythology, beginning the process of creating an opera by writing a libretto or drama that could be used to establish the framework for the music. They called their compositions *opera in musica* or musical works. It is from this phrase that the word "opera" was borrowed and abbreviated.

For several years, the center of opera was Florence in northern Italy, but gradually, during the baroque period, it spread throughout Italy. By the late 1600s, operas were being written and performed in many places throughout Europe, especially in England, France, and Germany. However, for many years, the Italian opera was

30. From what did the term "opera" derive?
- (A) Greek and Roman history and mythology
 - (B) Non-Italian composers
 - (C) The Italian phrase that means "musical works"
 - (D) The ideas of composer Jacopo Peri

31. Look at the word **them** in the passage.
Click on the word or phrase in the **bold** text that **them** refers to.

End

However, for many years, the Italian opera was considered the ideal, and many non-Italian composers continued to use Italian librettos. The European form deemphasized the dramatic aspect of the Italian model. **New orchestral effects and even ballet were introduced under the guise of opera. Composers gave in to the demands of singers, writing many operas that were little more than a succession of brilliant tricks for the voice, designed to showcase the splendid voices of the singers who had requested them. It was thus that complicated arias, recitatives, and duets evolved.** The aria, which is a long solo, may be compared to a song in which the characters express their thoughts and feelings. The recitative, which is also a solo of sorts, is a recitation set to music, the purpose of which is to continue the story line. The duet is a musical piece written for two voices, a musical device that may serve the function of either an aria or a recitative within the opera.

32. Look at the word **function** in the passage.
Click on the word or phrase in the **bold** text that is closest in meaning to **function**.

End

aspect of the Italian model. **New orchestral effects and even ballet were introduced under the guise of opera. Composers gave in to the demands of singers, writing many operas that were little more than a succession of brilliant tricks for the voice, designed to showcase the splendid voices of the singers who had requested them. It was thus that complicated arias, recitatives, and duets evolved.** The aria, which is a long solo, may be compared to a song in which the characters express their thoughts and feelings. The recitative, which is also a solo of sorts, is a recitation set to music, the purpose of which is to continue the story line. The duet is a musical piece written for two voices, a musical device that may serve the **function** of either an aria or a recitative within the opera.

According to the controversial sunspot theory, great storms or eruptions on the surface of the sun hurl streams of solar particles into space and eventually into the atmosphere of our planet, causing shifts in the weather on the Earth and interference with radio and television communications.

A typical sunspot consists of a dark central umbra, a word derived from the Latin word for shadow, which is surrounded by a lighter penumbra of light and dark threads extending out from the center like the spokes of a wheel. Actually, the sunspots are cooler than the rest of the photosphere, which may account for their apparently darker color. Typically, the temperature in a sunspot umbra is about 4000 K, whereas the temperature in a penumbra registers 5500 K, and the granules outside the spot are 6000 K.

Sunspots range in size from tiny granules to complex structures with areas stretching for billions of square miles. About 5 percent of all sunspots are large enough so that they can be seen from Earth without instruments; consequently, observations of sunspots have been recorded for thousands of years.

Sunspots have been observed in arrangements of one to more than one hundred spots, but they tend to occur in pairs. There is also a marked tendency for the two spots of a pair to have opposite magnetic polarities. Furthermore, the strength of the magnetic field associated with any given sunspot is closely related to the spot's size. Sunspots have also been observed to occur in cycles, over a period of eleven years. At the beginning of a cycle, the storms occur between 20 and 40 degrees north and south of the equator on the sun. As the cycle continues, some of the storms move closer to the equator. As the cycle diminishes, the number of sunspots decreases to a minimum and they cluster between 5 and 15 degrees north and south latitude.

Although there is no theory that completely explains the nature and function of sunspots, several models show scientists' attempts to relate the phenomenon to magnetic field lines along the lines of longitude from the north and south poles of the sun.

33. What is the author's main purpose in the passage?
- (A) To propose a theory to explain sunspots
 - (B) To describe the nature of sunspots
 - (C) To compare the umbra and the penumbra in sunspots
 - (D) To argue for the existence of magnetic fields in sunspots
34. The word **controversial** in paragraph 1 is closest in meaning to
- (A) widely accepted
 - (B) open to debate
 - (C) just introduced
 - (D) very complicated

Beginning

According to the **controversial** sunspot theory, great storms or eruptions on the surface of the sun hurl streams of solar particles into space and eventually into the atmosphere of our planet, causing shifts in the weather on the Earth and interference with radio and television communications.

A typical sunspot consists of a dark central umbra, a word derived from the Latin word for shadow, which is surrounded by a lighter penumbra of light and dark threads extending out from the center like the spokes of a wheel. Actually, the sunspots are cooler than the rest of the photosphere, which may account for their apparently darker color. Typically, the temperature in a sunspot umbra is about 4000 K, whereas the temperature in a penumbra registers 5500 K, and the granules outside the spot are 6000 K.

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36. The word **particles** in paragraph 1 refers to
- (A) gas explosions in the atmosphere
 - (B) light rays from the sun
 - (C) liquid streams on the sun
 - (D) small pieces of matter from the sun

Beginning

According to the controversial sunspot theory, great storms or eruptions on the surface of the sun hurl streams of solar **particles** into space and eventually into the atmosphere of our planet, causing shifts in the weather on the Earth and interference with radio and television communications.

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37. How can we describe matter from the sun that enters the Earth's atmosphere?
- (A) Very small
 - (B) Very hot
 - (C) Very bright
 - (D) Very hard

35. Solar particles are hurled into space by
- (A) undetermined causes
 - (B) disturbances of wind
 - (C) small rivers on the surface of the sun
 - (D) changes in the Earth's atmosphere

38. What does the author mean by the statement **Actually, the sunspots are cooler than the rest of the photosphere, which may account for their apparently darker color?**

- (A) Neither sunspots nor the photosphere is hot.
- (B) Sunspots in the photosphere do not have any color.
- (C) The color of sunspots could be affected by their temperature.
- (D) The size of a sunspot affects its temperature.

More Available

of light and dark threads extending out from the center like the spokes of a wheel. **Actually, the sunspots are cooler than the rest of the photosphere, which may account for their apparently darker color.** Typically, the temperature in a sunspot umbra is about 4000 K, whereas the temperature in a penumbra registers 5500 K, and the granules outside the spot are 6000 K.

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Sunspots have been observed in arrangements of one to more than one hundred spots, but they tend to occur in pairs. There is also a marked tendency for the two spots of a pair to have opposite magnetic polarities. Furthermore, the strength of the magnetic field associated with any given sunspot is closely related to the spot's size. Sunspots have also been observed to occur in cycles, over a period of eleven years. At the

39. Look at the word **tiny** in the passage. Click on the word or phrase in the **bold** text that is opposite in meaning to **tiny**.

More Available

color. Typically, the temperature in a sunspot umbra is about 4000 K, whereas the temperature in a penumbra registers 5500 K, and the granules outside the spot are 6000 K.

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40. The word **they** in paragraph 3 refers to

- (A) structures
- (B) spots
- (C) miles
- (D) granules

More Available

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41. The word **consequently** in paragraph 3 could best be replaced by
- (A) as a result
 - (B) nevertheless
 - (C) without doubt
 - (D) in this way

More Available

color. Typically, the temperature in a sunspot umbra is about 4000 K, whereas the temperature in a penumbra registers 5500 K, and the granules outside the spot are 6000 K.

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42. In which configuration do sunspots usually occur?
- (A) In one spot of varying size
 - (B) In a configuration of two spots
 - (C) In arrangements of one hundred or more spots
 - (D) In groups of several thousand spots

43. How are sunspots explained?
- (A) Sunspots appear to be related to magnetic fields on the Earth.
 - (B) Sunspots may be related to magnetic fields that follow longitudinal lines on the sun.
 - (C) Sunspots are explained by storms that occur on the Earth.
 - (D) Sunspots have no theory or model to explain them.

44. Click on the paragraph that discusses the visibility of sunspots.

Scroll the passage to see all of the paragraphs.

45. The sunspot theory is
- (A) not considered very important
 - (B) widely accepted
 - (C) subject to disagreement
 - (D) relatively new

To check your answers for Model Test 1, refer to the Answer Key on page 488. For an explanation of the answers, refer to the Explanatory Answers for Model Test 1 on pages 501–520.

Writing Section: Model Test 1

When you take a Model Test, you should use one sheet of paper, both sides. Time each Model Test carefully. After you have read the topic, you should spend 30 minutes writing. For results that would be closest to the actual testing situation, it is recommended that an English teacher score your test, using the guidelines on page 244 of this book.

Many people enjoy participating in sports for recreation; others enjoy participating in the arts. Give the benefits of each, take a position, and defend it.

Notes

To check your essay, refer to the Checklist on page 488. For an Example Essay, refer to the Explanatory Answers for Model Test 1 on page 520.

Model Test 2 Computer-Assisted TOEFL

Section 1: Listening

The Listening Section of the test measures the ability to understand conversations and talks in English. You will use headphones to listen to the conversations and talks. While you are listening, pictures of the speakers or other information will be presented on your computer screen. There are two parts to the Listening Section, with special directions for each part.

On the day of the test, the amount of time you will have to answer all of the questions will appear on the computer screen. The time you spend listening to the test material will not be counted. The listening material and questions about it will be presented only one time. You will not be allowed to take notes or have any paper at your computer. You will both see and hear the questions before the answer choices appear. You can take as much time as you need to select an answer; however, it will be to your advantage to answer the questions as quickly as possible. You may change your answer as many times as you want before you confirm it. After you have confirmed an answer, you will not be able to return to the question.

Before you begin working on the Listening Section, you will have an opportunity to adjust the volume of the sound. You may not be able to change the volume after you have started the test.

QUESTION DIRECTIONS — Part A

In Part A of the Listening Section, you will hear short conversations between two people. In some of the conversations, each person speaks only once. In other conversations, one or both of the people speak more than once. Each conversation is followed by one question about it.

Each question in this part has four answer choices. You should click on the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

- | | |
|---|---|
| <p>1. What had the man assumed?</p> <ul style="list-style-type: none"> Ⓐ The woman was not truthful. Ⓑ Fewer students would attend. Ⓒ There would be a large group. Ⓓ Only foreign students would come. | <p>3. What is the woman probably going to do?</p> <ul style="list-style-type: none"> Ⓐ Take a class from Professor Wilson. Ⓑ Help the man with his class. Ⓒ Take an extra class. Ⓓ Do a project for her class. |
| <p>2. What does the woman imply that the man should do?</p> <ul style="list-style-type: none"> Ⓐ Knock on the door. Ⓑ Come back later. Ⓒ See Dr. Smith. Ⓓ Look at the sign. | <p>4. What does the woman say about Paul?</p> <ul style="list-style-type: none"> Ⓐ That he wants something to eat. Ⓑ That he will tell them if there is a problem. Ⓒ That he is not hungry. Ⓓ That he is angry. |

5. What does the woman mean?
- (A) Good grades are not that important to her.
 - (B) She did not get an A on the exam either.
 - (C) Two students got higher grades than she did.
 - (D) Besides hers, there were several other A grades.
6. What problem does the woman have?
- (A) There is no time to finish.
 - (B) She cannot do it quickly.
 - (C) She has to study.
 - (D) She doesn't know what time it is.
7. What does the woman mean?
- (A) She does not agree with the man.
 - (B) She thinks that it is better to wait.
 - (C) She thinks that it is better to drive at night.
 - (D) She does not think that the man made a wise decision.
8. What is the man going to do?
- (A) Go to class.
 - (B) See a movie.
 - (C) Study at the library.
 - (D) Make an appointment.
9. What does the man mean?
- (A) The message was not clear.
 - (B) There was no message on the machine.
 - (C) It was his intention to return the woman's call.
 - (D) He did not hear the woman's message.
10. What does the woman mean?
- (A) They do not have as many people working as usual.
 - (B) The machine is broken.
 - (C) The man is next to be served.
 - (D) There is usually a long line.
11. What does the woman suggest that the man do?
- (A) Get directions to the Math Department.
 - (B) Speak with the secretary.
 - (C) Go into Dr. Davis's office.
 - (D) Take the elevator to the fourth floor.
12. What can be inferred about Tom?
- (A) He has finished the class.
 - (B) He has been sick.
 - (C) He does not have to take the final exam.
 - (D) He is not very responsible.
13. What does the man mean?
- (A) He cannot find the woman's house.
 - (B) He has to change their plans.
 - (C) He will be happy to see the woman.
 - (D) He wants to know whether they have a date.
14. What will the woman probably do?
- (A) Register for Dr. Collin's class.
 - (B) Graduate at a later date.
 - (C) Enroll in the section marked "staff."
 - (D) Find out who is teaching the other section of the class.
15. What does the woman think that the man should do?
- (A) Wait for the results to be mailed.
 - (B) Call about the score.
 - (C) Take the test.
 - (D) Show more concern.
16. What does the woman mean?
- (A) They have more time to travel.
 - (B) They are taking advantage of travel opportunities.
 - (C) They travel more than the man does.
 - (D) They spend most of their time traveling.
17. What does the man mean?
- (A) The tickets are lost.
 - (B) Judy was responsible for getting the tickets.
 - (C) There were no tickets available.
 - (D) He does not have the tickets yet.

QUESTION DIRECTIONS — Part B

In Part B of the Listening Section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions correctly. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

18. What are the man and woman talking about?
- Ⓐ A chapter in their textbook.
 - Ⓑ An experiment referred to in a group presentation.
 - Ⓒ A lecture in class.
 - Ⓓ A program on television.
19. Why is the moon an ideal environment for the experiment?
- Ⓐ There is no air resistance on the moon.
 - Ⓑ There is no gravitational acceleration on the moon.
 - Ⓒ The gravity on the moon affects vertical motion.
 - Ⓓ There is no horizontal resistance for motions like pushing.
20. Why was it easier to lift the hammer on the moon?
- Ⓐ The moon's gravitational acceleration was lower.
 - Ⓑ The hammer fell when it was released.
 - Ⓒ The surface of the moon encouraged motion.
 - Ⓓ The hammer was created for that environment.
21. How did the woman feel about the presentation?
- Ⓐ She was surprised by it.
 - Ⓑ She was not interested in it.
 - Ⓒ She was impressed by it.
 - Ⓓ She was confused about it.
22. What was the video about?
- Ⓐ The national health.
 - Ⓑ Stress.
 - Ⓒ Heart attacks.
 - Ⓓ Health care for women.
23. What did the students learn about women?
- Ⓐ They are under more stress than men.
 - Ⓑ They have more heart attacks than men.
 - Ⓒ They do not get the same level of care as men.
 - Ⓓ They have fewer serious heart attacks than men.
24. How did the man feel about the video?
- Ⓐ He did not see it.
 - Ⓑ He thought it was interesting.
 - Ⓒ He would not recommend it.
 - Ⓓ He was not surprised by it.
25. What will the woman probably do?
- Ⓐ Discuss the video with the man.
 - Ⓑ Go to the library to see the video.
 - Ⓒ Check the video out of the library.
 - Ⓓ Get ready for class.
26. What is the main topic of this lecture?
- Ⓐ Poet laureates.
 - Ⓑ The Victorian period.
 - Ⓒ Love poems in the English language.
 - Ⓓ Elizabeth Barrett Browning.

27. According to the lecturer, what was one reason that Elizabeth Barrett was considered for the title of Poet Laureate?
- (A) Because her husband was a famous poet.
 - (B) Because of her publication, *Sonnets from the Portuguese*.
 - (C) Because the monarch was a woman.
 - (D) Because of her friendship with William Wordsworth.
28. Where did Elizabeth and Robert Browning live after their elopement?
- (A) In Spain.
 - (B) In Italy.
 - (C) In Portugal.
 - (D) In England.
29. When did Elizabeth Barrett Browning die?
- (A) In 1843.
 - (B) In 1849.
 - (C) In 1856.
 - (D) In 1861.
30. What is the main topic of this lecture?
- (A) The history of medicine in Greece.
 - (B) The contributions of biology to medicine.
 - (C) The scientific method.
 - (D) Medical advances in the twentieth century.
31. What was Hippocrates' greatest contribution to medicine?
- (A) The classification of plants on the basis of body structure.
 - (B) The sterilization of surgical instruments.
 - (C) The scientific recording of symptoms and treatments.
 - (D) The theory that disease was caused by the gods.
32. Who is known as the father of biology?
- (A) Hippocrates.
 - (B) Aristotle.
 - (C) Dioscorides.
 - (D) Edward Jenner.
33. What was the contribution made to medicine by William Harvey?
- (A) The theory of germs and bacteria.
 - (B) The discovery of a vaccine against smallpox.
 - (C) The discovery of a mechanism for the circulation of the blood.
 - (D) The *Materia Medica*.
34. What was surprising about Thrasher's study?
- (A) The size of the study, which included 1300 gangs.
 - (B) The excellent summary by the student who located the research.
 - (C) The changes that were reported in the history of gangs in the United States.
 - (D) The fact that gang activity has been prevalent for many years.
35. According to the study by Moore, what causes gang activity?
- (A) Cliques that form in high school.
 - (B) Normal feelings of insecurity that teenagers experience.
 - (C) Dangerous neighborhoods and schools.
 - (D) Loyalty to friends and family.
36. In which two ways are gang members identified by law enforcement authorities?
- Click on 2 answers.**
- (A) By their tattoos.
 - (B) By their clothing.
 - (C) By maps of their territories.
 - (D) By research studies.
37. What is the role of women in gangs?
- (A) Women are full members of the gangs.
 - (B) Women are protected by the gangs.
 - (C) Women are a support system for the gangs.
 - (D) Women do not have any contact with the gangs.

38. What is Mary's problem?

- (A) She does not want to work for Dr. Brown.
- (B) She has a schedule conflict.
- (C) She has been late to work too often.
- (D) She needs to obtain a work-study position.

39. When is Mary's class next semester?

- (A) Every day in the afternoon.
- (B) Three hours a day, three times a week.
- (C) Ten-thirty on Monday.
- (D) Nine o'clock, three times a week.

40. How does Dr. Brown resolve the problem?

- (A) He changes her work hours.
- (B) He has her work fewer hours.
- (C) He finds a different job for her.
- (D) He gives her permission to arrive late.

41. What is a work-study employee?

- (A) A person who works on campus.
- (B) A new employee who is being trained.
- (C) A student who can study at work after the job is complete.
- (D) A part-time student with a full-time job.

42. What is the topic of this lecture?

- (A) Reinforced concrete in buildings.
- (B) Shear walls in earthquakes.
- (C) Earthquake-resistant buildings.
- (D) Understanding construction sites.

43. Which technique is used to reinforce walls?

- (A) Cross-bracing.
- (B) Shear cores.
- (C) Bolts.
- (D) Base isolators.

44. Which two materials are used in base isolators?

Click on 2 answers.

- (A) Rubber.
- (B) Steel.
- (C) Concrete.
- (D) Soil.

45. What happens to fill dirt during an earthquake?

- (A) It allows the building to sway.
- (B) It reduces earthquake damage.
- (C) It collapses.
- (D) It creates shock waves.

46. Which two types represent the most common vein patterns in leaves?

Click on 2 answers.

- (A) Needle leaves.
- (B) Parallel leaves.
- (C) Palmate leaves.
- (D) Pinnate leaves.

47. According to the lecturer, what is a midrib?

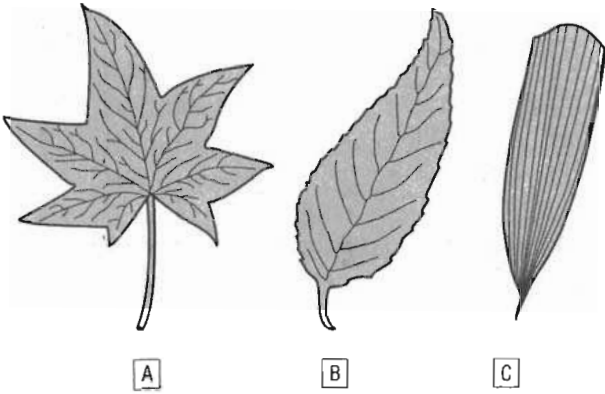
- (A) One of the major classifications of veins in plants.
- (B) The large vein that extends down the middle of a pinnate leaf.
- (C) The central vein in a parallel leaf.
- (D) The stem of a plant.

48. How does the lab assistant help students remember the palmate classification?

- (A) She shows them a visual.
- (B) She explains it carefully.
- (C) She compares it to her hand.
- (D) She refers them to their lab manual.

49. Match the leaves with their vein patterns.

Click on the leaf. Then click on the empty box in the correct row. Use each leaf only once.



	Pinnate
	Palmate
	Parallel

50. What will the students probably do after the short lecture?

- (A) Classify leaves.
- (B) Take a lab quiz.
- (C) Read fifty-two pages in their manuals.
- (D) Discuss the lecture.

Section 2: Structure

This section measures the ability to recognize language that is appropriate for standard written English. There are two types of questions in this section.

In the first type of question, there are incomplete sentences. Beneath each sentence, there are four words or phrases. You will choose the one word or phrase that best completes the sentence. Clicking on a choice darkens the oval. After you click on **Next** and **Confirm Answer**, the next question will be presented.

The second type of question has four underlined words or phrases. You will choose the one underlined word or phrase that must be changed for the sentence to be correct. Clicking on an underlined word or phrase will darken it. After you click on **Next** and **Confirm Answer**, the next question will be presented.

- One of the most effective vegetable protein substitutes is the soybean _____ used to manufacture imitation meat products.
 - which can be
 - it can be
 - who can be
 - can be
- _____ 1000 species of finch have been identified.
 - As many as
 - As many
 - As much as
 - Much as
- The first electric lamp had two carbon rods from which vapor serves to conduct the current across the gap.
 -
 -
 -
 -
- A thunderhead, dense clouds that rise high into the sky in huge columns, produce hail, rain, or snow.
 -
 -
 -
 -
- According to the economic laws, the greater the demand, _____ the price.
 - higher
 - high
 - the higher
 - the high
- Although no country has exactly the same folk music like that of any other, it is significant that similar songs exist among widely separated people.
 -
 -
 -
 -
- Despite of the Taft-Hartley Act which forbids unfair union practices, some unions such as the air traffic controllers have voted to strike even though this action might endanger the national security.
 -
 -
 -
 -
- The Continental United States is _____ that there are four time zones.
 - much big
 - too big
 - so big
 - very big
- Benjamin West contributed a great deal to American art: _____.
 - painting, teaching, and lecturing
 - painting, as a teacher and lecturer
 - painting, teaching, and as a lecturer
 - painting, a teacher, and a lecturer

10. Operant conditioning involves rewarding or punishing certain behave to reinforce or extinguish its occurrence.
- (A) (B)
(C) (D)
11. There is an unresolved controversy as to whom is the real author of the Elizabethan plays commonly credited to William Shakespeare.
- (A) (B) (C)
(D)
12. A catalytic agent such platinum may be used so that the chemical reaction advances more rapidly.
- (A) (B) (C)
(D)
13. Upon hatching, _____ .
- (A) young ducks know how to swim
(B) swimming is known by young ducks
(C) the knowledge of swimming is in young ducks
(D) how to swim is known in young ducks
14. The observation deck at the World Trade Center _____ in New York.
- (A) was highest than any other one
(B) was higher than any other one
(C) was highest that any other one
(D) was higher that any other one
15. When a patient's blood pressure is much higher than it should be, a doctor usually insists that he will not smoke.
- (A) (B) (C)
(D)
16. It was the invent of the hand-held electronic calculator that provided the original technology for the present generation of small but powerful computers.
- (A) (B) (C)
(D)
17. _____ is necessary for the development of strong bones and teeth.
- (A) It is calcium
(B) That calcium
(C) Calcium
(D) Although calcium
18. Located in the cranial cavity in the skull, the brain is the larger mass of nerve tissue in the human body.
- (A) (B) (C)
(D)
19. Alike other forms of energy, natural gas may be used to heat homes, cook food, and even run automobiles.
- (A) (B) (C)
(D)
20. An organ is a group of tissues capable to perform some special function, as, for example, the heart, the liver, or the lungs.
- (A) (B) (C)
(D)
21. _____ withstands testing, we may not conclude that it is true, but we may retain it.
- (A) If a hypothesis
(B) That a hypothesis
(C) A hypothesis
(D) Hypothesis
22. Insulin, it is used to treat diabetes and is secured chiefly from the pancreas of cattle and hogs.
- (A) (B) (C)
(D)
23. Not until a monkey is several years old _____ to exhibit signs of independence from its mother.
- (A) it begins
(B) does it begin
(C) and begin
(D) beginning

24. Since Elizabeth Barrett Browning's father never approved of _____ Robert Browning, the couple eloped to Italy, where they lived and wrote.
- (A) her to marry
 - (B) her marrying
 - (C) she marrying
 - (D) she to marry

25. In autumn, brilliant yellow, orange, and red
(A)
leaves are commonly to both the Sweet
(B) (C)
Gum tree and the Maple.
(D)

Section 3: Reading

This section measures the ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages. There are several different types of questions in this section.

In the Reading Section, you will first have the opportunity to read the passage. You will use the scroll bar to view the rest of the passage.

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

Most of the questions will be multiple-choice questions. To answer these questions you will click on a choice below the question.

To answer some questions, you will click on a word or phrase.

To answer some questions, you will click on a sentence in the passage.

To answer some questions, you will click on a square to add a sentence to the passage.

Recent technological advances in manned and unmanned undersea vehicles, along with breakthroughs in satellite technology and computer equipment, have overcome some of the limitations of divers and diving equipment for scientists doing research on the great oceans of the world. Without a vehicle, divers often became sluggish, and their mental concentration was severely limited. Because undersea pressure affects their speech organs, communication among divers has always been difficult or impossible. But today, most oceanographers avoid the use of vulnerable human divers, preferring to reduce the risk to human life and make direct observations by means of instruments that are lowered into the ocean, from samples taken from the water, or from photographs made by orbiting satellites. Direct observations of the ocean floor can be made not only by divers but also by deep-diving submarines in the water and even by the technology of sophisticated aerial photography from vantage points above the surface of the water. Some submarines can dive to depths of more than seven miles and cruise at depths of fifteen thousand feet. In addition, radio-equipped buoys can be operated by remote control in order to transmit information back to land-based laboratories via satellite. Particularly important for ocean study are data about water temperature, currents, and weather. Satellite photographs can show the distribution of sea ice, oil slicks, and cloud formations over the ocean. Maps created from satellite pictures can represent the temperature and the color of the ocean's surface, enabling researchers to study the ocean currents from laboratories on dry land. Furthermore, computers help oceanographers to collect, organize, and analyze data from submarines and satellites. By creating a model of the ocean's movement and characteristics, scientists can predict the patterns and possible effects of the ocean on the environment.

Recently, many oceanographers have been relying more on satellites and computers than on research ships or even submarine vehicles because they can supply a greater range of information more quickly and more effectively. Some of humankind's most serious problems, especially those concerning energy and food, may be solved with the help of observations made possible by this new technology.

1. With what topic is the passage primarily concerned?
 - (A) Technological advances in oceanography
 - (B) Communication among divers
 - (C) Direct observation of the ocean floor
 - (D) Undersea vehicles
2. The word **sluggish** in paragraph 1 is closest in meaning to
 - (A) nervous
 - (B) confused
 - (C) slow moving
 - (D) very weak

Beginning

Recent technological advances in manned and unmanned undersea vehicles, along with breakthroughs in satellite technology and computer equipment, have overcome some of the limitations of divers and diving equipment for scientists doing research on the great oceans of the world. Without a vehicle, divers often became sluggish, and their mental concentration was severely limited. Because undersea pressure affects their speech organs, communication among divers has always been difficult or impossible. But today, most oceanographers avoid the use of vulnerable human divers, preferring to reduce the risk to human life and make direct observations by means of instruments that are lowered into the ocean, from samples taken from the water, or from photographs made by orbiting satellites. Direct observations of the ocean floor can be made not only by divers but also by deep-diving submarines in the water and even by the technology of sophisticated aerial photography from vantage points above the surface of the water. Some submarines can dive to depths of more than seven miles and cruise at

3. Divers have had problems in communicating underwater because
 - (A) the pressure affected their speech organs
 - (B) the vehicles they used have not been perfected
 - (C) they did not pronounce clearly
 - (D) the water destroyed their speech organs
4. This passage suggests that the successful exploration of the ocean depends upon
 - (A) vehicles as well as divers
 - (B) radios that divers use to communicate
 - (C) controlling currents and the weather
 - (D) the limitations of diving equipment

5. Undersea vehicles
- (A) are too small for a man to fit inside
 - (B) are very slow to respond
 - (C) have the same limitations that divers have
 - (D) make direct observations of the ocean floor
6. The word **cruise** in paragraph 1 could best be replaced by
- (A) travel at a constant speed
 - (B) function without problems
 - (C) stay in communication
 - (D) remain still

More Available

affects their speech organs, communication among divers has always been difficult or impossible. But today, most oceanographers avoid the use of vulnerable human divers, preferring to reduce the risk to human life and make direct observations by means of instruments that are lowered into the ocean, from samples taken from the water, or from photographs made by orbiting satellites. Direct observations of the ocean floor can be made not only by divers but also by deep-diving submarines in the water and even by the technology of sophisticated aerial photography from vantage points above the surface of the water. Some submarines can dive to depths of more than seven miles and **cruise** at depths of fifteen thousand feet. In addition, radio-equipped buoys can be operated by remote control in order to transmit information back to land-based laboratories via satellite. Particularly important for ocean study are data about water temperature, currents, and weather. Satellite photographs can show the distribution of sea ice, oil slicks, and cloud formations over the ocean. Maps created from satellite pictures can represent

7. How is a radio-equipped buoy operated?
- (A) By operators inside the vehicle in the part underwater
 - (B) By operators outside the vehicle on a ship
 - (C) By operators outside the vehicle on a diving platform
 - (D) By operators outside the vehicle in a laboratory on shore

8. Look at the word **information** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **information**.

End

important for ocean study are data about water temperature, currents, and weather. Satellite photographs can show the distribution of sea ice, oil slicks, and cloud formations over the ocean. Maps created from satellite pictures can represent the temperature and the color of the ocean's surface, enabling researchers to study the ocean currents from laboratories on dry land. **Furthermore, computers help oceanographers to collect, organize, and analyze data from submarines and satellites. By creating a model of the ocean's movement and characteristics, scientists can predict the patterns and possible effects of the ocean on the environment.**

Recently, many oceanographers have been relying more on satellites and computers than on research ships or even submarine vehicles because they can supply a greater range of **information** more quickly and more effectively. Some of humankind's most serious problems, especially those concerning energy and food, may be solved with the help of observations made possible by this new technology.

9. Which of the following are NOT shown in satellite photographs?
- (A) The temperature of the ocean's surface
 - (B) Cloud formations over the ocean
 - (C) A model of the ocean's movements
 - (D) The location of sea ice

10. Look at the word **those** in the passage. Click on the word or phrase in the **bold** text that **those** refers to.

End

important for ocean study are data about water temperature, currents, and weather. Satellite photographs can show the distribution of sea ice, oil slicks, and cloud formations over the ocean. Maps created from satellite pictures can represent the temperature and the color of the ocean's surface, enabling researchers to study the ocean currents from laboratories on dry land. Furthermore, computers help oceanographers to collect, organize, and analyze data from submarines and satellites. By creating a model of the ocean's movement and characteristics, scientists can predict the patterns and possible effects of the ocean on the environment.

Recently, many oceanographers have been relying more on satellites and computers than on research ships or even submarine vehicles because they can supply a greater range of information more quickly and more effectively. Some of humankind's most serious problems, especially those concerning energy and food, may be solved with the help of observations made possible by this new technology.

11. Click on the paragraph in the passage that discusses problems that new technology might help eliminate.

Scroll the passage to see all of the paragraphs.

Although speech is generally accepted as the most advanced form of communication, there are many ways of communicating without using words. In every known culture, signals, signs, symbols, and gestures are commonly utilized as instruments of communication. There is a great deal of agreement among communication scientists as to what each of these methods is and how each differs from the others. For instance, the basic function of any signal is to impinge upon the environment in such a way that it attracts attention, as, for example, the dots and dashes that can be applied in a telegraph circuit. Coded to refer to speech, the potential for communication through these dots and dashes—short and long intervals as the circuit is broken—is very great. Less adaptable to the codification of words, signs also contain agreed upon meaning; that is, they convey information in and of themselves. Two examples are the hexagonal red sign that conveys the meaning of *stop*, and the red and white swirled pole outside a shop that communicates the meaning of *barber*.

Symbols are more difficult to describe than either signals or signs because of their intricate relationship with the receiver's cultural perceptions. In some cultures, applauding in a theater provides performers with an auditory symbol of approval. In other cultures, if done in unison, applauding can be a symbol of the audience's discontent with the performance. Gestures such as waving and handshaking also communicate certain cultural messages.

Although signals, signs, symbols, and gestures are very useful, they also have a major disadvantage in communication. They usually do not allow ideas to be shared without the sender being directly adjacent to the receiver. Without an exchange of ideas, interaction comes to a halt. As a result, means of communication intended to be used across long distances and extended periods must be based upon speech. To radio, television, and the telephone, one must add fax, paging systems, electronic mail, and the Internet, and no one doubts but that there are more means of communication on the horizon.

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

- (A) Signs and Signals
- (B) Gestures
- (C) Communication
- (D) Speech

13. What does the author say about speech?

- (A) It is the only true form of communication.
- (B) It is dependent upon the advances made by inventors.
- (C) It is necessary for communication to occur.
- (D) It is the most advanced form of communication.

14. Click on the sentence in paragraph 1 that defines the function of a signal.

Paragraph 1 is marked with an arrow (→).

Beginning

→ Although speech is generally accepted as the most advanced form of communication, there are many ways of communicating without using words. In every known culture, signals, signs, symbols, and gestures are commonly utilized as instruments of communication. There is a great deal of agreement among communication scientists as to what each of these methods is and how each differs from the others. For instance, the basic function of any signal is to impinge upon the environment in such a way that it attracts attention, as, for example, the dots and dashes that can be applied in a telegraph circuit. Coded to refer to speech, the potential for communication through these dots and dashes—short and long intervals as the circuit is broken—is very great. Less adaptable to the codification of words, signs also contain agreed upon meaning; that is, they convey information in and of themselves. Two examples are the hexagonal red sign that conveys the meaning of *stop*, and the red and white swirled pole outside a shop that communicates the meaning of *barber*.

Symbols are more difficult to describe than

15. The phrase **impinge upon** in paragraph 1 is closest in meaning to

- (A) intrude
- (B) improve
- (C) vary
- (D) prohibit

Beginning

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Symbols are more difficult to describe than

16. The word **it** in paragraph 1 refers to

- (A) function
- (B) signal
- (C) environment
- (D) way

Beginning

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Symbols are more difficult to describe than

17. The word **potential** in paragraph 1 could best be replaced by

- (A) range
- (B) advantage
- (C) organization
- (D) possibility

Beginning

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Symbols are more difficult to describe than

18. Look at the word **themselves** in the passage. Click on the word or phrase in the **bold** text that **themselves** refers to.

More Available

scientists as to what each of these methods is and how each differs from the others. For instance, the basic function of any signal is to impinge upon the environment in such a way that it attracts attention, as, for example, the dots and dashes that can be applied in a telegraph circuit. **Coded to refer to speech, the potential for communication through these dots and dashes—short and long intervals as the circuit is broken—is very great. Less adaptable to the codification of words, signs also contain agreed upon meaning; that is, they convey information in and of themselves. Two examples are the hexagonal red sign that conveys the meaning of stop, and the red and white swirled pole outside a shop that communicates the meaning of barber.**

Symbols are more difficult to describe than either signals or signs because of their intricate relationship with the receiver's cultural perceptions. In some cultures, applauding in a theater provides performers with an auditory symbol of approval. In other cultures, if done in unison, applauding can be a symbol of the audience's discontent with the performance. Gestures such as waving and

19. The word **intricate** in paragraph 2 could best be replaced by which of the following?
- (A) inefficient
 (B) complicated
 (C) historical
 (D) uncertain

More Available

also contain agreed upon meaning; that is, they convey information in and of themselves. Two examples are the hexagonal red sign that conveys the meaning of *stop*, and the red and white swirled pole outside a shop that communicates the meaning of *barber*.

Symbols are more difficult to describe than either signals or signs because of their **intricate** relationship with the receiver's cultural perceptions. In some cultures, applauding in a theater provides performers with an auditory symbol of approval. In other cultures, if done in unison, applauding can be a symbol of the audience's discontent with the performance. Gestures such as waving and handshaking also communicate certain cultural messages.

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20. Applauding was cited as an example of

- (A) a signal
 (B) a sign
 (C) a symbol
 (D) a gesture

21. The following sentence can be added to the passage.

A loud smacking of the lips after a meal can be either a kinesthetic and auditory symbol of approval and appreciation, or simply a rude noise.

Where would it best fit in the passage?

Click on the square (■) to add the sentence to the passage.

Scroll the passage to see all of the choices.

More Available

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22. Why were the telephone, radio, and TV invented?

- (A) People were unable to understand signs, symbols, and signals.
 (B) People wanted to communicate across long distances.
 (C) People believed that signs, signals, and symbols were obsolete.
 (D) People wanted new forms of entertainment.