

The Paper-based TOEFL e-Book

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The Paper-based TOEFL® e-Book

Welcome, students!

Read the tips carefully and then try to apply them to the drill questions.

Send any questions you have to your [tutor](#).

How the paper-based TOEFL is structured:



Section 1: Listening Comprehension

Part A (short conversations) - 30 questions

Part B (2 long conversations) - 8 questions (4 questions per long conversation)

Part C (3 lectures) - 12 questions (4 questions per lecture)

Total: 50 questions

Time: 35 minutes

Section 2: Structure and Written Expression

Sentence Completion - 15 questions

Error Identification - 25 questions

Total: 40 questions

Time 25 minutes

Section 3: Reading Comprehension

5 passages - 50 questions

Total: 50 questions

Time: 55 minutes

Total Time: Approximately 115 minutes

Total Number of Questions: 140

(NOTE) Some tests require a 30-minute written essay. You will know in advance if you have to write the essay. We have an essay tip section at the end of this program and you will be able to practice writing essays with feedback from your tutor.

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Registration Tips

● Have you registered for the TOEFL test?

Be sure to order the free TOEFL Bulletin directly from ETS at <http://www.toefl.org> or check out our website for this information under <http://toefl.telecampus.com/bulletins.html>.

Once you have decided WHEN you are going to take the test, fill out the registration form in the Bulletin. You will be asked to choose a test center. Sites fill up, so be sure to register as early as possible.

Registration Fees

The registration fee for the TOEFL is \$130 US Funds.

After Registration

Once you have registered for the TOEFL, you should receive the following:

- confirmation of your registration, and
- an admission ticket.

If you do not receive your admission ticket, call the TOEFL office at (609) 771-7100 or the office in your Bulletin.

Remember, you CANNOT register on the day of the test.

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● How the Test is Scored

Your score is calculated by averaging the total of the questions you had correct for the 3 sections and multiplying by ten. For example:

- Listening Comprehension = 45
- Structure &
Written Expression = 63
- Reading Comprehension = 59
- Total of 3 Sections = 167

Now divide 167 by 3 = 55.67 and multiply 55.67 by 10 = 556.7.

Your score would be 556.

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Quick Tips 5 - 11

● Tip 5

The key is to think like the people who write the test: learn the types of questions that come up most often and what a right answer looks like, use your time effectively.

● Tip 6

Identify your strengths and weaknesses so we can work on them together; practice, practice, practice.

● Tip 7

Expressions and idioms used in England and other English-speaking countries will not be tested--only American English

● Tip 8

Please ask us, your tutor, questions even if you think they are silly. There are no stupid questions. We are here to help you study and prepare for the test.

● Tip 9

Don't try to study everything just before the exam. Work at it often over a period of time (i.e. 8 weeks).

● Tip 10

Practice using the answer sheet in your book. Be careful when marking your answer that you are filling in the correct oval.

● Tip 11

This exam is like a competitive sport; practice and be prepared.

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Basic Tips 12 - 17

● Tip 12 PART I - Orientation

The paper-based TOEFL exam is made up of three (3) sections:

1. Listening comprehension,
2. Structure & Written Expression, and
3. Reading Comprehension.

● Tip 13 The Basics

Learn what to expect and how to take a standardized test from the textbook (don't waste time with directions - memorize them).

● Tip 14 The Basics

● You should use effective time management

-- Pace yourself; you have 115 minutes to answer 140 questions.

You will probably not be able to answer them all, so if you have to read a question more than twice, GUESS at the answer. DON'T LEAVE ANY QUESTIONS BLANK. There is no penalty for wrong answers; just points for the questions you answer correctly.

There is no penalty for an incorrect answer - have one letter in mind that you will see as your "guess" answer. For example, your guess answer could be "B".

● Tip 15 The Basics

Practice the techniques and do the drills a little at a time - don't leave it all for one weekend.

● Tip 16 The Basics

On the day of the exam, you will need:

- your admission ticket,
- photo identification,
- your passport,
- a few sharpened No.2 pencils, and
- a watch.

● Tip 17 The Basics

You are not allowed to take food or drinks into the test center and you will not be given a break; so make sure you have had a good breakfast before you go. This is very important as you will think

better, and therefore, do better on the test.

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Part II - Listening Comprehension

● Test Design Features

Length: 35 minutes

Number of Questions: 50 questions

- Part A: You will hear a short conversation between 2 people; a third person will then ask you questions about what was said. There are 30 questions in Part A.
- Part B: You will hear two longer conversations between 2 people; a third person will then ask you questions about what was said. There are eight questions in Part B (three to five questions for each conversation).
- Part C: You will hear three short lectures given by one person. Each talk is followed by 3 - 5 questions. There are 12 questions in Part C.

● Types of Listening Questions

All multiple-choice questions (1 stem and 4 options)

● Pacing

With the paper-based TOEFL the pace of the questions is determined by the tape recording; examinees have 11 seconds to respond to each question.

● Notetaking

You are NOT allowed to take notes or have any notes at their computer.

Listening Section Tips 18 - 25

● Listening Section Tip 18

Read ahead: read the answer choices before you hear each question.

● Tip 19

Pace yourself - answer every question. In the Listening Section of the paper-based exam, it is important to GUESS the answers if you don't know it!

● Listening Section Tip 20

Guess the topic: What is the conversation about?

You can guess the topic by reading the answer choices. For example, if each answer has the same word in it like "lecture", then you know the topic of the conversation is about the lecture. Once you know what the topic is, then you can guess the question.

● Listening Section Tip 21

You can guess the question by the **type** of the answer choices: (meaning, circumstance, action)

1. **MEANING:** the answer choice will have a subject and a verb and will answer questions such as "what does the man/woman mean?". The answer choice could be "The movie starts at eight".
2. **CIRCUMSTANCE:** circumstance answer choices will not have a subject or a verb (the answer choice will be about a place, name or detail such as "into the store" or "with the dog"); the circumstance question could be "where were they going?"
3. **ACTION:** action questions will have a verb in each answer choice. (verb examples; go, do, stay, save, wait) An action question could be "What must the woman do?" and the answer choice could be "stay at home".

● Listening Section Tip 22

A trap answer choice is one that means the opposite of the right answer choice.

● Listening Section Tip 23

A trap answer choice is one that uses some of the same sounds and words as those in the stem. (ex: Some day sounds like Sunday)

● Listening Section Tip 24

Three ways to find the right answer:

1. **OPPOSITES:** if there is one pair of opposites in the answer, one of them is likely to be the right answer
2. **COMMON SENSE:** too extreme, wrong topics, silly;
3. **SOUND-ALIKES:** an incorrect answer choice often contains words that sound like the words in the stem.

● Listening Section Tip 25

Summary of Strategy

Step 1: Read the answer choices before you hear the question.

Step 2: While reading, look for

- The topic or the question
- Opposite pairs in the answer choices
- Anything that violates common sense.

Step 3: Listen to confirm what you found in Step 2.

Step 4: Choose your answer. If you are still undecided, choose the answer choice containing the fewest sounds from the statement or dialogue.

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Conversational English Tips 26 - 31

● Conversational English Tip 26

Practice speaking and listening to English (radio, TV, internet sites like Dave's ESL Café (<http://eslcafe.com>)

● Conversational English Tip 27

Voice emphasis can change the meaning of a statement

● Conversational English Tip 28

Emphasized expressions:

● Conversational English Tip 29

Common TOEFL exam Cliches

● Conversational English Tip 30

Homonyms are like sound-alikes; Keep a list of those you missed on those pages to review now and again.

● Conversational English Tip 31

Idioms are words or phrases that do not translate literally

Keep a list of those you missed on those pages to review now and again.

● Now do the following drills:

- [Idiom Drill 1](#)
- [Idiom Drill 2](#)
- [Idiom Drill 3](#)

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Longer Conversations Tips 32 - 34

● Longer Conversations Tip 32

The difficulty of these Parts B & C is in remembering what was said long enough to answer the questions. Even native English speakers cannot remember every word! You won't have trouble understanding what was said, just remembering it!

● Longer Conversations Tip 33

Anticipate the questions. The questions that follow these talks are arranged in roughly the same order in which the information is presented. As soon as you hear the answer to a question, you should start listening for the answer to the next question.

● Longer Conversations Tip 34

Types of questions

- Setup questions ask about the main topic, the speaker, the audience, or the location.
- Specific questions ask about a particular fact, an opinion, a definition.
- Conclusion questions ask about future actions, the outcome, future discussions (uses words like implies, most probably, and suggest.)

Part III - Structure and Written Expression

- Structure & Written Expression

Structure questions: test the ability to identify the correct structure needed to complete a given sentence. The examinee reads incomplete sentences. From the four responses provided for each incomplete sentence, the examinees must choose the word or phrase that best completes the given sentence. Only one of the choices fits correctly into the particular sentence.

Written Expression questions: test the ability to recognize correct grammar and to detect errors in standard written English. Here the examinee reads sentences in which some words or phrases are underlined. The examinee must identify the one underlined word or phrase in each sentence that would not be accepted in standard written English.

- Test Design Features Tips 35 - 37

- Tip 35 Structure

Sentence Completion - 15 questions

Error Identification - 25 questions

Time: 25 minutes

- Tip 36 Sentence Completion

For Sentence Completion you will be given a sentence that contains a blank and asked to choose from the four choices the best possible answer.

Use the two-pass system to answer the Sentence Completion questions.

- First pass: answer all the questions that you see the answer right away.
- Second pass: go back and try to answer the harder questions. GUESS if you still don't know.

- Tip 37 Using POE to determine the correct answer

POE - Process of Elimination can increase your chances of answering correctly. If you know an answer is wrong, you can eliminate that choice and increase your chance of answering

correctly.

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The Paper-based TOEFL e-Book

Welcome back, students!

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Send any questions you have to your tutor at toefl@toeflcampus.com.

Structure and Written Expression: Grammar Tips 38 - 48

- Structure: Grammar Tip 38

Nouns: a person, place, thing, or idea

- Structure: Grammar Tip 39

Pronouns: A pronoun is a word that takes the place of a noun.

- Examples: he, she, his, it, her.

- Structure: Grammar Tip 40

Verbs: A verb is an action word.

- Example: kicked, thought, are, felt.

- Structure: Grammar Tip 41

Modifiers: used to describe another word

- Adjectives: describe nouns
- Adverbs: describe adjectives, verbs, and other adverbs (many adverbs end in -ly)

- Structure: Grammar Tip 42

Subject: The subject of a sentence is either a noun or a pronoun. It tells you who or what is performing the action.

- Structure: Grammar Tip 43

Articles: a, an and the are all articles.

Articles are used before nouns; "a" and "an" are used as non-specific modifiers and "the" is used as a specific modifier.

For example: "I put the book on a table."

"the book" shows that it was a specific book;

"on a table" shows that it was not a specific table.

If I said, "I put a book on the table", I mean that I put "a non-specific book or any book" on "the table" which means that it was a specific table, one that I could point to or a specific table that I was referring to.

"An" is used the same as "a" except that it is used before nouns and adjectives starting with a vowel, such as "an orange" or "an eye" or "an apple" or "an intense storm". "An" is not used before the letter "Y"; you would use "a", such as "a yellow towel" or "a young man" or "a yapping dog".

"A" and "an" are used to modify single nouns or adjectives modifying single nouns. "The" can be used for both single and plural modifiers; for example, "I put the books on the table" or "I put the book on the table."

● Structure: Grammar Tip 44

Prepositions: into, from, without, etc.

Note: the most common type of phrase on the TOEFL is the prepositional phrase.

- Examples: "I went **into the house**"; "She read **from the cookbook**".

● Structure: Grammar Tip 45

Conjunctions: Conjunctions link words or word groups in a sentence. Examples: and, or, but, etc.

- "I bought oranges, apples, **and** bananas."
- "We could go to the beach **or** to the park."
- "He would have gone to the movies **but** he was sick."

● Structure : Grammar TIP 46

Sentences: Sentences must have **both** a subject and a conjugated verb. It expresses a **complete** thought.

For example, "He went to the store".

"He" is the **subject**, "went" is the **verb**, and "to the store" is the *adverb clause* telling where he went.

"Go!" is a complete sentence because it has a **verb**, "go" and "you" is the **implied subject**. Command sentences such as this don't often have a stated subject but it is understood that "you" is the subject.

● Structure : Grammar TIP 47

Flexible Verbs: Some words may look like verbs but do not act like verbs.

- Participate: this form of verb often ends in -ing or -ed and acts as an adjective. For example, "The **talking** doll was very pretty." or "That **baked** pie smells delicious."
- Gerund: this form of verb ends in -ing and acts as a noun. For example, "**Listening** to him was very educational."
- Infinitive: the basic form of a verb but is not the main verb and can act as a noun, an adverb, or an adjective. For example,
 - as a noun: "**To speak** in front of an audience is very frightening to many people."
 - as an adverb: "I plan **to arrive** at nine o'clock."
 - as an adjective: "The work **to be done** was for the seminar."

● Structure : Grammar TIP 48

Advanced Grammar

- Phrases: A phrase is a group of words that act as a part of speech. It does not express a complete thought like a sentence.
 - Adverb phrase, "I went **to the store**."
 - adjective phrase, "The girl **with blond hair** sits beside me."
 - noun phrase, "**To go on the trip** was exciting."
 - prepositional phrase, "The book was written **by the author**"
- Clauses: independent or dependant clauses
 - an **independent clause** can stand on its own. For example, "I was afraid".
 - a **dependant clause** cannot stand on its own. For example, "to go to school."

● Now do the following drill:

[Grammar Drill](#)

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Sentence Completion Tips 49 - 50

● Sentence Completion Tip 49

Process of Elimination:

- If there's no main verb, eliminate that answer choice.
Remember, a verb is an action word. It can express a physical action, a mental action, or a state of being. For example:
 - a physical action: "I **went** to the store".
 - a mental action: "I **think** he likes me".
 - a state of being: "I **am** very happy".
- Make sure the subject and verb agree in **number**. If you have a plural subject, you must have a plural verb. For example, "They are happy" or "I am happy".
- Find the **subject**. The subject can be a noun or a pronoun. A noun is a person, place, thing, or idea. A pronoun is a word that takes the place of a noun, such as "I, he, she, it, we, they, you."
- What is the **tense** of the verb (i.e. present, past, or future tense)
- Make sure the verb is **conjugated**. For example, the verb "to sing" must be conjugated as:
 - present tense:
 - (I)"sing",
 - (I)"am singing",
 - (he, she, or it) "is singing", or
 - (they, we, or you) "are singing".
 - past tense:
 - (I, he, she, it, you, they, we) "sang",
 - future tense:
 - (I, he, she, it, you, they, we) "will sing".
- If there's no main subject, eliminate that answer choice.
- Figure out what is missing from the sentence.
- Look to see what action is taking place in the sentence. Is it a physical action, a mental action, or a state of being?
- Make sure the subject and verb agree in number, ie. if your subject is plural (we, they, you) your verb must be plural. For example:
 - (We, they, or you) are happy.
 - (I, he, she, or it) is happy.

- If you've found the main subject and the main verb, what else could be missing?
 - A **modifier** or **dependent clause**, such as, "Mr. Smith **who lives next door** is a very nice man." "who lives next door" **modifies** "Mr. Smith" and tells who he is.
 - a fixed expression which often starts a **dependent clause**, such as, "which", "because of", "in spite of", "that", or "who". For example, "**In spite of being smart**, I found the test was extremely hard".
 - an expression of **comparison**, such as "more than", "bigger than", "as many as", "as much as possible", "greater than", "wider than", "longer than", "farther than", "longer than", "as good as", etc. For example, "As good as he was, she was better".
- Locate the **main subject** and a **main verb**.
- Remember that "because" usually signals a dependent clause which also contains a subject and verb but not the main ones.

If there's **no** main subject or main verb:
 This type does not occur very frequently. An example would be, "There were no samples that matched the pattern." "There is", "there are", "there were", "there was", "it is", and "it was" are examples of no main verb or subject and are classed as expressions.

● Sentence Completion Tip 50

Strategy:

Locate the main verb.

- Eliminate answers without **conjugated** verbs
- Eliminate answers that do not agree with the subject in **number**
- Eliminate answers with verbs that are conjugated in the wrong **tense**.

Locate the main subject.

- Eliminate answers that use poor grammar, have diction errors, or contain unnecessary words.

If there is a main subject and verb, take a look at the answer choices to see what is missing.

Eliminate answers that do not agree with the rest of the sentence, that contain errors of diction, or that contain extra words.

If there is no subject or verb, eliminate choices that do not supply both a subject and a verb for the sentence or that do not agree with the rest of the sentence.

● Now do the following drills:

- [Drill 1](#)
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- [Drill 3](#)

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Error Identification Tips 51 - 59

● Structure: Error Identification TIP 51

You only have to FIND the error; you don't have to correct it!

In the next 7 tips you will see the "Seven Common Errors".

● Structure: Error Identification TIP 52

Seven Common Errors: Error #1

- Verb Tense and Agreement
- Make sure the subject and verb agree in tense and in number
- Countries are singular

● Structure: Error Identification TIP 53

Seven Common Errors: Error #2

Nouns

- Singular and plural nouns:
 - Many plural nouns are followed by an **s**.
 - Singular nouns could be identified with **a, an, or this**.
 - Plural nouns could be identified with **the, those, these, two (or any number over two), or they**.

- Groups of nouns listed together with "**and**" are plural. For example, "Apple, orange, and grape are all fruit drinks."
- Noncountable nouns refer to things that cannot be counted, such as:
 - technology,
 - water,
 - justice,
 - family,
 - money,
 - honesty,
 - air
 - politics,
 - faith,
 - furniture, etc.

These nouns are classed as singular and you can replace them with "**it**".

- Countable nouns refer to things that can be counted, such as:
 - cat, cats
 - knife, knives
 - child, children
 - cookie, cookies
 - can, cans, etc.

● Structure: Error Identification TIP 54

Seven Common Errors: Error #3

Pronouns

- Pronoun agreement: Make sure the pronoun agrees with the noun it replaces in terms of number, case, and gender. For example, "I was sure I had the money because I remember counting **it**." This sentence is correct; it would be incorrect to say, "I was sure I had the money because I remember counting **them**."
- Missing pronouns, such as "He took the money from my purse but he promised to replace...."; This sentence should read, "He took the money from my purse but he promised to replace **it**."
- Extra pronouns: If you see a noun and a pronoun right next to each other, one is probably unnecessary (especially as an unnecessary second subject). for example, "The child **he** is

very stubborn" should read, "The child is very stubborn."

● Structure: Error Identification TIP 55

Seven Common Errors: Error #4

Diction

- Watch out for the use of a verb instead of a noun or vice versa! For example:
 - Wrong: "He is quick to **reaction**."
 - Correct: "He is quick to **react**."
 - Nouns and adjectives may sometimes sound alike. For example:
 - Wrong: "He is coldness."
 - Correct: "He is cold."
 - Adjective-Adverb (adverbs often end in -ly but there are many exceptions). For example:
 - "The puppy is **big**." ("big" is an adjective and modifies "puppy".)
 - "The puppy has grown **bigger**." ("bigger" is an adverb and modifies the verb "has grown".)
- The normal rule for forming an adverb is to add '**ly**' to the adjective, such as "slow; slowly", "beautiful; beautifully", "shy; shyly", etc. For example:
- Adjective: "The **slow** train is late".
 - Adverb: "The train moves **slowly**".
- Some words may appear misspelled. Some favorite errors on the TOEFL include using the word for a profession, such as "chemist", instead of the word for the subject, "chemistry".
 - Wrong: "He studies **chemist**."
 - Correct: "He studies **chemistry**."
 - Other typical mistakes for words that sound alike:
 - weigh/way
 - weather/whether
 - decent/descent
 - complements/compliments
 - principal/principle
 - basis/ base
 - except/accept

These words may sound the same but have very different meanings.

● Structure: Error Identification TIP 54

Seven Common Errors: Error #5

Parallelism

- The rule is that items in a list must be in the same form. For example:
 - "Eileen loved to run, doing her homework, and to watch television." You must change "doing her homework" to "do her homework." You could also say, "Eileen loved running, doing her homework, and watching television."

Seven Common Errors: Error #6

Quantity and Comparison Words

Quantity:

- When expressing a quantity of a **countable** noun, use fewer, number, and many.
- When expressing a quantity of a **noncountable** noun, use "less, quantity, amount, little, and much."

Remember, **much** is used for *quantity*, **many** for *number*. Examples of these rules are:

- "He hasn't **much** money, but he has **many** friends."
- "He eats **little** chocolate and **few** sweets."
- **Much** before a noun or modifying a verb is rarely used in an affirmative statement or command. It is often replaced with "**a lot of**", "**a good deal of**", or "**plenty of**". For example:
 - "I have spent a lot of money."
 - "Bring a lot of cheese."
 - "I enjoyed it a lot."

However, "**very much**, **too much**, and **so much**" are used more commonly. For example:

- "I have spent too much money."
- "I enjoyed myself very much."
- "There is so much to do."

However, **much** is used in a negative or interrogative sentence. It also can follow verbs of a negative meaning, such as "deny, forbid, or doubt." For example:

- "You won't find much left."
- "Have you much to do?"
- "I forbid you to bring much with you."

● Structure: Error Identification TIP 57

Seven Common Errors: Error #5 Continued

Comparison:

- When comparing **two** things, use the form that ends in -er, such as better, older, younger, prettier.
 - When you are comparing **three or more** things, use the form that ends in -est, such as best, oldest, youngest, prettiest.
 - When you have a group of two things, use **between**.
 - When you have a group of three or more things, use **among**.
- For example:
- "The decision is between you and I."
 - "The four men must make the decision among them."

● Structure: Error Identification TIP 58

Seven Common Errors: Error #7

Idioms: An idiomatic expression is one that would not make sense if it were translated literally. Some examples:

- "He kicked the bucket" means "He died";
- "She bought the farm" means "She has died";
- "He is full of himself" means "He has a great ego";
- "We see eye to eye" which means "We agree".

The use of **prepositions** can be difficult in idioms, and are often tested. Examples are:

- Worry about someone NOT worry of someone;
- Envious of your coat NOT envious for your coat;
- According to the plan NOT according with the plan;
- Comply with rules NOT comply to rules;
- In accordance with policy NOT in accordance to policy;
- Jealous of others NOT jealous for others; etc.

- Other common idiomatic expressions that are tested are in the use of **conjunctions** which connect equal parts of sentences, such as:

- Not only...but also
"Not only was she late, but she also wasn't prepared."
- Neither... nor
"He liked neither fruits nor vegetables."
- Either ...or
"She is either going to college or she is getting a job."

● Structure: Error Identification TIP 59

Remember the parts of the sentence that are NOT underlined are

correct as written. You can look at these parts that you know are correct and use them to guide you.

- Articles and adjectives can tell you whether nouns are plural or singular.
- Pronouns replace nouns.

Now look at the underlined parts.

Decide what part of speech they are and look for the seven common errors:

1. Verb Tense and Agreement
2. Nouns
3. Pronouns
4. Diction
5. Parallelism
6. Quantity and Comparison Words
7. Idioms

● Now do the following drills:

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English Tutor TeleCampus' Offline TOEFL Program Grammar Drill 1

- **Grammar** (It's not that bad!)
- **Drill 1**

This is a drill on adjectives and adverbs. Read each sentence, and then select the answer you think is best.

1. Martha performed _____ on the exam.

- (A) good
- (B) well

2. The car moves _____.

- (A) quick
- (B) quickly

3. The ground was _____ after the night's frost.

- (A) firm
- (B) firmly

4. Paul scored the test _____.

- (A) accurate
- (B) accurately

5. The winner of the contest is certainly _____.

- (A) beautiful
- (B) beautifully

6. My new car runs so _____.

- (A) smooth
- (B) smoothly

7. The color of my house is _____ yellow.

- (A) bright
- (B) brightly

8. The old computer runs so _____ .

- (A) slow
- (B) slowly

9. After going to the dance, Mary was _____ tired.

- (A) real
- (B) really

10. The meal was _____.

- (A) delicious
- (B) deliciously

Answers:

- 1. (B) well (adverb, describing how she performed)
- 2. (B) quickly (adverb, describing how the car moved)
- 3. (A) firm (adjective, describing the ground)
- 4. (B) accurately (adverb, describing how he scored)
- 5. (A) beautiful (adjective, describing the winner)
- 6. (B) smoothly (adverb, describing how the car runs)
- 7. (A) bright (adjective, describing yellow)
- 8. (B) slowly (adverb, describing how it runs)
- 9. (B) really (adverb, describing how tired she was)
- 10. (A) delicious (adjective, describing "meal")

English Tutor TeleCampus TOEFL® Study Guide

● Idiom Drill #1

Read the short conversation between the man and woman and the question that follows; then choose the answer that best answers each question.

1. Woman: I heard that the award ceremony was wonderful.

Man: Yes, John broke down when he won the humanitarian award.

What does the man mean?

- (A) John's award was broken.
- (B) John got emotional when he won.
- (C) John only received one award.
- (D) The award was humanitarian.

2. Man: Will you help me clean the kitchen?

Woman: Sure. You clear away the dishes and I'll wash the pots.

What does the woman want the man to do?

- (A) Wipe off the dishes.
- (B) Take the dishes off the table.
- (C) Take the pots away.
- (D) Put the dishes away.

3. Man: It's so sad that Harvey isn't feeling well.

Woman: What a bad time for him to come down with the chicken pox!

What does the woman mean?

- (A) Harvey was coming with chicken.
- (B) Harvey has chicken pox.
- (C) Harvey fell down.
- (D) Harvey is having a bad time.

4. Woman: When did the new movie house open up?

Man: I don't know - it seems like it went up last week!

What does the man suggest?

- (A) The movie house was built quickly.
- (B) The movie house is very tall.
- (C) He doesn't understand the woman's question.
- (D) It opened a week ago.

5. Woman: Have you heard about the principal's new plan to make the school day longer?

Man: She'll never go through with it!

What does the man mean?

- (A) He likes the principal's plan.
- (B) The principal went through the school.
- (C) Her plan is possible.
- (D) The principal will not carry out her plan.

6. Man: How long have you been working on that paper?

Woman: Three hours - I give up!

What does the woman want to do?

- (A) Give the man the paper.
- (B) Stop working on the paper.
- (C) Throw the paper up in the air.
- (D) Work longer.

7. Man: Did you see John's new haircut?

Woman: I don't know if that crazy style will fit in with his conservative friends.

What does the woman suggest?

- (A) John's haircut is not like any of his friends' haircuts.
- (B) John's hair won't fit his head.
- (C) John's friends are too conservative.
- (D) She hasn't seen John's haircut.

8. Woman: What time do you want to wake up?

**Man: Well I'll set the alarm to go off at eight in the morning.
What does the man want to do?**

- (A) Put off the alarm.
- (B) Eat in the morning.
- (C) Wake up at eight in the morning.
- (D) Get a new alarm.

9. Man: Did you hear about the new vaccine?

**Woman: What a breakthrough for people with that sickness!
What does the woman mean?**

- (A) It's good news for people with that sickness.
- (B) People with that sickness will get sicker.
- (C) The vaccine is broken.
- (D) Scientists are not through with their study.

10. Man: What do you want to do today?

**Woman: It's hot - let's just hang around.
What does the woman suggest?**

- (A) That they do nothing.
- (B) That they go home.
- (C) That they walk around.
- (D) That they hang pictures.

Answers:

- 1. B
- 2. B
- 3. B
- 4. A
- 5. D
- 6. B
- 7. A
- 8. C
- 9. A
- 10. A

- [Back to Idiom Drills](#)
- [Back to Beginning of Tips and Drills](#)

English Tutor TeleCampus TOEFL® Study Guide

● **Idiom Drill #2** - Conversational English

Match the idiom with the definition.

1. pushover

- (A) to stay in communication with
- (B) restricted
- (C) someone easily taken advantage of
- (D) to be sick in bed
- (E) finished

2. pull off

- (A) to refuse
- (B) to overlook
- (C) to bear an embarrassment
- (D) to do in spite of problems
- (E) to terminate someone's employment

3. pass up

- (A) to refuse
- (B) to overlook
- (C) to bear an embarrassment
- (D) to do in spite of problems
- (E) to terminate someone's employment

4. pass by

- (A) to refuse
- (B) to overlook
- (C) to bear an embarrassment
- (D) to do in spite of problems

(E) to terminate someone's employment

5. over with

(A) to stay in communication with

(B) restricted

(C) someone easily taken advantage of

(D) to be sick in bed

(E) finished

6. off limits

(A) to stay in communication with

(B) restricted

(C) someone easily taken advantage of

(D) to be sick in bed

(E) finished

7. live down

(A) to refuse

(B) to overlook

(C) to bear an embarrassment

(D) to do in spite of problems

(E) to terminate someone's employment

8. lay up

(A) to stay in communication with

(B) restricted

(C) someone easily taken advantage of

(D) to be sick in bed

(E) finished

9. lay off

(A) to refuse

(B) to overlook

- (C) to bear an embarrassment
- (D) to do in spite of problems
- (E) to terminate someone's employment

10. keep in touch with

- (A) to refuse
- (B) to overlook
- (C) to stay in communication with
- (D) to do in spite of problems
- (E) to terminate someone's employment

Answers:

- 1. C
- 2. D
- 3. A
- 4. B
- 5. E
- 6. B
- 7. C
- 8. D
- 9. E
- 10. C

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- [Back to Beginning of Tips and Drills](#)

English Tutor TeleCampus TOEFL® Study Guide

● Idiom Drill #3 - Conversational English

Read the sentence and then choose the answer that best completes the sentence.

1. "Work hard and _____ it for success."

- (A) steep in
- (B) step on one's toes in
- (C) stick to
- (D) pull out of

2. "I'm in a real rush; _____ later and I'll have more time to talk".

- (A) stop by
- (B) drop out
- (C) turn over
- (D) turn off

3. Jane was _____ with work and couldn't be here.

- (A) up to date
- (B) tied up
- (C) filled up
- (D) touched up

4. Smitty felt that people who were rude were a real _____.

- (A) turnoff
- (B) turn down
- (C) turn over
- (D) stop up

5. Patty always sets her alarm so that she can _____ at 8.

- (A) think over
- (B) write down
- (C) think through
- (D) wake up

6. The beginning of the sequel to that book brings the reader _____ with what happened in the first book.

- (A) up over
- (B) up to date
- (C) up against
- (D) think over

7. At our school no one would even think to _____ against the administration for fear of getting in trouble.

- (A) step in
- (B) sign in
- (C) speak out
- (D) step up

8. Due to the great fury about what little he had done, Mayor Pete was forced to _____ to satisfy the people.

- (A) speed up
- (B) step down
- (C) speak up
- (D) step in

9. "Why don't you _____; I'm sure that Mr. Smith will be here any second.

- (A) step up
- (B) sign in
- (C) stick around
- (D) think better of

10. Americans _____ being able to buy anything they

want in a large convenience store -- in Russia, it is not always so easy.

- (A) think over
 - (B) think through
 - (C) think better of
 - (D) think nothing of
-

Answers:

- 1. C
- 2. A
- 3. B
- 4. A
- 5. D
- 6. B
- 7. C
- 8. B
- 9. C
- 10. D

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English Tutor TeleCampus TOEFL® Study Guide

Reading Comprehension

● Reading Comprehension - Drill 1

Match each phrase to its paraphrase.

1. determine optimal planting schedules

- (A) establishment of democracy
- (B) hinder erosion
- (C) find a new way to solve the problem
- (D) find the best time to sow seeds
- (E) almost simultaneously

2. due to comprehensive adjustments

- (A) because of drastic changes in
- (B) a more traditional approach
- (C) a major cause of its success
- (D) experience of different feelings
- (E) in dire need of

3. a primary reason for the victory

- (A) because of drastic changes in
- (B) a more traditional approach
- (C) a major cause of its success
- (D) experience of different feelings
- (E) in dire need of

4. improvise a solution

- (A) establishment of democracy
- (B) hinder erosion
- (C) find a new way to solve the problem
- (D) find the best time to sow seeds
- (E) almost simultaneously

5. introduction of a representative form of government

- (A) establishment of democracy
- (B) hinder erosion
- (C) find a new way to solve the problem
- (D) find the best time to sow seeds
- (E) almost simultaneously

6. keep topsoil in place

- (A) establishment of democracy
- (B) hinder erosion
- (C) find a new way to solve the problem
- (D) find the best time to sow seeds
- (E) almost simultaneously

7. a chronic shortage of

- (A) because of drastic changes in
- (B) a more traditional approach
- (C) a major cause of its success
- (D) experience of different feelings
- (E) in dire need of

8. various emotional responses

- (A) because of drastic changes in
- (B) a more traditional approach
- (C) a major cause of its success
- (D) experience of different feelings
- (E) in dire need of

9. roughly at the same time

- (A) establishment of democracy
- (B) hinder erosion
- (C) find a new way to solve the problem
- (D) find the best time to sow seeds
- (E) almost simultaneously

10. a more conservative style

- (A) because of drastic changes in
- (B) a more traditional approach
- (C) a major cause of its success
- (D) experience of different feelings
- (E) in dire need of

Answers:

- 1. D
- 2. A
- 3. C
- 4. C
- 5. A
- 6. B
- 7. E
- 8. D
- 9. E
- 10. B

- [Go Back to Reading Comprehension Tips](#)
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The Paper-based TOEFL e-Book

Welcome, students!

Read the tips carefully and then try to apply them to the drill questions.

Send any questions you have to your tutor at toefl@toeflcampus.com.

Part IV - Reading Comprehension Tips

● Test Design Features Tips 60 - 62

Length: 55 minutes

Number of questions:

- 50 questions:
 - 4 - 5 passages of 250 - 350 words in length
 - with 8 - 12 questions per passage

Types of Reading questions

ALL traditional multiple-choice questions (1 question stem with 4 options)

● Reading Comprehension TIP 60

The reading comprehension section has both easy and difficult questions. Therefore, your time is best spent working on the easier questions.

Remember, your scores are based on the number of questions they answer correctly; therefore, to maximize your scores in this section, it is better for you to guess than not to respond at all.

● Reading Comprehension TIP 61

This section tests a variety of reading skills that are important when we read:

- main idea
- inferences
- factual information stated in the passage
- pronoun referents
- vocabulary, synonyms, antonyms

● Reading Comprehension TIP 62

On this section of the test, you will not be able to see the questions first, but can refer back to the passage.

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Phrases & Paraphrases Tips 63 - 65

● Reading Comprehension TIP 63

There are three major question types on the Reading Comprehension section.

1. Specific questions;
2. vocabulary in context and reference questions;
3. and general questions.

● Reading Comprehension TIP 64

Specific questions: These questions ask for a specific piece of information found in the passage. To answer them, go to the passage to find it.

"Lead words" tell you what to look for in the passage. It is often a noun or a noun phrase.

● Reading Comprehension TIP 65

Vocabulary in context and reference questions:

- Vocabulary in context questions ask you for the meaning of a specific word in the passage.
- Reference questions ask you what a specific pronoun in the passage refers to.

The right answer to an EXCEPT/NOT question is the one that is not mentioned in the passage.

- Now do the following drill:

[Reading Comprehension Drill 1](#)

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- Reading Comprehension General Questions Tip 66

These questions ask about the overall subject of the passage.

- Main idea/Best title:
A main idea questions asks you for the primary purpose of the passage.
- Before and After questions: These questions ask you about what was written in the paragraph immediately before or immediately after the question. (key words like preceeding/following)
- Inference questions: These questions ask about information not stated directly in the passage. (key words like supports /implies/inferred)
- Always do inference questions last: This type of question is often a paraphrase or summary of the passage.

- Now do the following drill:

[Reading Passage Example Questions](#)

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Essay Question

- Essay Writing Tips 67 - 70

- Essay Writing Tip 67

You will know ahead of time if your test has an essay section in it. If it does, you must complete the essay within 30 minutes. Use the essay section on our website for practice.

As you will handwrite the essay, you will be given paper during the 10-minute break between Structure and Reading. All test takers will be given paper to outline their essays or make notes.

The essay topic is randomly selected.

- TIP 68 Write an outline.

You will be allowed to make notes on paper the test center will provide. These notes will not be included as part of your score.

Spend about 5 minutes planning your essay.

Your essay should contain:

- An introduction (why not repeat the statement and state whether you agree or disagree.
- Three reasons to support your opinion.
- Your conclusion, in which you summarize everything you've already said.

- TIP 69 Start Writing

Write legibly

Make sure it's at least 200 words long (remember you have only 30 minutes and you must stop after that time)

Indent your paragraphs

Keep your sentences short and simple

Use grammatical structures you are comfortable with

Only use words you know

Only use words you know how to spell

Watch your punctuation

- TIP 70 The last 5 minutes!

Check your work.

Spend the last five minutes rereading what you've written to look for mistakes.

- Grammar,
- spelling,
- punctuation,
- diction (word choice)

Now go on to the [Essay Section of the Guide](#)

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Getting Ready for the Test

● TIP 71 Taking a Practice Test

You will need:

- A quiet room
- A Stopwatch or a watch with a second hand
- Approximately one hour and forty-five minutes of uninterrupted time

THEN:

- Use only the amount of time actually allotted for each section.
- Do not stop and start; take the entire test section in one sitting.
- Do not mark in the test booklet.
- Do not forget to mark your guessing letter for any question you've left blank at the end of each section. You must mark one answer for every question.

● TIP 72 Getting Ready for the Test

As you practice, pay attention to what you got right and what you got wrong. This will help you improve the next time you practice.

● TIP 73 Getting Ready for the Test

MISTAKES:

- Look up vocabulary words you don't know.

- Stupid mistakes: answer sheet fumbles
- Impatience - didn't bother to read through all of the answer choices before choosing the answer.
- Misunderstanding the question - you may have to read a question 2 or 3 times before understanding it.
- Lucky guesses - Process Of Elimination (POE) but next time, use the reasons you chose the answers you did.
- Other wrong answers - try to discover if you could have eliminated an answer or two
- Pacing Problems -
 - do not fall behind on the Listening Section
 - do not forget the Two-Pass System
 - do not get stuck on any one question in reading comprehension

● TIP 74 ONE WEEK BEFORE THE TEST

Be prepared:

- Know exactly where the test center is and how to get there.
- Be sure to allow enough time to reach the center before the exam begins.
- Some people have trouble writing exams; some are very nervous; here are some techniques for calming yourself down:
 - breath deeply a few times,
 - close your eyes,
 - some people find it helpful to mentally picture yourself in a location that is calming.
- In your last week before the exam, stay well rested and continue to practice with the test-taking tips and reminding yourself of your two major priorities - pacing and process of elimination.
- The night before the exam, plan to eat a light meal, don't study, be well rested for the morning.
- Be sure to double check your alarm and perhaps have a back up plan (a friend to call to make sure you are ready)

● TIP 75 The Day of the Test

- Good Luck

- Wear comfortable clothes,
- eat breakfast,
- allow yourself lots of time to get to the exam location,

- make time to do some "warm-up" questions of each type,
- be sure you have the following items before you leave for the test:
 - Identification: Check for a list of acceptable forms of identification.
 - Your admission ticket.

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English Tutor TeleCampus TOEFL® Study Guide Reading Comprehension

- **Example Questions from a Reading Passage**

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

(1) The first half of the twentieth century ushered in many drastic changes. Some of the most far-reaching changes have been brought about by one invention, the (5) automobile. The increased availability of gasoline- powered cars has affected all aspects of society, all over the world.

In 1909 Ford's Model T sold for three hundred and fifty dollars. However, with the (10) invention of the assembly line, which reduced the production time for a car from fourteen hours to ninety-three minutes, Ford was able to sell the Model T for less than three hundred dollars by the end of the (15) decade. In the 1920s General Motors introduced five classes of car, from the luxurious Cadillac to the economical Chevrolet. By 1929 there was one car on the road for every five people living in the (20) United States.

This booming industry helped to support many others, including the steel,

chemical, rubber, petroleum, and glass industries. Americans willingly paid state gasoline taxes (25) to create the new highways that soon crisscrossed the nation. The automobile also affected industries not directly involved with production or transportation. For example, advertising agencies responded to (30) increased highway traffic with a tremendous surge in roadside billboard advertising. In all, by the 1930s more than 3.7 million workers in some way owed their jobs to the popularity of the automobile. (35) That number of workers continued to grow for the greater part of this century.

1. What is the main idea of this passage?

- (A) Turn-of-the-century automobiles
- (B) The effect of the automobile on American industry
- (C) The history of the American highway system
- (D) The impact of assembly-line technology on American industry

2. All of the following are mentioned as having benefited from the increased popularity of the automobile EXCEPT

- (A) the rubber industry
- (B) the tourist industry
- (C) the steel industry
- (D) highway construction

3. According to the passage, the effect of assembly-line production on the automobile industry was.

- (A) a reduction in the average worker's salary by three hundred
- (B) automobiles of better quality
- (C) an increase in the popularity of the Chevrolet
- (D) a reduction in the price of a Model T

4. The word "booming" in line 21 could best be replaced by

- (A) rapidly growing
- (B) severely limited
- (C) noise-producing
- (D) explosive

5. The passage implies that the increase in the number of roadside billboards was primarily due to

- (A) an increase in the number of highway workers
- (B) an increase in advertising overall
- (C) a new gasoline tax
- (D) an increase in the number of cars

6. What will the paragraph following this passage most likely discuss?

- (A) recent innovations in automobile design
- (B) the lives of workers in the automobile industry
- (C) the automobile's current role in world economics
- (D) the historical importance of automobiles

Answers:

1. B
2. B
3. D
4. A
5. D
6. B

● [Go on to Essay Writing Tips](#)

● [Back to Program Menu](#)

English Tutor TeleCampus TOEFL® Study Guide

● Sentence Completion - Drill 1

The following sentences do not have **main verbs**. Read each sentence, and then select the answer you think is best.

1. Although foot problems increase as people age, women _____ from them at a greater rate than men.

- (A) suffer
- (B) suffering
- (C) also
- (D) is suffering

2. An aspirin a day _____ shown to be effective for some people in preventing heart attacks, according to a study in last year's medical journal.

- (A) being
- (B) has been
- (C) to be
- (D) though

3. The number of people moving from the East to the West coast _____ over the past ten years.

- (A) increasing
- (B) to be increased
- (C) been increasing
- (D) has increased

4. Fewer than one in five people _____ on a regular basis.

- (A) exercise
- (B) to exercise
- (C) exercising
- (D) with exercise

5. Bears, moose, Dall sheep, and many varieties of birds _____ the area surrounding the Nahanni River.

- (A) which inhabited
- (B) from inhabiting
- (C) to inhabit
- (D) inhabit

6. Rock climbing _____ the new sport of the nineties.

- (A) that became
- (B) becoming
- (C) has become
- (D) to become

7. With bioengineering, foods _____ a longer shelf life.

- (A) may have
- (B) they have
- (C) which have
- (D) having had

8. In most sports, hand-eye coordination _____ important.

- (A) are
- (B) is
- (C) it is being
- (D) being

Answers:

- 1. A
- 2. B
- 3. D
- 4. A
- 5. D

- 6. C
- 7. A
- 8. B

- [Go Back to Sentence Completion Drills](#)
- [Back to Program Menu](#)

English Tutor TeleCampus TOEFL® Study Guide

● Sentence Completion - Drill 2

The following sentences do not have **main subjects**. Read each sentence, and then click on the answer you think is best.

1. _____ is unsafe.

- (A) Although failing to buckle your seat belt
- (B) Failing to buckle your seat belt
- (C) It is failing to buckle your seat belt
- (D) To fail to buckle your seat belt which

2. **Despite the best efforts of the school board to contain costs,**
_____ **was inevitable.**

- (A) an increase in taxes
- (B) there was an increase in taxes
- (C) an increase in taxes it
- (D) and increasing taxes

3. _____ in the area are steady after years of fluctuation.

- (A) Prices are in real estate
- (B) Which prices in real estate
- (C) The prices in real estate
- (D) Though real estate prices

4. _____ a male animal to a female animal is often attributed to pheromones.

- (A) It is the attraction of
- (B) While attracted to
- (C) The attraction of
- (D) With the attraction of

5. _____ who first introduced modern architecture to the

world.

- (A) Although Frank Lloyd Wright
- (B) Since it was Frank Lloyd Wright
- (C) Frank Lloyd Wright
- (D) It was Frank Lloyd Wright

6. _____ has been a never-ending struggle due to the poor workmanship of the original structure.

- (A) Rebuilding the house
- (B) That rebuilding the house
- (C) To rebuild the house when it
- (D) The house was rebuilt

7. During metamorphosis, _____ transforms from a larva into a butterfly.

- (A) a caterpillar it
- (B) a caterpillar that
- (C) a caterpillar
- (D) it is a caterpillar

8. _____ has advanced in the past twenty years, bringing wonderful inventions into homes around the country.

- (A) Technology, which
- (B) Though technology
- (C) While technology
- (D) Technology

Answers:

- 1. B
- 2. A
- 3. C
- 4. C

- 5. D
- 6. A
- 7. C
- 8. D

- [Go Back to Sentence Completion Drills](#)
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English Tutor TeleCampus TOEFL® Study Guide

● Sentence Completion - Drill 3

Use all the information you have learned so far to answer the following questions. Read each sentence, and then select the answer you think is best.

1. First introduced in 1847, chloroform is an effective, _____ potentially dangerous, general anesthetic.

- (A) and
- (B) but
- (C) or
- (D) because

2. The majority of books _____ today do not reach a wide audience.

- (A) published
- (B) publishing
- (C) to be published
- (D) have published

3. Antarctica, the fifth largest continent in the world, _____ that are joined into a single mass by an ice sheet.

- (A) two major regions
- (B) is consisting of two major regions
- (C) while consisting of two major regions
- (D) consists of two major regions

4. Natural gas, _____ of methane, is considered the cleanest of the fossil fuels.

- (A) that is a primarily composition
- (B) which is composed primarily
- (C) it is composing primarily
- (D) is primarily composed

5. Thomas Edison worked for years before _____ invented the light bulb.

- (A) did
- (B) that
- (C) he
- (D) his

6. In some people, aspirin _____ an allergic reaction.

- (A) producing
- (B) can produce
- (C) to produce
- (D) to be producing

7. Ralph Caldecott, _____ illustrations in children's literature, has an award named for him.

- (A) a pioneer of
- (B) he is a pioneer of
- (C) did pioneer
- (D) pioneered

8. George Washington was _____ president of the United States.

- (A) first
- (B) firstly
- (C) a first
- (D) the first

9. In the 1960's, many college graduates, inspired by President John F. Kennedy, _____.

- (A) joined the Peace Corp.
- (B) to join the Peace Corp.
- (C) having joined the Peace Corp.
- (D) they did join the Peace Corp.

10. Sugar, along with yeast, is responsible for _____.

- (A) rise of bread.
- (B) the rising of bread.
- (C) to rise the bread.
- (D) the bread has risen.

11. Condensation involves _____ from its vapor to its liquid state.

- (A) a substance is changed
- (B) the change of a substance
- (C) a substance of changing
- (D) to change a substance

12. The central figure in any bee colony is the queen _____ all of the hive's eggs.

- (A) when produced
- (B) which production
- (C) produce
- (D) who produces

13. _____, the Monterey Jazz Festival is the longest continuous jazz festival in the world.

- (A) Entered its thirty-seventh year
- (B) That it entered its thirty-seventh year
- (C) Entering its thirty-seventh year
- (D) Which entered its thirty-seventh year

14. In spite of protests, contestants gather every fall in Atlantic City _____ in the Miss America beauty pageant.

- (A) and competing
- (B) to compete
- (C) while the competition
- (D) to competing

15. Typically, lions live in groups called prides, _____ as many as thirty individuals.

- (A) which can include
 - (B) the inclusion of
 - (C) included
 - (D) to include
-

Answers:

- 1. B
- 2. A
- 3. D
- 4. B
- 5. C
- 6. B
- 7. A
- 8. D
- 9. A
- 10. B
- 11. B
- 12. D
- 13. C
- 14. B
- 15. A

- [Start Error Identification Tips](#)
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English Tutor TeleCampus TOEFL® Study Guide Structure

• Error Identification - Drill 1

Click on the **adjective** that best describes the noun in each sentence.

1. I like _____ mashed potatoes.

(A) fewer

(B) less

2. She ate _____ french fries than usual.

(A) fewer

(B) less

3. He wants to make _____ money as possible.

(A) as much

(B) as many

4. Anne invited a huge _____ of people to the party.

(A) number

(B) amount

5. Annette will drink an endless _____ of milk if you let her.

(A) amount

(B) number

Answers:

1. less

2. fewer

3. as much

4. number
5. amount

- [Go Back to Error Identification Drills](#)
- [Back to Program Menu](#)

English Tutor TeleCampus TOEFL® Program Structure

• Error Identification - Drill 2

Click on the correct **comparison** word in each sentence.

1. Of the twenty applicants, Athena is the _____ qualified.

- (A) best
- (B) better

2. Of the two dogs, Rover is the _____ behaved.

- (A) better
- (B) best

3. I am the _____ of my five sisters.

- (A) older
- (B) oldest

4. I am _____ than my brother.

- (A) older
- (B) oldest

5. _____ the two countries, they should be able to raise the money for aid.

- (A) Among
- (B) Between

6. Of all the speeches I heard, his was the _____ compelling.

- (A) more
- (B) most

7. After returning from our vacation, I was _____ to be home.

- (A) happier
- (B) happiest

8. _____ the three independent candidates, only he seemed qualified.

- (A) Among
- (B) Between

9. It was certainly the _____ of the two evils.

- (A) lesser
- (B) least

10. She was the _____ member of the graduating class.

- (A) shorter
- (B) shortest

Answers:

1. best
2. better
3. oldest
4. older
5. between
6. most
7. happier
8. among
9. lesser
10. shortest

- [Go Back to Error Identification Drills](#)
- [Back to Program Menu](#)

English Tutor TeleCampus TOEFL® Study Guide Structure

• Error Identification - Drill 3

Directions: Each of the following sentences has four words or phrases in italics. The four parts of the sentence in italics are marked (A), (B), (C), and (D). Identify the one word or phrase in italics that must be **changed** in order for the sentence to be correct.

Example

Guppies are sometimes *call rainbow fish because of the males' bright colors*.

- (A) call
- (B) fish
- (C) because of
- (D) bright

The sentence should read, "**Guppies are sometimes called rainbow fish because of the males' bright colors.**" Therefore, you should choose (A). Now begin work on the questions.

1. Quebec residents *will be entertained with traditional rock, folk, and from the Congo* music.

- (A) will
- (B) with
- (C) rock
- (D) from the Congo

2. The people *in this month's magazine is the most important in the news*.

- (A) in this
- (B) is
- (C) most

(D) in the news

3. There *is* many deposits *of* ore in the *surrounding* mines *of* the southwest region.

(A) is

(B) of

(C) surrounding

(D) of

4. *Growing* crops and raising animals *for* food *are* among the *more* important steps ever taken by mankind.

(A) Growing

(B) for

(C) are

(D) more

5. *In* the eleventh century the horse collar, a device *for* ploughing, *was introduced* to Europe *about from* China.

(A) In

(B) for

(C) was introduced

(D) about from

6. The goat *was one of first* animals *to be domesticated*.

(A) was

(B) of first

(C) to be

(D) domesticated

7. Hippocrates, a *famous* Greek doctor *who lived* 2,500 years ago, *swore* an oath to preserve life and *working* for the benefit of everyone.

(A) famous

(B) who lived

- (C) swore
- (D) working

8. In 1983 the *fossilized* claw and bones of a dinosaur *was* found in Surrey, England.

- (A) In 1983
- (B) fossilized
- (C) was
- (D) in

9. Robert Owen, a *factory* owner *from* the nineteenth century *tries* to improve *working* conditions for the poor.

- (A) factory
- (B) from
- (C) tries
- (D) working

10. Many Swedish farmers *belonging* to *agriculture* cooperatives which distribute *their* crops.

- (A) Many
- (B) belonging
- (C) agriculture
- (D) their

11. In 1837 Victoria, an *eighteen*-year-old woman, *named* queen of England.

- (A) In 1837
- (B) eighteen
- (C) named
- (D) of England

12. Fresco painting *involving* brushing pigments that *are* ground in water directly *onto* wet plaster.

- (A) involving

- (B) are
- (C) in water
- (D) onto

13. Japanese people *travel more from train than do* travelers *in any other country*.

- (A) travel
- (B) from
- (C) than do
- (D) in any

14. *In the past all drugs from natural sources especially herbs and plants*.

- (A) In the past
- (B) drugs from
- (C) especially
- (D) and

15. *After their conquest, Native Americans were treated cruelly and forceful to work for the Conquistadors* .

- (A) After
- (B) were
- (C) forceful
- (D) for the Conquistadors

16. Workers *such as firefighters and beekeepers need an outfit that will protect them while they work*.

- (A) such as
- (B) need
- (C) an outfit
- (D) them

17. A small *amount of steam-powered trains still burn coal for their locomotion*.

- (A) amount
- (B) still
- (C) for
- (D) their

18. In 1960 John F. Kennedy *becomes* the *youngest* man ever to be elected president.

- (A) In 1968
- (B) becomes
- (C) youngest
- (D) to be

19. The end of the civil war *left* the country *bitterness* for many years.

- (A) of the
- (B) left
- (C) bitterness
- (D) many

20. Roman cities *were careful* planned *with* straight streets, sewers, and *running water*.

- (A) were
- (B) careful
- (C) with
- (D) running water

21. The British in 1600, *founded* the East India Company *for trading with* India.

- (A) The British
- (B) founded
- (C) for trading
- (D) with

22. The retina *contain* many millions of light-sensitive cells *called* rods and cones.

- (A) contain
- (B) of
- (C) called
- (D) and

23. *Most cameras derive their names from its film they use.*

- (A) Most
- (B) derive
- (C) names
- (D) its film

24. *The Temple of Artemis, the largest of a day, was dedicated to the goddess of the moon and hunting.*

- (A) of
- (B) of a day
- (C) was
- (D) of the moon



25. *Neither a trip to the country or a visit to her aunt was able to cheer up Alice.*

- (A) or
- (B) to
- (C) was
- (D) up

Answers:

- 1. D
- 2. B
- 3. A
- 4. D
- 5. D
- 6. B

- 7. D
- 8. C
- 9. C
- 10. B
- 11. C
- 12. A
- 13. B
- 14. B
- 15. C
- 16. C
- 17. A
- 18. B
- 19. C
- 20. B
- 21. C
- 22. A
- 23. D
- 24. B
- 25. A

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Essay Writing for the TOEFL

- [Writing Section](#)
- [Writing Strategies](#)
- [Essay Rating Scores](#)
- [Essay Topics](#)

Writing Section

The Writing section measures the ability to write in English, including the ability to generate, organize, and develop ideas, to support those ideas with examples or evidence, and to compose a response to one assigned topic in standard written English.

Choice of Style

You have a 30-minute time limit to write your essay.

Essay Ratings

Each essay is assigned one of the ratings listed at the end of this page by two independent readers.

The average of the two ratings is reported on a raw score scale of 1 to 6. A rating between two points on the scale (5.5, 4.5, 3.5, 2.5, 1.5) can also be reported.

If there is a discrepancy of more than one point, a third reader independently reads the essay.

The essay rating comprises one half of the Structure/Writing score (1/6 of the total score); it is also reported separately on the score report, for informational purposes.

Writing Strategies

Below are some specific strategies for the Writing section:

A. You should look over the essay topics published in the Bulletin, and practice writing several 30-minute essays using the topics there or on this site.

B. You will be given scratch paper to organize their thoughts; however, only the essays written on the official answer sheet are scored.

You should practice handwriting an essay, using a two-sided sheet of lined paper. (You will be provided with a two-sided sheet on the day of the test.)

You should start writing the essay on the first line of the

sheet and use the other side if necessary.

You should not use large handwriting, skip lines, or leave large margins to make your essays appear longer; readers look at the development of the essay and how the ideas are expressed and elaborated on, not at how many words are written or appear to be written.

You should also write neatly and legibly. You will not be graded on the neatness of your handwriting, but the readers who evaluate the essays must be able to read the handwriting.

[C. You should become familiar with the scoring guide](#) (see [Essay Ratings](#) at the end of this page) It can be useful to understand in more detail how the essay readers evaluate the essay.

Readers judge essays on how the ideas are presented and developed as well as on the use of language.

[The essay question should be answered carefully.](#) You should do your best to write about what the essay question asks for. An essay that is not about the topic presented will receive a score of "0," and this will have a serious effect on the Structure/Writing score.

[Essays are also judged on organization.](#) If an essay is well organized, a reader will be able to read from the beginning to the end without becoming confused.

[A term used in the scoring guide is "development."](#)

Development is the gradual expansion of an idea throughout an essay, not simply the number of words written. The same ideas can be communicated in various ways, depending on skill with vocabulary and sentence structure. You should try to cover the topics as well as you can within your own abilities.

Essay readers judge how well details, examples, and reasons support or illustrate the points being made.

[The essay will also be judged on the use of language.](#)

Naturally the readers will notice grammatical errors and the number of errors in a paper. They judge whether the errors make the meaning of the essay difficult to understand. They also judge the variety, effectiveness, and appropriateness of the sentence structures and vocabulary used in an essay.

[D. You should plan and organize before beginning to write.](#)

Immediately after reading the essay question, you should take some time to think about the topic before you start to write. Making a brief outline or some notes on scratch paper

may help organize the essay.

E. Time management is the key.

You should keep track of time and allow a few minutes before the 30 minutes have ended to read over your essays and make any changes.

Essay Ratings from 1 - 6

6 An essay at this level

- effectively addresses the writing task
- is well organized and well developed
- uses clearly appropriate details to support a thesis or illustrate ideas
- displays consistent facility in the use of language
- demonstrates syntactic variety and appropriate word choice, though it may have occasional errors

5 An essay at this level

- may address some parts of the task more effectively than others
- is generally well organized and developed
- uses details to support a thesis or illustrate an idea
- displays facility in the use of the language
- demonstrates some syntactic variety and range of vocabulary, though it will probably have occasional errors

4 An essay at this level

- addresses the writing topic adequately but may slight parts of the task
- is adequately organized and developed
- uses some details to support a thesis or illustrate an idea
- displays adequate but possibly inconsistent facility with syntax and usage
- may contain some errors that occasionally obscure meaning

3 An essay at this level may reveal one or more of the following weaknesses:

- inadequate organization or development
- inappropriate or insufficient details to support or illustrate generalizations
- a noticeably inappropriate choice of words or word forms
- an accumulation or errors in sentence structure and/or usage

2 An essay at this level is seriously flawed by one or more of the following weaknesses:

- serious disorganization or underdevelopment
- little or no detail, or irrelevant specifics
- serious and frequent errors in sentence structure or usage
- serious problems with focus

1 An essay at this level

- may be incoherent
- may be undeveloped
- may contain severe and persistent writing errors

0 An essay will be rated 0 if it

- contains no response
- merely copies the topic
- is off topic, is written in a foreign language, or consists only of characters

Essay Topics

The topics that are included here come from the TOEFL Information Bulletin and are on the TOEFL Web site. **One of these topics may be the actual test question.**

[Click here for the full list](#)



● Free Essay Program

Writing an essay for the TOEFL or TWE is one of the most difficult parts of the test for many students; and because some universities put as much weight on the essay score as on the TOEFL, you need to do extremely well on the essay. The TOEFL test itself costs \$130 USD each time you take the test; and if you don't get the score you need the first time, you will have to take the TOEFL again to get into university. To get a great score the first time, you can practice with your FREE personally Tutored Essay Writing Program, where you will work one-on-one with an experienced instructor. [Click here](#) to back to the Home Page and login to your Essay Program.



Click here to:

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- [Go Back to Home Page](#)

Paper-based Practice Exams

The menu selection below has three groups of practice questions to choose from. Read the directions and then select your answers. Check the correct answers to see how well you have done.

Group 1

Section 1
[Structure & Written
Expression](#)

Section 2
[Reading
Comprehension](#)

Group 2

Section 1
[Structure & Written
Expression](#)

Section 2
[Reading
Comprehension](#)

Group 3

Section 1
[Structure & Written
Expression](#)

Section 2
[Reading
Comprehension](#)



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English Tutor TeleCampus TOEFL® Study Guide Group 1, Reading Comprehension Section

Time: It should take only 60 minutes (including the reading of the directions) to complete the Reading Comprehension section of the exam. Now set your clock for 60 minutes.

Directions: This part of the exam, Reading Comprehension, is in seven sections. In each section you will read a different passage.

Each passage is followed by a number of questions about it. For each question you are to choose the one best answer, (A), (B), (C), or (D). Each passage is marked with (1), (5), (10), etc. to show the line number. The lines are marked so that you can find the part referred to in a question. Those questions will have a highlighted section that you can click on.

For example, a question may say, "[In line 10...](#)". This question is referring to something in line 10. When you click on this section of the question, the screen will go to that line in the passage. To go back to the questions, just scroll back. Try it!

Answer all the questions about the information in a passage on the basis of what is stated or implied in that passage. Click on the answer you have chosen and then go to the next question.

Example I

Read the following passage:

(1) 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 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 (10) daily transfers of goods, services, and information would

proceed in fits and starts; the very fabric of modern society would begin to unravel.

Example I

What is the main idea of the passage?

- (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 (C).

Example II

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

- (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 (D).

Now begin work on the seven passages.

Click [here to go to Passage 1.](#)

Click [here to go to Passage 2.](#)

Click [here to go to Passage 3.](#)

Click [here to go to Passage 4.](#)

Click [here to go to Passage 5.](#)

Click [here to go to Passage 6.](#)

Click [here to go to Passage 7.](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group I - Structure and Written Expression

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, named Structure and Written Expression, with special directions for each type. You will have 15 minutes to complete each section. Follow the directions for each section.

Click [here to go to the section on Structure!](#)

Click [here to go to the section on Written Expression!](#)

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- [Return to Main Index](#)

English Tutor TeleCampus' TOEFL® Study Guide

Group 1, Structure

Time: You have 10 minutes to complete this section (including the reading of the directions). Now set your clock for 10 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English.

Directions: Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Click on the circle next to the answer you have chosen and then go to the next sentence.

Example I

Geysers have often been compared to volcanoes ----- they both emit hot liquids from below the Earth's surface.

- (A) due to
- (B) because
- (C) in spite of
- (D) regardless of

The sentence should read, "Geysers have often been compared to volcanoes because they both emit hot liquids from below the Earth's surface." Therefore, you should choose (B).

Example II

During the early period of ocean navigation, ----- any need for sophisticated instruments and techniques.

- (A) so that hardly
- (B) when there hardly was
- (C) hardly was
- (D) there was hardly

The sentence should read, "During the early period of ocean navigation, there was hardly any need for sophisticated instruments and techniques." Therefore, you should choose (D).

[To begin work on questions 1-15, click here now.](#)

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English Tutor TeleCampus TOEFL® Study Guide Group 1, Structure Questions

Choose the one word or phrase that best **completes** the sentence.
Click on the circle next to the answer you have chosen and then
go to the next sentence.

1. ----- break up rock, slowly wearing it away over millions of years.

- (A) Ice, wind, and running water which
- (B) Ice, wind, and running water
- (C) If ice, wind, and running water
- (D) When ice, wind, and running water

2. The mountain ranges of the world ----- home to all kinds of wildlife.

- (A) are
- (B) which
- (C) for they are
- (D) is

3. Four centuries ago, in Europe, kings and queens made all the laws and -----.

- (A) to collect taxes
- (B) collecting taxes
- (C) taxes they collected
- (D) collected taxes

4. Set makers ----- film sets inside huge buildings like aircraft hangars.

- (A) make
- (B) to make
- (C) making

(D) be making

5. In 1983, the fossilized claw and bones ----- a dinosaur were found in Surrey, England.

(A) that

(B) is

(C) which is

(D) of

6. The science of physics is concerned with everything ----- to the tiniest particles which are always nearby.

(A) galaxy the greatest distance from

(B) the galaxies the most distant are

(C) from the most distant galaxy

(D) which are the most distant galaxies

7. People have used coal for cooking and ----- for thousands of years.

(A) to heat

(B) heating

(C) heat

(D) is to heat

8. Workers such as fire fighters ----- clothes that protect them while they are at work.

(A) needing

(B) to need

(C) are needing

(D) need

9. Charlemagne ----- read or write, yet he built up a vast empire.

(A) couldn't hardly

(B) could hardly

- (C) is barely
- (D) wouldn't being

10. Guatemala is the ----- populated country in Central America.

- (A) most heavily
- (B) heaviest
- (C) heavy
- (D) to be heavy

11. Iwo Jima, -----, was the site of a famous World War II battle between Japanese and American troops.

- (A) an island 750 miles southeast of Tokyo
- (B) is an island 750 miles southeast of Tokyo
- (C) for an island 750 miles southeast of Tokyo
- (D) an island 750 miles southeast of Tokyo

12. ----- most lizards, which run on four legs, the crested water dragon can run on two legs if threatened, allowing for greater speed.

- (A) They are unlike
- (B) While not like
- (C) Unlike
- (D) Less like

13. Minoan civilization ----- rapidly after a huge volcanic eruption; Crete was eventually overrun with people from mainland Greece.

- (A) declining
- (B) declined
- (C) was declined
- (D) to decline

14. ----- to help an endangered species recover its numbers is by breeding it in captivity.

- (A) One way of
- (B) It is
- (C) One way
- (D) One is

15. -----, customs, and morals have earned her a place among the world's greatest writers.

- (A) Jane Austen's novels are about English life
- (B) While Jane Austen's novels about English life
- (C) The English lives in Jane Austen's novels
- (D) Jane Austen's novels about English life

Click here to [view the answers to Group I, Structure Questions.](#)

- [Back to Practice Question Index](#)
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English Tutor TeleCampus TOEFL® Study Guide

Group 1, Structure Answers

!Q! 1. ----- break up rock, slowly wearing it away over millions of years.

!A! (D) When ice, wind, and running water

!Q! 2. The mountain ranges of the world ----- home to all kinds of wildlife.

!A! (A) are

!Q! 3. Four centuries ago, in Europe, kings and queens made all the laws and -----.

!A! (D) collected taxes

!Q! 4. Set makers ----- film sets inside huge buildings like aircraft hangars.

!A! (A) make

!Q! 5. In 1983, the fossilized claw and bones ----- a dinosaur were found in Surrey, England.

!A! (D) of

!Q! 6. The science of physics is concerned with everything ----- to the tiniest particles which are always nearby.

!A! (C) from the most distant galaxy

!Q! 7. People have used coal for cooking and ----- for thousands of years.

!A! (B) heating

!Q! 8. Workers such as fire fighters ----- clothes that protect them while they are at work.

!A! (D) need

!Q! 9. Charlemagne ----- read or write, yet he built up a vast empire.

!A! (B) could hardly

!Q! 10. Guatemala is the ----- populated country in Central America.

!A! (A) most heavily

!Q! 11. Iwo Jima, -----, was the site of a famous World War II battle between Japanese and American troops.

!A! (A) an island 750 miles southeast of Tokyo

!Q! 12. ----- most lizards, which run on four legs, the crested water dragon can run on two legs if threatened, allowing for greater speed.

!A! (C) Unlike

!Q! 13. Minoan civilization ----- rapidly after a huge volcanic eruption; Crete was eventually overrun with people from mainland Greece.

!A! (B) declined

!Q! 14. ----- to help an endangered species recover its numbers is by breeding it in captivity.

!A! (C) One way

!Q! 15. -----, customs, and morals have earned her a place among the world's greatest writers.

!A! (D) Jane Austen's novels about English life

● [Back to Group I, Structure and Written Expression](#)

● [Back to Practice Question Index](#)

English Tutor TeleCampus' TOEFL® Study Guide

Group I - Written Expression Section

Time: You have 15 minutes to complete this section (including the reading of the directions). Now set your clock for 15 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English.

Directions: In the next 25 questions each sentence has four words or phrases in italics. The four parts of the sentence are marked (A), (B), (C), and (D). Identify the one word or phrase in italics that must be changed in order for the sentence to be correct. Then, click on the answer you have chosen.

Example I

- Guppies are sometimes *call* rainbow *fish* *because of* the males' *bright* colors.
 - (A) call
 - (B) fish
 - (C) because of
 - (D) bright

The sentence should read, "Guppies are sometimes called rainbow fish because of the males' bright colors." Therefore, you should choose (A).

Example II

- *Serving* several *term* in Congress, Shirley Chisholm became an *important* United States *politician*.
 - (A) Serving
 - (B) term

- (C) important
- (D) politician

The sentence should read, "Serving several terms in Congress, Shirley Chisholm became an important United States politician." Therefore, you should choose (B).

[To begin work on questions 1-25, click here now.](#)

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English Tutor TeleCampus TOEFL® Program
Group I, Written Expression Questions

Identify the one word or phrase in italics that must be **changed** in order for the sentence to be correct. Then, click on the answer you have chosen.

1. The *average* temperature on *Mars*, the fourth *planet* from the sun, is about eighty degrees *than colder* on Earth.

- (A) average
- (B) Mars
- (C) planet
- (D) than colder

2. One of *the longest* wars in history *were* the Hundred Years' War, *fought* between England and France in the fourteenth and fifteenth *centuries*.

- (A) the longest
- (B) were
- (C) fought
- (D) centuries

3. Any material that *is attractive* by a magnet is *by definition* "*magnetic*".

- (A) is
- (B) attractive
- (C) by definition
- (D) magnetic

4. *Many* deaths associated with fires are not *actual* caused by the flames, but *are* rather the result of asphyxiation resulting from the decreased oxygen supply in *burning buildings*.

- (A) many
- (B) actual
- (C) are
- (D) burning buildings

5. Three hundred years ago, a microwave oven *would have* seemed *like* magic, because nobody would have been able *to explain* how *they* worked.

- (A) would have
- (B) like
- (C) to explain
- (D) they

6. What are *common* know as "lead" pencils are *not* lead, *but* rather a mixture of graphite, clay, *and* wax.

- (A) common
- (B) not
- (C) but
- (D) and wax

7. *Although* the *accurate* of the United States census is *debated*, its figures are used to guide countless public funding *decisions*.

- (A) Although
- (B) accurate
- (C) debated
- (D) decisions

8. In the last two decades, Bombay and Madras *are developed* into the *centers of* the Indian *film industry*.

- (A) are developed
- (B) centers
- (C) of
- (D) film industry

9. Since light *spreads* out in all *directions*, a light viewed from a great distance *appearing* dimmer *than* it actually is.

- (A) spreads

- (B) directions
- (C) appearing
- (D) than

10. The abilities *to work hard, follow directions, and thinking independently are* some of the criteria *for success* in the workplace.

- (A) to work
- (B) thinking
- (C) are
- (D) for success

11. The Irish *potato famine* of 1845 and 1848 were some of *the worst* in that country's *history* and led to *thousands* of deaths and mass emigration.

- (A) potato famine
- (B) the worst
- (C) history
- (D) thousands

12. The average cat *sleeps* sixteen hours *for a day*, in short *intervals* called "*cat naps*".

- (A) sleeps
- (B) for a day
- (C) intervals
- (D) cat naps

13. *About* 150 years ago, Charles Darwin *shocked* the world with *his* theory that humans were *relativity* to apes.

- (A) About
- (B) shocked
- (C) his
- (D) relativity

14. Psychological studies show that many students *feeling*

terrible *about the results* of tests on which they have *actually* performed well.

- (A) feeling
- (B) about
- (C) the results
- (D) actually

15. Some heating devices *convert chemist* energy like that found in *wood* and coal *into* heat energy.

- (A) convert
- (B) chemist
- (C) wood
- (D) into

16. Two thousand years *ago, most* of western Europe *was* populated by a fierce, strong, *artistically* people known as the Celts.

- (A) ago
- (B) most
- (C) was
- (D) artistically

17. Monkeys use their *foot to eat food*, to gesture, *and* to *climb*.

- (A) foot
- (B) eat food
- (C) and
- (D) climb

18. When a *simple* action such as lifting one's arm is *performed*, the work is divided *between* at least three *different* muscle groups.

- (A) simple
- (B) performed

- (C) between
- (D) different

19. The word "scuba" is *actually* an acronym that *comes of* the words "self-contained underwater breathing apparatus".

- (A) The word
- (B) actually
- (C) comes of
- (D) words

20. Amphibians *are* a class of animal *that* can live and breed *neither* on land or *in the water*.

- (A) are
- (B) that
- (C) neither
- (D) the water

21. Photographs from a satellite *are* frequently *used* to *generate* the information *is needed* to produce a map.

- (A) are
- (B) used
- (C) generate
- (D) is needed

22. Halley's comet *was named* after the astronomer Edmund Halley, who *was* the first to realize that some comets *appear* in regular *cycle*.

- (A) was named
- (B) was
- (C) appear
- (D) cycle

23. The mosquito *has* needle-shaped *mouthparts* that *piercing* the skin *to suck* blood.

- (A) has
- (B) mouthparts
- (C) piercing
- (D) to suck

24. The ovaries of certain primates each *container* approximately three hundred thousand eggs, *which are* released one by one over a span of about thirty years.

- (A) container
- (B) approximately
- (C) which are
- (D) years

25. Early radio *was* called the "wireless" *because* radio uses *invisibly waves to carry* information.

- (A) was
- (B) because
- (C) invisibly
- D) to carry

Click here to [view the answers to Group I, Written Expression Questions](#)

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English Tutor TeleCampus TOEFL® Study Guide Group 1, Written Expression Answers

!Q! 1. The *average* temperature on *Mars*, the fourth *planet* from the sun, is about eighty degrees *than colder* on Earth.

!A! (D) than colder

!Q! 2. One of *the longest* wars in history *were* the Hundred Years' War, *fought* between England and France in the fourteenth and fifteenth *centuries*. !A! (B) were

!Q! 3. Any material that *is attractive* by a magnet is *by definition* "*magnetic*".

!A! (B) attractive

!Q! 4. *Many* deaths associated with fires are not *actual* caused by the flames, but *are* rather the result of asphyxiation resulting from the decreased oxygen supply in *burning buildings*.

!A! (B) actual

!Q! 5. Three hundred years ago, a microwave oven *would have* seemed *like* magic, because nobody would have been able *to explain* how *they* worked.

!A! (D) they

!Q! 6. What are *common* know as "lead" pencils are *not* lead, *but* rather a mixture of graphite, clay, *and wax*.

!A! (A) common

!Q! 7. *Although* the *accurate* of the United States census is *debated*, its figures are used to guide countless public funding *decisions*.

!A! (B) accurate

!Q! 8. In the last two decades, Bombay and Madras *are developed* into the *centers of* the Indian *film industry*.

!A! (A) are developed

!Q! 9. Since light *spreads* out in all *directions*, a light viewed from a great distance *appearing* dimmer *than* it actually is.

!A! (C) appearing

!Q! 10. The abilities *to work* hard, follow directions, and *thinking*

independently *are* some of the criteria *for success* in the workplace.

!A! (B) thinking

!Q! 11. The Irish *potato famine* of 1845 and 1848 were some of *the worst* in that country's *history* and led to *thousands* of deaths and mass emigration.

!A! (A) potato famine

!Q! 12. The average cat *sleeps* sixteen hours *for a day*, in short *intervals* called "*cat naps*".

!A! (B) for a day

!Q! 13. *About* 150 years ago, Charles Darwin *shocked* the world with *his* theory that humans were *relativity* to apes.

!A! (D) relativity

!Q! 14. Psychological studies show that many students *feeling* terrible *about the results* of tests on which they have *actually* performed well.

!A! (A) feeling

!Q! 15. Some heating devices *convert chemist* energy like that found in *wood* and coal *into* heat energy.

!A! (B) chemist

!Q! 16. Two thousand years *ago*, *most* of western Europe *was* populated by a fierce, strong, *artistically* people known as the Celts.

!A! (D) artistically

!Q! 17. Monkeys use their *foot* to *eat food*, to gesture, *and* to *climb*.

!A! (A) foot

!Q! 18. When a *simple* action such as lifting one's arm is *performed*, the work is divided *between* at least three *different* muscle groups.

!A! (C) between

!Q! 19. *The word* "scuba" is *actually* an acronym that *comes of* the *words* "self-contained underwater breathing apparatus".

!A! (C) comes of

!Q! 20. Amphibians *are* a class of animal *that* can live and breed

neither on land or in *the water*.

!A! (C) neither

!Q! 21. Photographs from a satellite *are* frequently *used* to *generate* the information *is needed* to produce a map.

!A! (D) is needed

!Q! 22. Halley's comet *was named* after the astronomer Edmund Halley, who *was* the first to realize that some comets *appear* in regular *cycle*.

!A! (D) cycle

!Q! 23. The mosquito *has* needle-shaped *mouthparts* that *piercing* the skin *to suck* blood.

!A! (C) piercing

!Q! 24. The ovaries of certain primates each *container* *approximately* three hundred thousand eggs, *which are* released one by one over a span of about thirty *years*.

!A! (A) container

!Q! 25. Early radio *was* called the "wireless" *because* radio uses *invisibly* waves *to carry* information.

!A! (C) invisibly

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 1

Read the passage and then answer the questions.

(1) All animal life on the planet Earth depends on a sufficient supply of oxygen for its day-to-day survival. The trees that dot our landscapes provide a large portion of this supply: trees take carbon dioxide from the surrounding air and in return they create a (5) sizeable amount of oxygen. Ironically, human beings, who cut down large numbers of trees to create land, shelter, and energy, pose the most significant threat to the survival of the world-wide tree population.

But humans are not the only force that threatens the survival of

(10) these mighty members of the plant kingdom. Trees---among the oldest and largest organisms on the planet---face many other dangers. Lightning, fire, and other natural disasters, for example, can destroy many square miles of old-growth forest in a matter of hours. Disease-causing fungi and insect pests can also eradicate

(15) entire populations of trees within a particular region.

After humans, however, the factor which most determines whether a particular species of tree will prosper in a given area is climate. In particular, the amount of rainfall and the range of temperatures that a region experiences strongly affects the distribution of tree

(20) species.

All species of trees have evolved from plants that flourished many centuries ago in the warm and wet tropical regions of the planet. As the distribution of trees has spread to other regions, the differing climates

of these regions have effectively limited the (25) types of trees that can live there. The greater the range of temperature and rainfall that a species of tree can withstand, the more adaptable it is and therefore the wider its range of distribution.

1. What does the passage mainly discuss?

- (A) The importance of the Earth's oxygen supply
- (B) Humankind's effect on the environment
- (C) Dangers facing the Earth's trees
- (D) The survival strategies of tree populations

2. The word "dot" in line 2 is closest in meaning to

- (A) circle
- (B) mark
- (C) spot
- (D) decorate

3. The phrase "sizeable amount" in line 5 is closest in meaning to which of the following?

- (A) Large reduction
- (B) Diminishing supply
- (C) Substantial volume
- (D) Breathable portion

4. According to the passage, what represents the greatest danger to tree populations?

- (A) Disease-causing fungi
- (B) Fire
- (C) Energy supplies
- (D) People

5. The word "face" in line 11 is closest in meaning to which of the following?

- (A) Express
- (B) Survive
- (C) Confront
- (D) Cause

6. The list in lines 11 - 12 (from "lightning" to "disasters") is intended to illustrate which of the following?

- (A) One kind of environmental threat
- (B) The greatest dangers that trees face
- (C) Forces which improve the growth of forests
- (D) Mankind's effect on tree populations

7. According to the passage, rainfall and temperature play a significant role in determining

- (A) the amount of rainfall a plant can survive
- (B) which trees will survive in which regions
- (C) the wildlife that flourishes in tropical regions
- (D) the number of natural disasters in an area

8. It can be inferred from the passage that trees that live only in tropical regions

- (A) can survive wide ranges of temperature
- (B) are not limited by climate
- (C) are widely distributed
- (D) are not very adaptable

Click here to [view the answers to Group 1, Passage 1](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 1 Answers

!Q! 1. What does the passage mainly discuss?

!A! (C) Dangers facing the Earth's trees

!Q! 2. The word "dot" in line 2 is closest in meaning to

!A! (C) spot

!Q! 3. The phrase "sizeable amount" in line 5 is closest in meaning to which of the following?

!A! (C) Substantial volume

!Q! 4. According to the passage, what represents the greatest danger to tree populations?

!A! (D) People

!Q! 5. The word "face" in line 11 is closest in meaning to which of the following?

!A! (C) Confront

!Q! 6. The list in lines 11 - 12 (from "lightning" to "disasters") is intended to illustrate which of the following?

!A! (A) One kind of environmental threat

!Q! 7. According to the passage, rainfall and temperature play a significant role in determining

!A! (B) which trees will survive in which regions

!Q! 8. It can be inferred from the passage that trees that live only in tropical regions

!A! (D) are not very adaptable

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 2

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

(1)Historically, the plight of migrant farm workers, who labor in the vast agricultural fields of America's southern states, has been a difficult one. With no permanent home or income, these laborers often endure abysmal working conditions for extremely low (5)wages, sometimes just a fewdollars per day. In 1962, one of these migrant workers, a young man named Cesar Estrada Chavez, decided to do something to improve the treatment that he and others like him received.

Born in 1927, Cesar Chavez spent his early childhood on his (10)family's small Arizona farm, until the economic climate of the Great Depression forced them off their land. By age 10, Chavez was working alongside his parents as an agricultural laborer, living in a series of migrant worker camps. The young Chavez would attend 65 different schools before finishing high school, so (15)frequently did his family move.

After a brief stint serving his country in the Navy in World War II, Chavez returned briefly to agricultural work. In 1962, he quit field labor to form the National Farm Workers Association, which later became the United Farm Workers of America. His goal was to (20)create a migrant workers' union large enough to

give its members the power to demand fair wages and better working conditions from their employers.

Chavez grabbed the attention of the entire nation in 1964, when he led his union and its 1,700 member families on a boycott against (25)California's grape growers. His efforts paid off five years later. With 17 million American consumers refusing to buy California grapes, the growers signed a collective agreement with Chavez's union in 1970.

1. The passage mainly discusses

- (A) events of Cesar Chavez's early childhood
- (B) the plight of migrant farm workers
- (C) working conditions of agricultural laborers
- (D) Cesar Charvez's life and accomplishments

2. The word "one" in line 3 refers to

- (A) a farm worker
- (B) the state of the South
- (C) a permanent income
- (D) a plight

3. The word "climate" in line 10 is closest in meaning to which of the following?

- (A) Weather
- (B) Conditions
- (C) Improvement
- (D) Changes

4. It can be inferred from the passage that the Chavez family lost their farm

- (A) sometime during the mid-thirties.
- (B) before the Great Depression.

- (C) when Cesar Chavez was in his teens.
- (D) because of economic improvements.

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

- (A) Crisis
- (B) Year
- (C) Failure
- (D) Period

6. According to the passage, Chavez's boycott of the California grape industry

- (A) resulted in payments to union members
- (B) can be considered successful
- (C) resulted in improvements in growing techniques
- (D) resulted in the creation of the United Farm Workers of America

7. The expression "paid off" in line 25 is closest in meaning to

- (A) were successful
- (B) produced money
- (C) created attention
- (D) were resolved

8. It can be inferred from the passage that a boycott may involve

- (A) refusal to purchase a particular product
- (B) payment to agricultural unions
- (C) agreeing to collect union dues
- (D) the attendance of member families

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Group 1 - Reading Comprehension, Passage 2 Answers

!Q! 1. The passage mainly discusses

!A! (D) Cesar Chavez's life and accomplishments

!Q! 2. The word "one" in line 3 refers to

!A! (D) a plight

!Q! 3. The word "climate" in line 10 is closest in meaning to which of the following?

!A! (B) Conditions

!Q! 4. It can be inferred from the passage that the Chavez family lost their farm

!A! (A) sometime during the mid-thirties.

!Q! 5. The word "stint" in line 16 is closest in meaning to which of the following?

!A! (D) Period

!Q! 6. According to the passage, Chavez's boycott of the California grape industry

!A! (B) can be considered successful

!Q! 7. The expression "paid off" in line 25 is closest in meaning to

!A! (A) were successful

!Q! 8. It can be inferred from the passage that a boycott may involve

!A! (A) refusal to purchase a particular product

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 3

Begin reading now.

(1) Paper is named for papyrus, a reedlike plant used by ancient Egyptians as writing material more than 5,000 years ago. The Chinese invented the paper that we use 2,000 years ago.

A piece of paper is really made up of tiny fibers, not unlike a

(5) piece of material. The fibers used in paper, however, are plant fibers, and there are millions of them in one sheet. In addition to the plant fiber, dyes and additives such as resin may be used. Dyes can make the paper different colors; resins may add weight and texture.

(10) Where do these fibers come from? The majority of paper is made from the plant fiber that comes from trees. Millions are cut down, but new trees are planted in their place. Paper may be also made from things like old rags, or pieces of cloth. Wastepaper, paper that has been made and used, can be turned into recycled (15) paper. This recycling process saves forests and energy and reduces air and water pollution.

1. According to the passage, the paper that we use was first invented by

- (A) the Chinese
- (B) the Egyptians
- (C) ancient cultures

(D) foresters

2. What is the main ingredient in most paper?

(A) Resin

(B) Cardboard

(C) Plant fiber

(D) Papyrus

3. According to the passage, the primary source of the plant fiber used in paper is

(A) rags

(B) trees

(C) fabric

(D) wastepaper

4. It can be inferred from the passage that recycling paper is

(A) detrimental to the environment

(B) wasteful

(C) good for the environment

(D) economical

5. According to the passage, recycling paper does all of the following EXCEPT

(A) reduce the need for ink

(B) save forests

(C) save energy

(D) reduce air pollution

Click here to [view the answers to Group 1, Passage 3](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 3 Answers

!Q! 1. According to the passage, the paper that we use was first invented by

!A! (A) the Chinese

!Q! 2. What is the main ingredient in most paper?

!A! (C) Plant fiber

!Q! 3. According to the passage, the primary source of the plant fiber used in paper is

!A! (B) trees

!Q! 4. It can be inferred from the passage that recycling paper is

!A! (C) good for the environment

!Q! 5. According to the passage, recycling paper does all of the following EXCEPT

!A! (A) reduce the need for ink

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 4

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

Begin reading now.

(1) Benjamin Franklin was not only an eminent statesman, he was also a clever inventor. He invented the four-paneled street lamp. Previously, Philadelphia's gaslight had been protected by globes of glass. The square sheet of glass used by Franklin's lamp had (5) two advantages: flat, milled glass was cheaper than the hand-blown globes, and if one pane shattered, the other three could still protect the flame from the elements.

Another of Franklin's bright ideas was the incorporation of a gutter in the middle of stone-paved streets. The street slanted slightly on (10) each side, keeping the sidewalks clean and dry for pedestrians. Franklin admired the Lending Library that was gaining popularity in England, and encouraged Philadelphians to develop their own version of it. In his travels to Europe as the ambassador to France, he saw many new inventions. But Franklin did not (15) merely transport these ideas to America - he experimented until he came up with his own adaptations. He had an uncanny ability to improve upon the ideas of others.

Ben Franklin was also an important literary figure. He founded The Pennsylvania Gazette, edited the annual

editions of Poor

(20) Richard's Almanac, and wrote an autobiography that has been translated into more than one hundred languages. His sense of humor and his practicality still speak to today's readers as well as those of his day. The man whose signature appears on the Declaration of Independence and the American Constitution left (25) just as great a mark on American culture.

1. What was an advantage of Benjamin Franklin's street lamp design?

- (A) Its hand-blown panels were easier to produce.
- (B) It offered greater protection of the flame in the event of breakage.
- (C) It's four rounded panels could be make inexpensively.
- (D) It was an adaptation of a European invention.

2. The phrase "the other three" in line 6 refers to

- (A) hand-blown globes
- (B) lights inside the lending library
- (C) square pieces of glass
- (D) street lamps

3. The word "founded" in line 18 is closes in meaning to

- (A) started
- (B) discovered
- (C) lost
- (D) wrote for

4. The phrase "speak to" in line 22 is closest in meaning to

- (A) are written to
- (B) talk with

- (C) revolve around
- (D) are appreciated by

5. According to the passage, what was Franklin's strongest characteristic?

- (A) He could come up with original, yet impractical ideas.
- (B) He could make improvements on the inventions of others.
- (C) He had the ability to force others to accept his ideas.
- (D) He had a unique signature.

6. The word "bright" in line 8 could best be replaced by which term?

- (A) Well-lit
- (B) Intelligent
- (C) Happy
- (D) Interesting

7. The author implies that Benjamin Franklin's writings

- (A) were only about politics
- (B) became the Declaration of Independence
- (C) would be humorous even today
- (D) were mostly autobiographical

8. The word "it" in line 13 refers to

- (A) Europe
- (B) the Lending Library
- (C) Philadelphia
- (D) the new gutter

Click here to [view the answers to Group 1, Passage 4](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 4 Answers

!Q! 1. What was an advantage of Benjamin Franklin's street lamp design?

!A! (B) It offered greater protection of the flame in the event of breakage.

!Q! 2. The phrase "the other three" in line 6 refers to

!A! (C) square pieces of glass

!Q! 3. The word "founded" in line 18 is closest in meaning to

!A! (A) started

!Q! 4. The phrase "speak to" in line 22 is closest in meaning to

!A! (D) are appreciated by

!Q! 5. According to the passage, what was Franklin's strongest characteristic?

!A! (B) He could make improvements on the inventions of others.

!Q! 6. The word "bright" in line 8 could best be replaced by which term?

!A! (B) Intelligent

!Q! 7. The author implies that Benjamin Franklin's writings

!A! (C) would be humorous even today

!Q! 8. The word "it" in line 13 refers to

!A! (B) the Lending Library

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 5

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

Begin reading now.

(1) Excavations or "digs" are the most important means by which archaeologists get their information. By examining aerial photographs, old pictures, maps, documents, or landmarks, they make the decision about where a good place might be (5) to dig. After painstakingly removing layers of soil, often using small tools and trowels, they look for artifacts. This process continues until they reach an undisturbed layer of soil which has no trace of human occupation.

Brushing away the soil that hides an artifact is like brushing (10) away time. The tiny fragments help to create a more complete picture of the past. Although archaeology is the study of the remains of past human societies, it is not the same as history. Historians use written records to find out about the past, whereas archaeologists use the objects they find such (15) as pots, bones, and tools to find out about the past.

1. What is the main topic of this passage?

- (A) Information used by archaeologists
- (B) The study of past human societies
- (C) Features of archaeological digs

(D) Methods of scientific investigation

2. The word "documents" in line 3 is closest in meaning to

- (A) photographs
- (B) records
- (C) books
- (D) magazines

3. In line 6, "they" refers to

- (A) excavations
- (B) artifacts
- (C) processes
- (D) archaeologists

4. The word "picture" in line 11 refers to

- (A) a photograph
- (B) a representation
- (C) a painting
- (D) an occupation

5. According to the passage, all of the following help archaeologists decide where to dig EXCEPT

- (A) old pictures
- (B) maps
- (C) newspapers
- (D) aerial photographs

6. Which of the following tools would most probably be used at a dig?

- (A) A trowel
- (B) A crane
- (C) A large shovel

(D) A dump truck

7. At which of the following layers would archaeologists stop digging?

- (A) one with the remains of an 18th-century wall
- (B) a layer of undisturbed soil
- (C) a layer containing deep trench cuts
- (D) one with the remains of Bronze Age tools

8. The word "painstakingly" in line 5 could best be replaced by

- (A) carefully
- (B) with great pain
- (C) slowly
- (D) fearfully

9. All of the following would be something an archaeologist uses to learn about the past EXCEPT

- (A) a bone fragment
- (B) an axe from the Bronze Age
- (C) a letter from a war general
- (D) a piece of pottery

Click here to [view the answers to Group 1, Passage 5](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 5 Answers

!Q! 1. What is the main topic of this passage?

!A! (C) Features of archaeological digs

!Q! 2. The word "documents" in line 3 is closest in meaning to

!A! (B) records

!Q! 3. In line 6, "they" refers to

!A! (D) archaeologists

!Q! 4. The word "picture" in line 12 refers to

!A! (B) a representation

!Q! 5. According to the passage, all of the following help archaeologists decide where to dig EXCEPT

!A! (C) newspapers

!Q! 6. Which of the following tools would most probably be used at a dig?

!A! (A) A trowel

!Q! 7. At which of the following layers would archaeologists stop digging?

!A! (B) a layer of undisturbed soil

!Q! 8. The word "painstakingly" in line 5 could best be replaced by

!A! (A) carefully

!Q! 9. All of the following would be something an archaeologist uses to learn about the past EXCEPT

!A! (C) a letter from a war general

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English Tutor TeleCampus' TOEFL® Study Guide

TOEFL® Diagnostic Exam I - Reading Comprehension, Passage 6

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

Begin reading now.

(1) There are two main types of concrete dams: arch dams and gravity dams. Arch dams are tall, curved shells of concrete that can be as little as 3 meters thick. Their arched shape gives them great strength. Large gravity dams are also made of (5) concrete, but it is their vast weight that prevents them from bursting.

The largest dams are embankment dams, which are made by piling up a huge barrier of earth and rock. A core of clay or concrete in the middle keeps water from seeping through the (10) dam. The side is covered with stones to protect it from water. Rogunsky Dam in the Soviet Union is the world's highest dam. It is 325 meters high. Hoover Dam, one of the world's highest concrete dams, measures 221 meters in height. It is an arch dam that spans the Colorado River and supplies (15) water for irrigation and electricity to California, Arizona and Nevada.

1. The "great strength" referred to in line 4 is a result of

- (A) size
- (B) weight
- (C) shape
- (D) concrete

2. It can be inferred from the passage that gravity dams differ from the arch dams in that gravity dams are

- (A) thicker than arch dams
- (B) not as sturdy as arch dams
- (C) not as attractive as arch dams
- (D) made of a different material than arch dams

3. The word "vast" in line 5 could best be replaced by

- (A) far away
- (B) great
- (C) expanding
- (D) oversized

4. According to the passage, the core of clay in the center of an embankment dam serves which purpose?

- (A) To support the structure
- (B) To hold the side together
- (C) To form the shape of the dam
- (D) To prevent water seepage

5. According to the passage, how tall is the Hoover Dam?

- (A) 325 meters
- (B) 185 kilometers
- (C) 221 meters
- (D) 3 meters

6. According to the passage, the water supplied from Hoover Dam is used for

- (A) strength and support
- (B) irrigation and electricity
- (C) protection and irrigation
- (D) electricity and support

Click here to [view the answers to Group 1, Passage 6](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 7

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

Begin reading now.

(1) Despite the fact that too much fat can be harmful, a moderate fat intake is actually essential to the maintenance of good health. Some of the symptoms of fat deficiency include flaking skin, emaciation, reduced functioning of the

(5) immune system, and fertility problems. Recent studies have linked fat-free diets to increased stress and aggression, and

note that those who try to eliminate fat completely from their food intake may be at risk for developing eating disorders: a small amount of fat in a meal will produce a feeling of satiety

(10) which lasts much longer than the sensation of fullness produced by protein or carbohydrates.

At least two teaspoons of fat per day is needed in order for the digestive system to absorb vitamins A, D, E, and K, which are fat soluble. These vitamins are essential for healthy hair,

(15) skin, teeth, and eyes. Without the ability to absorb these vitamins, children run the risk of developmental and neurological disorders. Adults need these vitamins to manufacture fertility hormones.

Some types of fat actually help to reduce harmful cholesterol

(20) levels. Polyunsaturated fats such as corn, soybean, and sesame oil, and monounsaturated fats like chicken fat and olive oil, seem to lower blood cholesterol, while saturated fats - those found in red meat, dairy products, and tropical oils - seem to raise the level of the kind of cholesterol that

(25) accumulates as plaque on arterial walls. Paying attention to the type of fat consumed is just as important as reducing total fat intake.

1. **The word "note" in line 7** is closest in meaning to

- (A) suggest
- (B) prove
- (C) notice
- (D) hope

2. **The word "those" in line 7** refers to

- (A) studies
- (B) diets
- (C) people
- (D) scientists

3. **The word "accumulates" in line 25** is closest in meaning to which of the following?

- (A) creates
- (B) serves
- (C) builds up
- (D) takes over

4. **What did the paragraph preceding this passage most likely discuss?**

- (A) Health problems linked to fat consumption
- (B) Moderate fat intake
- (C) General health guidelines

(D) Methods of reducing one's percentage of dietary fat

5. All of the following are mentioned as signs of fat deficiency EXCEPT

- (A) flaky skin
- (B) fertility problems
- (C) reduced immunity
- (D) a feeling of satiety

6. According to this passage, the most harmful type of fat would be found in

- (A) fish and vegetables
- (B) steak and cheese
- (C) corn oil and olive oil
- (D) chicken fried in soybean oil

Click here to [view the answers to Group 1, Passage 7](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 7 Answers

!Q! 1. The word "note" in line 7 is closest in meaning to

!A! (A) suggest

!Q! 2. The word "those" in line 7 refers to

!A! (C) people

!Q! 3. The word "accumulates" in line 25 is closest in meaning to which of the following?

!A!(C) builds up

!Q! 4. What did the paragraph preceding this passage most likely discuss?

!A! (A) Health problems linked to fat consumption

!Q! 5. All of the following are mentioned as signs of fat deficiency EXCEPT

!A! (D) a feeling of satiety

!Q! 6. According to this passage, the most harmful type of fat would be found in

!A! (B) steak and cheese

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English Tutor TeleCampus' TOEFL® Study Guide

Group 1 - Reading Comprehension, Passage 6 Answers

!Q! 1. The "great strength" referred to in line 4 is a result of

!A! (C) shape

!Q! 2. It can be inferred from the passage that gravity dams differ from the arch dams in that gravity dams are

!A! (A) thicker than arch dams

!Q! 3. The word "vast" in line 5 could best be replaced by

!A! (B) great

!Q! 4. According to the passage, the core of clay in the center of an embankment dam serves which purpose?

!A! (D) To prevent water seepage

!Q! 5. According to the passage, how tall is the Hoover Dam?

!A! (C) 221 meters

!Q! 6. According to the passage, the water supplied from Hoover Dam is used for

!A! (B) irrigation and electricity

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English Tutor TeleCampus' TOEFL® Study Guide

Group 2 - Structure and Written Expression

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, named Structure and Written Expression, with special directions for each type. You will have 15 minutes to complete each section. Follow the directions on the screen for each section.

[Click here to go to the section on Structure!](#)

[Click here to go to the section on Written Expression!](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 2, Structure Questions

Directions: Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Click on the circle next to the answer you have chosen and then go to the next sentence.

Begin work on questions 1-15

1. _____ is a large sporting dog, similar in size and weight to an English setter but different in color.

- (A) Like an Irish setter
- (B) An Irish setter
- (C) An Irish setter is what
- (D) As an Irish setter

2. In 1979 Earvin "Magic" Johnson _____ basketball as a power forward for the Los Angeles Lakers.

- (A) begin to play professional
- (B) beginning and playing professionally
- (C) began playing professional
- (D) to have begun playing professionally

3. Instead of giving birth to live young, the platypus lays eggs, a characteristic which makes _____ from other mammals.

- (A) differently
- (B) is differently
- (C) it different
- (D) it is different

4. Of all the monarchs in French history, the infamous Louis XIV is the one _____.

- (A) whom with the public is most familiar
- (B) with whom the public is most familiar
- (C) that the public is familiar the most
- (D) the public is most familiar with

5. The increasing use of the Internet as a means to disseminate information has become _____ for many countries.

- (A) the importance of a consideration
- (B) a consideration of importance
- (C) the importance considering
- (D) an important consideration

6. _____ very large or very small numbers in compact form is called scientific notation.

- (A) Expressing the means
- (B) The means of expressing
- (C) To mean expressively of
- (D) That is the means of expression

7. Henry James' novel *Portrait of a Lady* tells the story of a young woman who travels to Europe and finds herself transformed by the American expatriates _____.

- (A) she associates with whom
- (B) with whom she associates
- (C) whom with she associates
- (D) associates she whom with

8. _____ what caused the universe to evolve is debatable.

- (A) Whether scientists can truly determine
- (B) Can scientists truly determine
- (C) Whether scientists can determine

(D) Scientists can truly determine

9. *Beloved*, a novel about a woman, her living daughter, and her ghost daughter, is one of Toni Morrison's _____ works.

- (A) most memorable
- (B) the most memorable
- (C) are most memorable
- (D) and most memorable

10. The Watergate scandal of 1972 had a dramatic impact on _____ people in the United States viewed the office of the presidency.

- (A) it was the way
- (B) being the way that
- (C) which the way
- (D) the way

11. Because vinegar is an acid and baking soda a base, the two produce a neutral solution _____.

- (A) when mixed together
- (B) when together they are mixed
- (C) together they are mixed
- (D) mixed are they together

12. _____ a marsupial, an animal must not carry its young, while in embryonic form, in a true placenta but rather in a pouch.

- (A) Considers
- (B) The consideration
- (C) To be considered
- (D) For being considered

13. Steffi Graf is a unique athlete _____ is the only tennis player ever to win a "golden" Grand Slam.

- (A) she
- (B) in she
- (C) that she
- (D) in that she

14. In the sixteenth century, Martin Luther, _____ against what he saw as the spiritual laxity of the church, wrote his historic 95 theses.

- (A) reacted
- (B) was reacting
- (C) reacting
- (D) did react

15. A tapeworm, which can often reach _____ in length, is a parasite that attaches itself to the intestinal wall of its host.

- (A) or fifteen feet more
- (B) or fifteen feet as
- (C) at least the fifteen feet
- (D) fifteen feet or more

Click here to [view the answers to Group 2, Structure Questions](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 2 - Structure Answers

!Q! 1. _____ is a large sporting dog, similar in size and weight to an English setter but different in color.

!A! (B) An Irish setter

!Q! 2. In 1979 Earvin "Magic" Johnson _____ basketball as a power forward for the Los Angeles Lakers.

!A! (C) began playing professional

!Q! 3. Instead of giving birth to live young, the platypus lays eggs, a characteristic which makes _____ from other mammals.

!A! (C) it different

!Q! 4. Of all the monarchs in French history, the infamous Louis XIV is the one _____.

!A! (B) with whom the public is most familiar

!Q! 5. The increasing use of the Internet as a means to disseminate information has become _____ for many countries.

!A! (D) an important consideration

!Q! 6. _____ very large or very small numbers in compact form is called scientific notation.

!A! (B) The means of expressing

!Q! 7. Henry James' novel *Portrait of a Lady* tells the story of a young woman who travels to Europe and finds herself transformed by the American expatriates _____.

!A! (B) with whom she associates

!Q! 8. _____ what caused the universe to evolve is debatable.

!A! (A) Whether scientists can truly determine

!Q! 9. *Beloved*, a novel about a woman, her living

daughter, and her ghost daughter, is one of Toni Morrison's _____ works.

!A! (A) most memorable

!Q! 10. The Watergate scandal of 1972 had a dramatic impact on _____ people in the United States viewed the office of the presidency.

!A! (D) the way

!Q! 11. Because vinegar is an acid and baking soda a base, the two produce a neutral solution _____.

!A! (A) when mixed together

!Q! 12. _____ a marsupial, an animal must not carry its young, while in embryonic form, in a true placenta but rather in a pouch.

!A! (C) To be considered

!Q! 13. Steffi Graf is a unique athlete _____ is the only tennis player ever to win a "golden" Grand Slam.

!A! (D) in that she

!Q! 14. In the sixteenth century, Martin Luther, _____ against what he saw as the spiritual laxity of the church, wrote his historic 95 theses.

!A! (C) reacting

!Q! 15. A tapeworm, which can often reach _____ in length, is a parasite that attaches itself to the intestinal wall of its host.

!A! (D) fifteen feet or more

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English Tutor TeleCampus TOEFL® Study Guide Group 2, Reading Comprehension Section

Time: It should take only 60 minutes (including the reading of the directions) to complete the Reading Comprehension section of the exam. Now set your clock for 60 minutes.

Directions: This part of the exam, Reading Comprehension, is in five sections. In each section you will read a different passage.

Each passage is followed by a number of questions about it. For each question you are to choose the one best answer, (A), (B), (C), or (D). Each passage is marked with (1), (5), (10), etc. to show the line number. The lines are marked so that you can find the part referred to in a question. Those questions will have a highlighted section that you can click on.

For example, a question may say, "[In line 10...](#)". This question is referring to something in line 10. When you click on this section of the question, the screen will go to that line in the passage. To go back to the questions, just scroll back. Try it!

Answer all the questions about the information in a passage on the basis of what is stated or implied in that passage. Click on the answer you have chosen and then go to the next question.

Example I

Read the following passage:

(1) 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 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 (10) daily transfers of goods, services, and information would

proceed in fits and starts; the very fabric of modern society would begin to unravel.

Example I

What is the main idea of the passage?

- (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 (C).

Example II

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

- (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 (D).

Now begin work on the five passages.

Click [here to go to Passage 1.](#)

Click [here to go to Passage 2.](#)

Click [here to go to Passage 3.](#)

Click [here to go to Passage 4.](#)

Click [here to go to Passage 5.](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 2 -- Reading Comprehension, Passage 2

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

(1)From the first days of European settlement in North America, Native Americans have retreated as white civilization advanced. In the early nineteenth century, the federal government began removing Indians living in the eastern part of the United States to (5)the region west of the Mississippi River in order to open up Indian land for settlement, to protect the Natives from the corrupting influence of white society, and to promote assimilation. By the 1850's whites were pouring into the trans-Mississippi West, and the federal government adopted a policy of concentrating (10)tribesmen on reservations away from the paths of white migration.

In the late nineteenth century, Americans found that concentrating Indians on reservations had not solved the "Indian problem", the problem of an impoverished, dependent people living in a separate (15)society, and they became increasingly concerned with assimilating the Indians into white society. Reflecting these sentiments, government officials developed policies rooted in two fundamental but erroneous assumptions: that the Indians should give up their tribal existence and become "civilized" and that they (20)should become independent, productive members of white society. Tribal organization was recognized as a defining feature of Native identity, and private

ownership of land was seen as a means of civilizing the Indians. By allotting reservation land in severalty policy makers hoped to replace tribal civilization with a

(25)white one, protect the Indians from unscrupulous whites, promote progress, and save the federal government money. Native Americans, however, did not view land in the same way as their white neighbors. They did not regard land as real estate to be bought, sold, and developed. Rather, they valued it for the

(30)things it produced that sustained life. To Native Americans the land represented existence, identity, and a place of belonging.

Although the roots of allotment extend back to the Colonial period, the Dawes Allotment Act of 1887 was the first comprehensive proposal to replace tribal consciousness with an

(35)understanding of the value of private property. The idea was not only to discourage native habits but to encourage Indians to accept the social and economic standards of white society. Americans considered this acceptance essential if the Indians were to survive.

Commissioner of Indian Affairs, Francis Leupp, (40)expressed this Social Darwinist philosophy very well. All primitive peoples, he wrote, were wasteful of their natural resources. As the population of the "civilized" world increased, it was inevitable that the "uncivilized" world would be encroached upon.

"Hence the most we can ask of the advanced race is to deal

(45)justly with the backward races and give always a fair equivalent for the land it invades."

1. With which of the following is the passage mainly concerned?

(A) A legal interpretation of the Dawes Act of 1887

(B) The assimilation of Native Americans during the nineteenth century

(C) The settlement of the United States by Native Americans

(D) The policy of establishing Native American reservations

2. According to the passage, what was a flawed assumption made by the U. S. government concerning Native Americans?

(A) Native Americans, because they did not value private ownership,

(B) Native Americans were overly dependent on U. S. government

(C) Native Americans were poor because they did not own property.

(D) Native Americans could be assimilated if reservations were set

3. The word "they" in line 15 ("In the late nineteenth century, Americans...") refers to

(A) Reservations

(B) Indians

(C) Americans

(D) Officials

4. The words "rooted in" in line 17 ("Reflecting these sentiments, government...") are closest in meaning to which of the following?

(A) Born in

(B) Established on

(C) Outlined in

(D) Limited to

5. The word "defining" in line 21 ("Tribal organization was recognized...") is closest in meaning to

- (A) essential
- (B) strong
- (C) clever
- (D) fixed

6. According to the passage, the U.S. government did each of the following EXCEPT

- (A) support the assimilation of Native Americans
- (B) attempt to reshape Native American identity
- (C) set up a welfare program for Native Americans
- (D) establish reservations for Native Americans

7. The word "inevitable" in line 43 ("As the population of the...") is closest in meaning to

- (A) unwise
- (B) intolerant
- (C) wrongful
- (D) undeniable

8. It can be inferred from the passage that Social Darwinist philosophers believe in the need to

- (A) conserve natural resources
- (B) promote private ownership
- (C) adapt in order to survive
- (D) assist uncivilized societies

9. With which of the following would the author be most likely to agree?

- (A) Native Americans were easily assimilated into the United States with the passage of the Dawes Act.
- (B) The U.S. government's policies affecting Native Americans intended to preserve native values and cultures.

(C) The U.S. government was motivated to assimilate Native Americans primarily out of greed.

((D) The tribal organization of Native Americans did not recognize private property.

10. Where in the passage does the author discuss how Native Americans viewed land?

(A) Lines 3-7 ("In the early nineteenth century...")

(B) Lines 30-31 ("To Native Americans the land represented...")

(C) Lines 32-35 ("Although the roots...")

(D) Lines 44-46 ("Hence the most we can ask...")

Click here to [view the answers to Group 2, Passage 2](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 2 - Reading Comprehension, Passage 2 Answers

!Q! 1. With which of the following is the passage mainly concerned?

!A! (B) The assimilation of Native Americans during the nineteenth century

!Q! 2. According to the passage, what was a flawed assumption made by the U. S. government concerning Native Americans?

!A! (A) Native Americans, because they did not value private ownership,

!Q! 3. The word "they" in line 15 ("In the late nineteenth century, Americans...") refers to

!A! (C) Americans

!Q! 4. The words "rooted in" in line 17 ("Reflecting these sentiments, government...") are closest in meaning to which of the following?

!A! (B) Established on

!Q! 5. The word "defining" in line 21 ("Tribal organization was recognized...") is closest in meaning to

!A! (A) essential

!Q! 6. According to the passage, the U.S. government did each of the following EXCEPT

!A! (C) set up a welfare program for Native Americans

!Q! 7. The word "inevitable" in line 43 ("As the population of the...") is closest in meaning to

!A! (D) undeniable

!Q! 8. It can be inferred from the passage that Social Darwinist philosophers believe in the need to

!A! (C) adapt in order to survive

!Q! 9. With which of the following would the author be most likely to agree?

!A! (D) The tribal organization of Native Americans did not recognize private property.

!Q! 10. Where in the passage does the author discuss how Native Americans viewed land?

!A! (B) Lines 30-31 ("To Native Americans the land represented...")

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English Tutor TeleCampus TOEFL® Study Guide Group 2, Reading Comprehension Section

Time: It should take only 60 minutes (including the reading of the directions) to complete the Reading Comprehension section of the exam. Now set your clock for 60 minutes.

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Answer all the questions about the information in a passage on the basis of what is stated or implied in that passage. Click on the answer you have chosen and then go to the next question.

Example I

Read the following passage:

(1) 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 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 (10) daily transfers of goods, services, and information would

proceed in fits and starts; the very fabric of modern society would begin to unravel.

Example I

What is the main idea of the passage?

- (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 (C).

Example II

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

- (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 (D).

Now begin work on the five passages.

Click [here to go to Passage 1.](#)

Click [here to go to Passage 2.](#)

Click [here to go to Passage 3.](#)

Click [here to go to Passage 4.](#)

Click [here to go to Passage 5.](#)

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Group 2 - - Reading Comprehension, Passage 3

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

(1)The Church was immensely influential in shaping society's expectations of women. To understand something of Elizabethan ecclesiastical attitudes, we need to look back through the 1500s to the beginnings of Protestant Reform.

(5)Elizabeth's father, Henry VIII, had made himself head of the Church in England. This means that for the first time in English history, the monarch could, if he wished, dictate church policy to his bishops.

Predictably, there were many changes brought about. At no time, however, did any monarch

(10)attempt to change or even question the Church's attitude towards women. This attitude was the same one that had been doggedly maintained throughout the Middle Ages: women's bodies proclaimed that they were the living symbols of Man's First Disgrace.

Everyone knew that, because it was not only in (15)the Book of Genesis, but in the New Testament where St. Paul spoke of women as being inferior to men. The official ecclesiastical view, up to and well beyond Elizabeth's reign, was that man represented the supreme height of God's creation, while woman was secondary, inferior to him in

(20)every way.

Although the English monarchs were not concerned with the position of women, Protestant reformers were. First of all, throughout the sixteenth century there was

a growing emphasis on the importance of marriage. This meant that some elements (25)of the Church at least were preaching that a woman's role as wife and mother was as good as, or even superior to, the cloistered purity of the nun. Spiritual status was thus given to marriage and society was encouraged to view women more seriously. The very fact that the position of women was under (30)discussion in the Church represented a huge leap away from the rigid attitudes of the previous century.

A more exciting and ultimately significant development, however, was the demand for education for women. This grew out of the principles and activities of a devout group of (35)intellectuals and religious idealists: the Humanists.

The idea that girls should be educated sprang from the Humanist belief that exalted character can come only as a result of education. The Humanists did not, however, see girls and boys as equal. Their concept of education was founded on (40)the old medieval premise that women were the weaker sex, but they gave it a new twist. Their idea was that since women are more frivolous and less stable than men, it is crucial that they be educated in order to fortify them sufficiently to cope with their inherent deficiencies.

1. It can be inferred from the passage that Henry VIII

(A) initiated the Protestant Reform by taking over the Church of England.

(B) consulted the bishops of the Church of England on matters of the state.

(C) refused to abuse his status as head of the Church of England.

(D) did not challenge the traditional view of women promoted by the Church.

2. The word "influential" in line 1 ("The Church

was immensely..." is closest in meaning to

- (A) powerful
- (B) sober
- (C) open
- (D) wrote for

3. The word "doggedly" in line 12 ("This attitude was the same...") is closest in meaning to

- (A) falsely
- (B) disdainfully
- (C) firmly
- (D) obligingly

4. Each of the following stated outright that women were inferior to men EXCEPT

- (A) the Church of England
- (B) Book of Genesis
- (C) Elizabeth
- (D) St. Paul

5. According to the passage, during the sixteenth century, marriage was

- (A) supported wholeheartedly by the Church.
- (B) not valued because women were considered inferior.
- (C) accorded more significance than it had been previously.
- (D) restrictive to women but it provided them with certain rights.

6. The word "exalted" in line 37 ("The idea that girls should be...") is closest in meaning to

- (A) intelligent

- (B) noble
- (C) dominant
- (D) famous

7. The word "it" in line 41 ("Their concept of education was founded...") refers to

- (A) sex
- (B) concept
- (C) education
- (D) premise

8. Why does the author mean by "a new twist" in line 41?

- (A) Humanists shaped the educational system so that it taught primarily religion.
- (B) Humanists altered the medieval view of women to support their own ends.
- (C) Humanists changed the belief that girls should not be educated.
- (D) Humanists challenged the traditional view of women as inferior beings.

9. What can be inferred about the Humanists?

- (A) Their attitude towards women was not altogether different from the Church's.
- (B) They supported the concept of equality between the sexes.
- (C) They were the first intellectuals to believe in and acknowledge the rights of women.
- (D) Their view of women was even more rigid than that of Henry VII's.

Click here to [view the answers to Group 2, Passage 3](#)

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Group 2 - Reading Comprehension, Passage 3 Answers

!Q! 1. It can be inferred from the passage that Henry VIII

!A! (D) did not challenge the traditional view of women promoted by the Church.

!Q! 2. The word "influential" in line 1 ("The Church was immensely...") is closest in meaning to

!A! (A) powerful

!Q! 3. The word "doggedly" in line 12 ("This attitude was the same...") is closest in meaning to

!A! (C) firmly

!Q! 4. Each of the following stated outright that women were inferior to men EXCEPT

!A! (C) Elizabeth

!Q! 5. According to the passage, during the sixteenth century, marriage was

!A! (C) accorded more significance than it had been previously.

!Q! 6. The word "exalted" in line 37 ("The idea that girls should be...") is closest in meaning to

!A! (B) noble

!Q! 7. The word "it" in line 41 ("Their concept of education was founded...") refers to

!A! (D) premise

!Q! 8. Why does the author mean by "a new twist" in line 41?

!A! (B) Humanists altered the medieval view of women to support their own ends.

!Q! 9. What can be inferred about the Humanists?

!A! (A) Their attitude towards women was not

altogether different from the Church's.

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Group 2 - Written Expression Questions

Directions: In the next 25 questions each sentence has four words or phrases in italics marked (A), (B), (C), and (D). Identify the one word or phrase that must be **changed** in order for the sentence to be correct. Then, click on the answer you have chosen.

1. In *accepting* her Academy Award for best supporting actress, Mira Sorvino made a point *to thankfully*, her father, also an actor, for *his* support and *guidance* on Earth.

- (A) In accepting
- (B) to thankfully
- (C) his
- (D) guidance

2. It is difficult *to refute that* animals rely on *their* instinct and intuition more *as* humans do.

- (A) to refute
- (B) that
- (C) their
- (D) as

3. An atom *consists a* small, *positively charged* nucleus surrounded by electrons that *whirl about it in orbits*..

- (A) consists a
- (B) positively charged
- (C) about
- (D) in orbits

4. The *tragedy* of Guinevere - a woman torn between her

husband, whom she respects, *with* his best friend, whom she loves -- *has been* most *skillfully* told by T. H. White in "The Once and Future King".

- (A) tragedy
- (B) with
- (C) has been
- (D) skillfully

5. Behaviorism, the school of science that seeks *to explanation* behavior *in terms of* responses to *environmental* stimuli, was *introduced* in 1913 by J. B. Watson.

- (A) to explanation
- (B) in terms of
- (C) environmental
- (D) introduced

6. Proponents of "natural law" believe *that* some laws are *fundamental to human nature* and that these laws *can be discovered* without reference to a specific legislative act or *judicial decided*.

- (A) that
- (B) to human nature
- (C) can be discovered
- (D) decided

7. Giant pandas, *which live* in the bamboo forests of central China, *resemble* bears *but* are anatomically more like *a raccoon*.

- (A) which live
- (B) resemble
- (C) but
- (D) a raccoon

8. During the eighteenth century, the novel established *itself as a* distinct form of literature *among England;by the*

nineteenth century, it was the dominant form.

- (A) itself
- (B) as a
- (C) among
- (D) by the nineteenth century

9. The small intestine, a tubelike structure that *winds back and forth within* the abdominal cavity, is *only one part of the system digestive*.

- (A) winds back and forth
- (B) within
- (C) only
- (D) system digestive

10. Children *often find a way to open* child-proof bottles that contain prescription drugs, thus *making it necessary additional safety precautions*.

- (A) often find
- (B) to open
- (C) making it necessary
- (D) safety precautions

11. *Though* A. A. Milne is adored by children everywhere for the books and poems *he wrote*, he had a *strained relationship* with his own son Christopher, who viewed him as impersonal, rigid and *coldness*.

- (A) Though
- (B) he wrote
- (C) strained relationship
- (D) coldness

12. Scientists discovered *that with* genetic engineering they could, amazingly enough, *manipulated DNA so as to change hereditary traits*.

- (A) that with
- (B) manipulated
- (C) so as
- (D) hereditary traits

13. Whales, though they possess *a* fishlike shape, are aquatic mammals, and *have been known to weight* as much as 150 tons.

- (A) a
- (B) have been known
- (C) weight
- (D) as

14. The male lion is *known* for *its* long, thick mane, a feature that *distinguishes from* the female of the species.

- (A) known
- (B) its
- (C) distinguishes from
- (D) female

15. Diving, which requires an athlete to perform *an* acrobatic maneuvers *either from* a springboard or a platform, *has been* an Olympic event *since* 1904.

- (A) an
- (B) either from
- (C) has been
- (D) since

16. When public scrutiny becomes *greatly* invasive, celebrities often resort *to extreme* actions *in order* to protect *their* privacy.

- (A) greatly
- (B) to extreme
- (C) in order

(D) their

17. It is a growing trend in the United States for insurance companies, hospitals, and physicians to form HMO's, health care organizations *that focus on preventive* care and offer *wide range* of medical services.

(A) It

(B) that focus on

(C) preventive

(D) wide range

18. Medicines that, *at first*, combat a virus successfully *may not be effective* a second time *because that* virus can mutate - thus making treatment *problem*.

(A) at first

(B) may not be effective

(C) because that

(D) problem

19. Botticelli's "Birth of Venus", which shows the goddess *emerging* from a seashell in all *her glorious*, demonstrated the *artist's* mastery of color and *rhythmic* line.

(A) emerging

(B) her glorious

(C) artist's

(D) rhythmic

20. The number of departments in many *college* *has decreased* as university administrators have attempted to cut costs *and reduce* the size of *their* budgets.

(A) college

(B) has decreased

(C) and reduce

(D) their

21. Made up of *more than* 150 member countries, the *organization known* as the United Nations *were* established after World War II *to preserve* international peace and security.

- (A) of more than
- (B) organization known
- (C) were
- (D) to preserve

22. The group of American painters *known as* the Eight encountered a great deal *of criticism* for *their* efforts to *portray* everyday life.

- (A) known as
- (B) of criticism
- (C) their
- (D) to portray

23. Author Henry Fielding *is best known* for *him* masterpiece, Tom Jones, in which he tells the story of a foundling *who* triumphs *because* of his charity and common sense.

- (A) is best known
- (B) him
- (C) who
- (D) because

24. A deconstructionist tends to focus *on* the close reading of a text, uncover what is *ignored* by that text, and *revealed* what is illogical *in it*..

- (A) on
- (B) ignored
- (C) revealed
- (D) in it.

25. Native to the Mediterranean region *but* cultivated *from* early times, *the fig plant* bears pear-shaped fruit *containing*

masses of tiny seeds.

- (A) but
- (B) from
- (C) the fig plant
- (D) containing

Click here to [view the answers to Group 2, Written Expression Questions](#)

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English Tutor TeleCampus TOEFL® Study Guide Group 2, Written Expression Answers

!Q! 1. *In accepting* her Academy Award for best supporting actress, Mira Sorvino made a point *to thankfully*, her father, also an actor, for *his* support and *guidance* on Earth.

!A! (B) to thankfully

!Q! 2. It is difficult *to refute that* animals rely on *their* instinct and intuition more *as* humans do.

!A! (D) as

!Q! 3. An atom *consists a* small, *positively charged* nucleus surrounded by electrons that whirl *about* it *in orbits*..

!A! (A) consists a

!Q! 4. The *tragedy* of Guinevere - a woman torn between her husband, whom she respects, *with* his best friend, whom she loves -- *has been* most *skillfully* told by T. H. White in The Once and Future King.

!A! (B) with

!Q! 5. Behaviorism, the school of science that seeks *to explanation* behavior *in terms of* responses to *environmental* stimuli, was *introduced* in 1913 by J. B. Watson.

!A! (A) to explanation

!Q! 6. Proponents of "natural law" believe *that* some laws are fundamental *to human nature* and that these laws *can be discovered* without reference to a specific legislative act or judicial *decided*.

!A! (D) decided

!Q! 7. Giant pandas, *which live* in the bamboo forests of central China, *resemble* bears *but* are anatomically more like *a raccoon*.

!A! (D) a raccoon

!Q! 8. During the eighteenth century, the novel established *itself as a* distinct form of literature *among* England; *by the nineteenth century*, it was the dominant form.

!A! (C) among

!Q! 9. The small intestine, a tubelike structure that *winds back and forth within* the abdominal cavity, is *only* one part of the *system digestive*.

!A! (D) system digestive

!Q! 10. Children *often find* a way to open child-proof bottles that contain prescription drugs, thus *making it necessary* additional *safety precautions*.

!A! (C) making it necessary

!Q! 11. *Though* A. A. Milne is adored by children everywhere for the books and poems *he wrote*, he had a *strained relationship* with his own son Christopher, who viewed him as impersonal, rigid and *coldness*.

!A! (D) coldness

!Q! 12. Scientists discovered *that with* genetic engineering they could, amazingly enough, *manipulated* DNA *so as* to change *hereditary traits*.

!A! (B) manipulated

!Q! 13. Whales, though they possess *a* fishlike shape, are aquatic mammals, and *have been known to weight* as much *as* 150 tons.

!A! (C) weight

!Q! 14. The male lion is *known for its* long, thick mane, a feature that *distinguishes from* the *female* of the species.

!A! (C) distinguishes from

!Q! 15. Diving, which requires an athlete to perform *an* acrobatic maneuvers *either from* a springboard or a platform, *has been* an Olympic event *since* 1904.

!A! (A) an

!Q! 16. When public scrutiny becomes *greatly* invasive, celebrities often resort *to extreme* actions *in order* to protect *their* privacy.

!A! (A) greatly

!Q! 17. *It* is a growing trend in the United States for insurance companies, hospitals, and physicians to form HMO's, health care organizations *that focus on* preventive care and offer *wide range* of medical services.

!A! (D) wide range

!Q! 18. Medicines that, *at first*, combat a virus successfully *may not be effective* a second time *because that* virus can mutate - thus making treatment *problem*.

!A! (D) problem

!Q! 19. Botticelli's "Birth of Venus", which shows the goddess *emerging* from a seashell in all *her glorious*, demonstrated the *artist's* mastery of color and *rhythmic* line.

!A! (B) her glorious

!Q! 20. The number of departments in many *college has decreased* as university administrators have attempted to cut costs *and reduce* the size of *their* budgets.

!A! (A) college

!Q! 21. Made up *of more than* 150 member countries, the *organization known* as the United Nations *were* established after World War II *to preserve* international peace and security.

!A! (C) were

!Q! 22. The group of American painters *known as* the Eight encountered a great deal *of criticism* for *their* efforts *to portray* everyday life.

!A! (C) their

!Q! 23. Author Henry Fielding *is best known* for *him* masterpiece, Tom Jones, in which he tells the story of a founding *who* triumphs *because* of his charity and common sense.

!A! (B) him

!Q! 24. A deconstructionist tends to focus *on* the close reading of a text, uncover what is *ignored* by that text, and *revealed* what is illogical *in it*..

!A! (C) revealed

!Q! 25. Native to the Mediterranean region *but* cultivated *from* early times, *the fig plant* bears pear-shaped fruit *containing* masses of tiny seeds.

!A! (A) but

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Group 2 -- Reading Comprehension, Passage 4

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

- (1)The baptistery - Dante called it his lively San Giovanni - has been the pride of Florence over these past nine hundred years. Built about 1050 and dedicated like all medieval baptisteries to Saint John the Baptist, it rises opposite the
- (5)cathedral: eight-sided, impressively simple, covered by a huge roofed dome, the doors facing east, north, and south. Its construction and maintenance rested with the guild of the big merchants, the *Calimala*. Powerful and wealthy, their committees financed and supervised the structure and vaulting;
- (10)the splendid clothing of the walls, inside and out, in dark green and white marble; the glittering mosaics in the dome and over the chancel; the rich pavement; finally, in 1330, a bronze door cast by Andrea Pisano, showing in quatrefoils eight seated virtues and twenty scenes from the Life of John
- (15)the Baptist. The door, an extraordinary feat at the time, was set upon the south gate.

Thus, work on San Giovanni had taken close to three hundred years. Slowed down, while attention was diverted to building and decorating the new cathedral and its tower, Giotto's

- (20)*campanile*, the mind of all Florence by 1400 turned again to the Baptistery; the cathedral, excepting its domes, was near completion; but the Baptistery still lacked an integral part of its decoration. Its north and east gates, the latter facing the cathedral, still had to be provided with bronze doors,

(25)competing with Andrea's on the south. To tell fully the story of Salvation, one of these doors must represent scenes from the Gospels, the other from the Old Covenant. Thus, in 1401, the *Calimala* guild announced a competition for these doors. In the end, first prize - and with it the commission for (30)one door and an option for the second - went to young Lorenzo: just twenty-two years old, with nothing but the trial piece to show for it.

Everybody in Florence and certainly the committee members must have known that they were taking an awful risk. The

(35)wealthiest guild, in charge of its most prominent building, was about to entrust to an untried youngster the costliest and most difficult piece of sculpture likely to be commissioned in Florence within a generation. But the gentleman of the *Calimala* guild knew what they liked in young Ghiberti's (40)trial piece: they were impressed by his casting technique; they admired his precision in finishing; and they loved his way of telling a story.

1. What is the main topic of the passage?

- (A) The bronze doors of San Giovanni
- (B) The guild of merchants called the *Calimala*
- (C) The construction of the cathedral in Florence
- (D) The work of Lorenzo Ghiberti

2. The word "Its" in line 6 ("Its construction and maintenance...") refers to

- (A) Saint John
- (B) the baptistery
- (C) the cathedral
- (D) the dome

3. The word "feat" in line 15 ("The door, an extraordinary...") is closest in meaning to

- (A) strength
- (B) work
- (C) achievement
- (D) goal

4. According to the passage, the first bronze door of San Giovanni was cast by

- (A) Dante
- (B) Pisano
- (C) John the Baptist
- (D) Ghiberti

5. According to the passage, the construction of the baptistery was

- (A) built in honor of the *Calimala* guild.
- (B) paid for by Pisano and Ghiberti.
- (C) less important to Florence than the cathedral.
- (D) not completed for hundreds of years.

6. The word "diverted" in line 18 ("Slowed down, while...") is closest in meaning to

- (A) ordered
- (B) taken off
- (C) increased
- (D) turned aside

7. The word "integral" in line 22 ("the cathedral, excepting its domes...") is closest in meaning to

- (A) basic
- (B) narrow
- (C) sensible
- (D) united

8. The passage probably continues with a

discussion of

(A) how much Ghiberti was paid for his efforts.

(B) the *Calimala* guild's reasons for choosing Ghiberti.

(C) the method by which Ghiberti cast the bronze doors.

(D) other works of art produced by Ghiberti.

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Group 2 - Reading Comprehension, Passage 4 Answers

!Q! 1. What is the main topic of the passage?

!A! (A) The bronze doors of San Giovanni

!Q! 2. The word "Its" in line 6 ("Its construction and maintenance...") refers to

!A! (B) the baptistery

!Q! 3. The word "feat" in line 15 ("The door, an extraordinary...") is closest in meaning to

!A! (C) achievement

!Q! 4. According to the passage, the first bronze door of San Giovanni was cast by

!A! (B) Pisano

!Q! 5. According to the passage, the construction of the baptistery was

!A! (D) not completed for hundreds of years.

!Q! 6. The word "diverted" in line 18 ("Slowed down, while...") is closest in meaning to

!A! (D) turned aside

!Q! 7. The word "integral" in line 22 ("the cathedral, excepting its domes...") is closest in meaning to

!A! (A) basic

!Q! 8. The passage probably continues with a discussion of

!A! (C) the method by which Ghiberti cast the bronze doors.

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English Tutor TeleCampus' TOEFL® Study Guide

Group 2 - Reading Comprehension, Passage 1

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

Questions 1-12

(1)Until about 75 years ago, the form of diabetes that usually strikes children and young adults was invariably lethal. Families and physicians watched helplessly as robust youngsters wasted away and died within weeks or months of diagnosis. By the early (5)1900s investigators knew the problem lay with small clusters of pancreatic cells called the islets of Langerhans. It was evident that these islets normally secreted a critical hormone, later named insulin, that enabled other cells to take up the sugar glucose from the blood for energy. It was also apparent that in the diabetic

(10)patients (today said to have type I, or insulin-dependent, diabetes mellitus) insulin production had ceased. Consequently, glucose from food accumulated in the blood while other tissues starved. People with the more prevalent, later-onset form of diabetes -- type II, or non-insulin-dependent -- fared better (15)because they continued to make at least some insulin.

Prospects for type I diabetics improved dramatically in the early 1920s, when insulin extracted from animals proved lifesaving. Indeed, for decades thereafter most people assumed daily injections of the hormone were tantamount to a cure. Sadly, they (20)were mistaken. Over the years clinicians gradually came to realize that many patients eventually suffer

from potentially devastating diabetes-related disorders. Microscopic blood vessels can slowly become damaged, often culminating in blindness or kidney failure, or both. Larger vessels may become prematurely
(25)narrowed by atherosclerosis, and nerves may be disrupted as well, leading to numbness and pain in the extremities. The cause of the "long-term complications" has now been shown to be excess glucose in the blood and the consequent alteration of tissues exposed to the extra sugar. Clearly, the insulin injections on which
(30)type I diabetics depend for survival cannot precisely mimic the ability of the normal pancreas to sense blood glucose levels and put out exactly the amount of insulin needed to keep the body healthy.

The key to ensuring long-term health, then, is to provide therapythat can maintain glucose values within normal limits at all times

(35) from the start of the disease. An ideal treatment would be implantation of islets, because functional islets would restore proper insulin production and, in theory, would have to be implanted only once; native islets survive for many years and carry within them the precursor cells needed to supply replacements for cells that die.

1. What is the main point of the passage?

- (A) A long-term treatment for diabetes is yet to be found.
- (B) The key to curing diabetes is the implantation of islets.
- (C) The outlook for diabetics is a bleak one.
- (D) Diabetics suffer because they cannot produce a necessary hormone.

2. According to the passage, what role does insulin play in the human body?

- (A) It secretes a hormone that increases energy.
- (B) It enables the islets to function properly.
- (C) It allows cells to absorb glucose from the blood.
- (D) It assists in the digestion of food.

3. The word "lethal" in line 2 ("Until about 75 years ago...") is closest in meaning to

- (A) incurable
- (B) extensive
- (C) deadly
- (D) inconsistent

4. The word "ceased" in line 11 ("It was also apparent that in...") is closest in meaning to

- (A) improved
- (B) halted
- (C) deepened
- (D) emerged

5. The word "they" in line 15 ("People with the more prevalent...") refers to

- (A) tissues
- (B) blood
- (C) type I diabetics
- (D) type II diabetics

6. According to the passage, what is one difference between people with type I diabetes and people with type II diabetes?

- (A) Type I diabetics are more likely to die at a younger age.
- (B) Type II diabetics have insufficient glucose in their blood.

(C) Type I diabetics are unable to produce insulin.

(D) Type II diabetics have been, for the most part, cured.

7. The passage suggests that type I diabetics today

(A) are often diagnosed improperly

(B) can live past childhood

(C) are incapable of leading normal lives

(D) are as healthy as people without diabetes

8. Which of the following is NOT mentioned as a long-term complication for type I diabetics?

(A) Atherosclerosis

(B) Numbness

(C) Kidney failure

(D) Anemia

9. The word "mimic" in [line 30 \("Clearly, the insulin injections..."\)](#) is closest in meaning to

(A) imitate

(B) cooperate with

(C) distribute

(D) share

10. According to the passage, insulin injections are

(A) not entirely successful

(B) able to guarantee a diabetic's health

(C) responsible for the excess glucose in the blood

(D) equal to pancreatic production of insulin

11. It can be inferred from the passage that the exact amount of insulin required by a diabetic

(A) can be provided through injections

- (B) exposes the tissues to excess glucose
- (C) can prevent any occurrence of blindness
- (D) is difficult to determine

12. The passage probably continues with a discussion of

- (A) the problems facing type II diabetics
- (B) an experiment involving islet transplantation
- (C) the proper amount of glucose in the blood
- (D) insulin production in people without diabetes

Click here to [view the answers to Group 2, Passage 1](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 2 - Reading Comprehension, Passage 1 Answers

!Q! 1. What is the main point of the passage?

!A! (A) A long-term treatment for diabetes is yet to be found.

!Q! 2. According to the passage, what role does insulin play in the human body?

!A! (C) It allows cells to absorb glucose from the blood.

!Q! 3. The word "lethal" in line 2 ("Until about 75 years ago...") is closest in meaning to

!A! (C) deadly

!Q! 4. The word "ceased" in line 11 ("It was also apparent that in..."?) is closest in meaning to

!A! (B) halted

!Q! 5. The word "they" in line 15 ("People with the more prevalent...") refers to

!A! (D) type II diabetics

!Q! 6. According to the passage, what is one difference between people with type I diabetes and people with type II diabetes?

!A! (C) Type I diabetics are unable to produce insulin.

!Q! 7. The passage suggests that type I diabetics today

!A! (B) can live past childhood

!Q! 8. Which of the following is NOT mentioned as a long-term complication for type I diabetics?

!A! (D) Anemia

!Q! 9. The word "mimic" in line 30 ("Clearly, the insulin injections...") is closest in meaning to

!A! (A) imitate

!Q! 10. According to the passage, insulin injections are

!A! (A) not entirely successful

!Q! 11. It can be inferred from the passage that the exact amount of insulin required by a diabetic

!A! (D) is difficult to determine

!Q! 12. The passage probably continues with a discussion of

!A! (B) an experiment involving islet transplantation

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Group 2 - Reading Comprehension, Passage 5

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

(1)Deciding whether a given population constitutes a species can be difficult in part because there is no single accepted definition of the term. Years ago, evolutionary biologist Ernst W. Mayr, propounding what is called the biological species

(5)concept, proposed that the definition be based on reproductive compatibility. Specifically, he considered a species to be a group of animals that can mate with one another to produce fertile offspring but cannot mate successfully with members of a different group.

(10)Yet this idea can be too restrictive. First, mating between species (hybridization), as often occurs in the canine family, is quite common in nature. Second, in some instances, the differences between two populations might not prevent them from interbreeding, even though they are rather dissimilar in

(15)traits unrelated to reproduction; one might question whether such disparate groups should be considered a single species. A third problem with the biological species concept is that investigators cannot always determine whether two groups that live in different places are capable of

(20)interbreeding.

When the biological species concept is difficult to apply, some investigators use phenotype, an organism's observable characteristics, as a surrogate. Two groups that have evolved separately are likely to display measurable differences in

(25)many of their traits, such as the size of the skull or

the width of the teeth. If the distribution of measurements from one group does not overlap those of the other group, the two groups might be considered distinct species. Another widely discussed idea designates a species based on the presence of (30)some unique characteristic not found in another closely related organism - for example, the upright posture of humans - or a distinguishing sequence of nucleotides (DNA building blocks) in a gene.

Proving that the red wolf fits any of these descriptions has (35)been extremely challenging. For instance, the wolf is not a species by Mayr's definition, but it can breed extensively with the coyote and the gray wolf (*C. lupus*). And efforts to classify the red wolf based on its phenotype traits have yielded ambiguous results. John James Audubon and John (40)Bachman, who described the red wolf in their classic 1851 book, *Viviparous Quadrupeds of North America*, had difficulty distinguishing the red wolf from the physically similar coyote and gray wolf. Modern researchers looking at phenotypic traits have variously concluded that the red wolf is (45)a subspecies of the gray wolf, a hybrid of the coyote and the gray wolf, and a full-fledged species.

1. What does the passage mainly discuss?

- (A) The need to provide a strict definition for the term species.
- (B) The weaknesses in Ernst W. Mayr's definition of the term species.
- (C) The difficulty of defining the term species.
- (D) Whether the red wolf meets the definition of the term species.

2. According to the passage, Mayr's definition of species centered on

- (A) physical traits.
- (B) hybrid offspring.

- (C) reproductive health.
- (D) successful mating.

3. The word "restrictive" in line 10 ("Yet this idea can be...") is closest in meaning to

- (A) obscure
- (B) limiting
- (C) general
- (D) simple

4. The word "they" in line 14 ("Second, in some instances, the differences...") refers to

- (A) two populations
- (B) instances
- (C) differences
- (D) canines

5. It can be inferred from the passage that two different species living in different locations

- (A) have different skull sizes.
- (B) might be able to breed with one another.
- (C) possess unique characteristics not found in other organisms.
- (D) cannot be compatible in terms of reproduction.

6. The word "distinct" in line 28 ("If the distribution of measurements...") is closest in meaning to

- (A) common
- (B) unusual
- (C) familiar
- (D) different

7. The word "ambiguous" in line 38 ("And efforts

to classify...") is closest in meaning to

- (A) complete
- (B) faulty
- (C) uncertain
- (D) useless

8. The author does each of the following EXCEPT

- (A) refer to a book.
- (B) make a criticism.
- (C) make a comparison.
- (D) provide a definition.

9. 48. With which of the following statements would the author be LEAST likely to agree?

- (A) The red wolf has been proven to be a hybrid of the coyote and the grey wolf.
- (B) Biologists have posed at least three different definitions for the term species.
- (C) Animals from different species are capable of mating and producing fertile offspring.
- (D) Mayr's definition of the term species has been shown to be lacking.

10. Which of the following statements about the definition of the term species is best supported by the passage?

- (A) The most appropriate definition of the term is based on phenotype.
- (B) Mayr's definition of the term has been shown to be without any merit.
- (C) The definition of the term must take into account DNA.
- (D) There is no agreement among scientists on how to define the term.

11. The passage probably continues with a discussion of

- (A) the observations made by Audubon and Bachman.
- (B) whether the red wolf constitutes a species.
- (C) the phenotypic traits of the coyote.
- (D) the categorization of the red wolf as a subspecies.

Click here to [view the answers to Group 2, Passage 5](#)

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Group 2 - Reading Comprehension, Passage 5 Answers

!Q! 1. What does the passage mainly discuss?

!A! (C) The difficulty of defining the term species.

!Q! 2. According to the passage, Mayr's definition of species centered on

!A! (D) successful mating.

!Q! 3. The word "restrictive" in line 10 ("Yet this idea can be...") is closest in meaning to

!A! (B) limiting

!Q! 4. The word "they" in line 14 ("Second, in some instances, the differences...") refers to

!A! (A) two populations

!Q! 5. It can be inferred from the passage that two different species living in different locations

!A! (B) might be able to breed with one another.

!Q! 6. The word "distinct" in line 28 ("If the distribution of measurements...") is closest in meaning to

!A! (D) different

!Q! 7. The word "ambiguous" in line 38 ("And efforts to classify...") is closest in meaning to

!A! (C) uncertain

!Q! 8. The author does each of the following EXCEPT

!A! (C) make a comparison.

!Q! 9. 48. With which of the following statements would the author be LEAST likely to agree?

!A! (A) The red wolf has been proven to be a hybrid of the coyote and the grey wolf.

!Q! 10. Which of the following statements about the

definition of the term species is best supported by the passage?

!A! (D) There is no agreement among scientists on how to define the term.

!Q! 11. The passage probably continues with a discussion of

!A! (B) whether the red wolf constitutes a species.

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Group 3 - Structure and Written Expression

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, named Structure and Written Expression, with special directions for each type. You will have 25 minutes to complete both sections. Follow the directions on the screen for each section.

[Click here to go to the section on Structure!](#)

[Click here to go to the section on Written Expression!](#)

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Group 3- Structure Questions

Directions: Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Click on the circle next to the answer you have chosen and then go to the next sentence.

Begin work on questions 1-15

1. Doctors can _____ malaria by administering quinine, but today they tend to use modern antimalarials instead.

- (A) to treat
- (B) are treating
- (C) treating
- (D) treat

2. George Balanchine, _____, helped to found the School of American Ballet in 1934.

- (A) a talented choreographer
- (B) was a talented choreographer
- (C) was a talented choreographer and
- (D) be a talented choreographer

3. _____ a great deal of patience and effort - as well as an artistic eye - to cultivate bonsai plants that are both healthy and aesthetically pleasing.

- (A) To be required
- (B) It requires
- (C) By requiring
- (D) Although requiring

4. During the day, _____ must constantly feed in order to supply its enormous energy needs.

- (A) in which the colorful hummingbird
- (B) which the colorful hummingbird
- (C) the colorful hummingbird that
- (D) the colorful hummingbird

5. Found in Central and South America, the capybara is a large rodent _____ as the water hog because of its swimming ability.

- (A) that it is known
- (B) is known
- (C) and knowing it
- (D) known

6. In a true democracy, every person plays an important role in _____ who will be their elected officials.

- (A) to determine
- (B) determining
- (C) determine that
- (D) determined

7. Scientists define the melting point of a solid as the temperature at which _____.

- (A) becomes the solid a liquid
- (B) the solid becomes a liquid
- (C) the solid to become a liquid
- (D) the solid becoming liquid

8. Unfortunately, in today's society, making a profit is _____ of a business.

- (A) the often greatest concern
- (B) the greatest often concern
- (C) often the greatest concern
- (D) often the concern greatest

9. Cryogenics is _____ the production of extremely low temperatures and the effects that take place under such conditions.

- (A) that scientific branch concerned with
- (B) a branch of science concerned with
- (C) concerned with a branch of science
- (D) concerned a science and branch

10. The kiwi, _____ possessing only rudimentary wings, is approximately the size of a large chicken.

- (A) a bird that is flightless
- (B) is a flightless bird
- (C) a flightless bird
- (D) a flightless and a bird that

11. In U. S. politics, gerrymandering is the method _____ voting district lines are rearranged to favor the party in power.

- (A) that
- (B) those
- (C) by which
- (D) by those

12. In philosophy, _____ is the doctrine of free will that states the individual can and does determine his own acts.

- (A) one
- (B) which
- (C) so that
- (D) it

13. _____ cause tides, but that of the sun also produces the same effect, though to a lesser extent.

- (A) Not only when the gravitational attraction of the moon does
- (B) As the gravitational attraction of the moon not only does
- (C) Not only does the gravitational attraction of the moon
- (D) Does the gravitational attraction of the moon not only

14. Occupying about 75 percent of dry air, _____ in the protoplasm of all living matter.

- (A) the colorless gas nitrogen is also present
- (B) which are colorless gases present such as nitrogen
- (C) the colorless gas nitrogen also being present
- (D) also since the colorless gas nitrogen is present

15. By the 1990s, trumpeter Wynton Marsalis's amazing technique had earned him _____ the severest of critics

- (A) and he had garnered even the praise of
- (B) with the praise of even
- (C) even which was the praise of
- (D) the praise of even

Click here to [view the answers to Group 3, Structure Questions](#)

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English Tutor TeleCampus' TOEFL® Study Guide

Group 3 - Structure Answers

!Q! 1. Doctors can _____ malaria by administering quinine, but today they tend to use modern antimalarials instead.

!A! (D) treat

!Q! 2. George Balanchine, _____, helped to found the School of American Ballet in 1934.

!A! (A) a talented choreographer

!Q! 3. _____ a great deal of patience and effort - as well as an artistic eye - to cultivate bonsai plants that are both healthy and aesthetically pleasing.

!A! (B) It requires

!Q! 4. During the day, _____ must constantly feed in order to supply its enormous energy needs.

!A! (D) the colorful hummingbird

!Q! 5. Found in Central and South America, the capybara is a large rodent _____ as the water hog because of its swimming ability.

!A! (D) known

!Q! 6. In a true democracy, every person plays an important role in _____ who will be their elected officials.

!A! (B) determining

!Q! 7. Scientists define the melting point of a solid as the temperature at which _____.

!A! (B) the solid becomes a liquid

!Q! 8. Unfortunately, in today's society, making a profit is _____ of a business.

!A! (C) often the greatest concern

!Q! 9. Cryogenics is _____ the production of extremely low temperatures and the effects that take

place under such conditions.

!A! (B) a branch of science concerned with

!Q! 10. The kiwi, _____ possessing only rudimentary wings, is approximately the size of a large chicken.

!A! (C) a flightless bird

!Q! 11. In U. S. politics, gerrymandering is the method _____ voting district lines are rearranged to favor the party in power.

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!A! (D) it

!Q! 13. _____ cause tides, but that of the sun also produces the same effect, though to a lesser extent.

!A! (C) Not only does the gravitational attraction of the moon

!Q! 14. Occupying about 75 percent of dry air, _____ in the protoplasm of all living matter.

!A! (A) the colorless gas nitrogen is also present

!Q! 15. By the 1990s, trumpeter Wynton Marsalis's amazing technique had earned him _____ the severest of critics.

!A! (D) the praise of even

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Group 3- Written Expression Questions

Directions: In the next 25 questions each sentence has four words or phrases in italics marked (A), (B), (C), and (D). Identify the one word or phrase that must be **changed** in order for the sentence to be correct. Then, click on the answer you have chosen.

1. A serious disease *appearing chiefly* in children, rheumatic fever is characterized by rashes, jerking movements, and *to inflame* the connective tissue in the joints and *in the heart*.

- (A) A
- (B) appearing chiefly
- (C) to inflame
- (D) in the heart

2. *To honor the achievements lifetime* of civil rights activist Martin Luther King, Jr., the U.S. government *declared his birthday a national* holiday.

- (A) To honor
- (B) achievements lifetime
- (C) declared
- (D) national

3. Film critics *worldwide* applaud Meryl Streep *for her wonderfully* ability to imitate accents, *ranging from* Australian to Dutch to Southern.

- (A) worldwide
- (B) for
- (C) wonderfully
- (D) ranging from

4. In Greek mythology, Scylla and Charybdis are the *horrific*

sea monsters *that* seize sailors *passing through* the Strait of Messina and *devoured* them.

- (A) horrific
- (B) that
- (C) passing through
- (D) devoured

5. Known for *its* resemblance to members of the equine family, seahorses *are actually* fish and *range in size* from two to eight inches.

- (A) its
- (B) are actually
- (C) range in size
- (D) to

6. After the *stock market* crash of 1929, *less* people were able to *find* employment, let alone keep *it*.

- (A) stock market
- (B) less
- (C) to find
- (D) it

7. Though it *may be* hard to *believe*, Mary Shelley wrote her first novel "Frankenstein" *where* she was *only* nineteen years old.

- (A) may be
- (B) to believe
- (C) where
- (D) was only

8. 23. Dietary protein is food that *contains the* amino acids *necessary for* human grow.

- (A) contains
- (B) the
- (C) necessary for
- (D) grow

9. Widely *respected as* an economist, John Maynard Keynes

brought to his field they were some of the most influential formulations of the twentieth century.

- (A) respected as
- (B) brought to
- (C) they were
- (D) the most influential

10. *According to the movie Shine, directed by Scott Hicks, David Helfgott's masterful of a composition by Rachmaninoff caused, in part, his mental breakdown.*

- (A) According to
- (B) masterful
- (C) a composition
- (D) mental breakdown

11. *Called Istanbul since 1930, Constantinople was founded as the new capital the Roman Empire by Constantine I and soon became the largest medieval city in Europe.*

- (A) Called
- (B) was founded
- (C) capital the
- (D) and soon

12. *After served in the army in the Second World War, George Marshall organized and then directed the European Recovery Program, for which he received the Nobel Peace Prize.*

- (A) After served
- (B) in the Second World War
- (C) then directed
- (D) for which

13. *The best chefs are known for the careful with which they prepare food as well as for the pains they take to present it.*

- (A) The best chefs
- (B) careful
- (C) as well as
- (D) to present it

14. Though conservatism is often equated with inflexibility, in strict *political* terms, it is the desire to *maintenance* the *existing* order.

- (A) is often equated with
- (B) political
- (C) maintenance
- (D) existing

15. The *primary* function of a guild, an economic and social association of people engaged in *same* craft, was to *establish* control over a particular *profession*.

- (A) The primary
- (B) same
- (C) to establish control over
- (D) profession

16. Forgery, in law, is the fabrication or *altering* of a *written* document *with* the intent to deceive or *defraud*.

- (A) altering
- (B) written
- (C) with
- (D) defraud.

17. During the first half of the nineteenth century, *immigrants* to the United States were *predominant* from Western Europe; after the Civil War, however, new arrivals came mainly *from* Eastern and Southern Europe, *as well as* from Asia.

- (A) immigrants
- (B) predominant
- (C) from
- (D) as well as

18. Musician Bob Geldof, *lead* singer of the band Boomtown Rats, received a *honorary* knighthood for his work to *combat* starvation in Ethiopia.

- (A) lead
- (B) a
- (C) honorary

(D) to combat

19. Bill Gates built his microcomputer *software company* into one of the largest *in the nation*, and in *doing so* became one of the country's wealthiest and most respected *man*.

(A) software company

(B) in the nation

(C) doing so

(D) man

20. The clever sketches of Oliver Wendell Holmes, first *published in the journal* the Atlantic Monthly, were *eventually* collected in The Autocrat of the Breakfast-Table and *another* volumes.

(A) published

(B) journal

(C) eventually

(D) another

21. *Even in ancient times*, surgery was *performed* with great *precise*.

(A) Even in

(B) times

(C) was performed

(D) precise

22. Through her field work *among the peoples* of Oceania, Margaret Mead *has provided* the field of anthropology *invaluable* insights, particularly *in child-rearing*, personality, and culture.

(A) among the peoples

(B) has provided

(C) invaluable

(D) in child-rearing

23. With his many theories, Albert Einstein *did* a great impact on physics, *so much so* that he is *often called* the greatest physicist of *all* time.

- (A) did
- (B) so much so
- (C) often called
- (D) all

24. Found in plants such *like* legumes, green leafy vegetables, and whole grains, dietary fiber has *little* nutritional value *but* may have a role *in lowering* levels of cholesterol in the blood.

- (A) like
- (B) little
- (C) but
- (D) in lowering

25. Carrie Fisher, *who* mother is Debbie Reynolds, *has gained fame* in her own right *as both* an actress and a novelist.

- (A) who
- (B) has gained
- (C) fame
- (D) as both

Click here to [view the answers to Group 3, Written Expression Questions](#)

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Group 3- Written Expression Answers

!Q! 1. A serious disease *appearing chiefly* in children, rheumatic fever is characterized by rashes, jerking movements, and *to inflame* the connective tissue in the joints and *in the heart*.

!A! (C) to inflame

!Q! 2. *To honor* the *achievements lifetime* of civil rights activist Martin Luther King, Jr., the U.S. government *declared* his birthday a *national* holiday.

!A! (B) achievements lifetime

!Q! 3. Film critics *worldwide* applaud Meryl Streep *for* her *wonderfully* ability to imitate accents, *ranging from* Australian to Dutch to Southern.

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!A! (D) devoured

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!A! (A) its

!Q! 6. After the *stock market* crash of 1929, *less* people were able *to find* employment, let alone keep *it*.

!A! (B) less

!Q! 7. Though *it may be hard to believe*, Mary Shelley wrote her first novel "Frankenstein" *where* she *was only* nineteen years old.

!A! (C) where

!Q! 8. 23. Dietary protein is food that *contains the* amino acids *necessary for* human *grow*.

!A! (D) grow

!Q! 9. Widely *respected as* an economist, John Maynard Keynes

brought to his field they were some of the most influential formulations of the twentieth century.

!A! (C) they were

!Q! 10. *According to the movie Shine, directed by Scott Hicks, David Helfgott's masterful of a composition by Rachmaninoff caused, in part, his mental breakdown.*

!A! (B) masterful

!Q! 11. *Called Istanbul since 1930, Constantinople was founded as the new capital the Roman Empire by Constantine I and soon became the largest medieval city in Europe.*

!A! (C) capital the

!Q! 12. *After served in the army in the Second World War , George Marshall organized and then directed the European Recovery Program, for which he received the Nobel Peace Prize.*

!A! (A) After served

!Q! 13. *The best chefs are known for the careful with which they prepare food as well as for the pains they take to present it.*

!A! (B) careful

!Q! 14. *Though conservatism is often equated with inflexibility, in strict political terms, it is the desire to maintenance the existing order.*

!A! (C) maintenance

!Q! 15. *The primary function of a guild, an economic and social association of people engaged in same craft, was to establish control over a particular profession.*

!A! (B) same

!Q! 16. *Forgery, in law, is the fabrication or altering of a written document with the intent to deceive or defraud.*

!A! (A) altering

!Q! 17. *During the first half of the nineteenth century, immigrants to the United States were predominant from Western Europe; after the Civil War, however, new arrivals came mainly from Eastern and Southern Europe, as well as from Asia.*

!A! (B) predominant

!Q! 18. *Musician Bob Geldof, lead singer of the band Boomtown Rats, received a honorary knighthood for his work to combat*

starvation in Ethiopia.

!A! (B) a

!Q! 19. Bill Gates built his microcomputer *software company* into one of the largest *in the nation*, and in *doing so* became one of the country's wealthiest and most respected *man*.

!A! (D) man

!Q! 20. The clever sketches of Oliver Wendell Holmes, first *published* in the *journal* the Atlantic Monthly, were *eventually* collected in The Autocrat of the Breakfast-Table and *another* volumes.

!A! (D) another

!Q! 21. *Even in ancient times*, surgery *was performed* with great *precise*.

!A! (D) precise

!Q! 22. Through her field work *among the peoples* of Oceania, Margaret Mead *has provided* the field of anthropology *invaluable* insights, particularly *in child-rearing*, personality, and culture.

!A! (C) invaluable

!Q! 23. With his many theories, Albert Einstein *did* a great impact on physics, *so much so* that he is *often called* the greatest physicist of *all* time.

!A! (A) did

!Q! 24. Found in plants such *like* legumes, green leafy vegetables, and whole grains, dietary fiber has *little* nutritional value *but* may have a role *in lowering* levels of cholesterol in the blood.

!A! (A) like

!Q! 25. Carrie Fisher, *who* mother is Debbie Reynolds, *has gained fame* in her own right *as both* an actress and a novelist.

!A! (A) who

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English Tutor TeleCampus TOEFL® Study Guide Group 3, Reading Comprehension Section

Time: It should take only 60 minutes (including the reading of the directions) to complete the Reading Comprehension section of the exam. Now set your clock for 60 minutes.

Directions: This part of the exam, Reading Comprehension, is in five sections. In each section you will read a different passage.

Each passage is followed by a number of questions about it. For each question you are to choose the one best answer, (A), (B), (C), or (D). Each passage is marked with (1), (5), (10), etc. to show the line number. The lines are marked so that you can find the part referred to in a question. Those questions will have a highlighted section that you can click on.

For example, a question may say, "[In line 10...](#)". This question is referring to something in line 10. When you click on this section of the question, the screen will go to that line in the passage. To go back to the questions, just scroll back. Try it!

Answer all the questions about the information in a passage on the basis of what is stated or implied in that passage. Click on the answer you have chosen and then go to the next question.

Example I

Read the following passage:

(1) 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 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 (10) daily transfers of goods, services, and information would

proceed in fits and starts; the very fabric of modern society would begin to unravel.

Example I

What is the main idea of the passage?

- (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 (C).

Example II

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

- (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 (D).

Now begin work on the six passages.

Click [here to go to Passage 1.](#)

Click [here to go to Passage 2.](#)

Click [here to go to Passage 3.](#)

Click [here to go to Passage 4.](#)

Click [here to go to Passage 5.](#)

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Group 3 - Reading Comprehension, Passage 1

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

(1) Georgia O'Keeffe has become a legend in her own time, yet the origins of the myths about her have never been explored. What is O'Keeffe's mystique? When did it begin? Why has she remained so reclusive, so unwilling to let the public see the full range of her (5) prodigious artistic creations. Why did she make her home in the remote desert mesas of the American Southwest? How has she become an American heroine in her own time? As an artist, what have been some of her guiding principles?

The answers to these and other questions revolve around a

(10) closer study of the visual aspects of her art. O'Keeffe's way of seeing--her deep appreciation of nature synthesized in works of art--is unique. She pursued her vision when she was unknown, when she was the only American-educated woman in the select group of European-educated male artists exhibited by Alfred

(15) Stieglitz in the twenties, and when she found her home in the American Southwest. O'Keeffe's art contains richly colored forms -- abstract shapes, flowers, buildings, bones, hills, trees, clouds, sky, and stones -- variously characterized in large, clean patterns that are now her trademark. The brilliant, but sometimes uneven,

(20) quality of her work and her innovations in technique, theme, and style are central to her remarkable career as an artist.

Just as Pablo Picasso's achievements are now being seen comprehensively for the first time, O'Keeffe's entire oeuvre has a cumulative visual richness that deserves study. Her work, so large (25) and accessible to the viewer, has subtle abstract and geometric properties, new insights into the use of color and form, and bold thematic and social concerns. During a life that spans the twentieth century, O'Keeffe has had the courage to focus on the contradictions and greatness of America as she sees it.

1. The word "it" in line 3 ("When did it...") refers to

- (A) legend.
- (B) O'Keeffe
- (C) mystique.
- (D) public.

2. The word "select" in line 13 ("She pursued her vision...") is closest in meaning to

- (A) exceptional.
- (B) rare.
- (C) specific.
- (D) chosen.

3. The author mentions each of the following as subject matter of O'Keeffe's art EXCEPT

- (A) clouds.
- (B) dust.
- (C) flowers.
- (D) bones.

4. Why does the author mention Picasso?

- (A) To suggest that O'Keeffe's accomplishments are equivalent to his
- (B) To demonstrate the similarities between the content of his works and that of O'Keeffe's
- (C) To point out his influence on O'Keeffe's

abstract works of art

(D) To compare the attention given to his works with that given to O'Keeffe's

5. The word "comprehensively" in line 23 ("Just as Pablo Picasso's...") is closest in meaning to

- (A) completely.
- (B) honestly.
- (C) regularly.
- (D) obviously.

6. The author admires O'Keeffe for each of the following reasons EXCEPT

- (A) her innovative techniques.
- (B) her rejection of abstract art.
- (C) her way of seeing the world.
- (D) her use of color.

7. With which of the following statements would be the author be most likely to agree?

- (A) O'Keeffe's work, though original, lacks strong themes.
- (B) O'Keeffe would not have succeeded without the aid of Stieglitz.
- (C) The quality of O'Keeffe's art is not always consistent.
- (D) O'Keeffe moved to the Southwest in order to be closer to nature.

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Group 3 - Reading Comprehension, Passage 1 Answers

!Q! 1. The word "it" in line 3 ("When did it...") refers to

!A! (C) mystique

!Q! 2. The word "select" in line 13 ("She pursued her vision...") is closest in meaning to

!A! (A) exceptional

!Q! 3. The author mentions each of the following as subject matter of O'Keeffe's art EXCEPT

!A! (B) dust

!Q! 4. Why does the author mention Picasso?

!A! (D) To compare the attention given to his works with that given to O'Keeffe's

!Q! 5. The word "comprehensively" in line 23 ("Just as Pablo Picasso's...") is closest in meaning to

!A! (A) completely

!Q! 6. The author admires O'Keeffe for each of the following reasons EXCEPT

!A! (B) her rejection of abstract art

!Q! 7. With which of the following statements would be the author be most likely to agree?

!A! (C) The quality of O'Keeffe's art is not always consistent

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Group 3 - Reading Comprehension, Passage 2

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

(1)When General O. O. Howard assumed his duties as commissioner of the Freedmen's Bureau on May 12, 1865, he faced no problem more difficult than that of affording freedmen legal protection. Despite the fact that the war had dealt a

(5)death blow to slavery, the legal status that blacks would occupy as free men was uncertain when the war ended. In the antebellum period, Southern state law has discriminated against free blacks, providing harsher criminal punishment for them than for whites, denying them the right to testify against whites, and severely

(10)restricting their liberty in numerous ways. And in the war's aftermath, Southern whites, rapidly able to gain control of their state and local governments under President Andrew Johnson's program of reconstruction, stood ready to apply this discriminatory law to the freedmen.

(15)Nor was the problem of affording freedmen legal protection limited to shielding them from enforcement of discriminatory state law. In the post-war period, Southern whites, fearful of the consequences of emancipation, resorted to violence on a massive scale in order to maintain their dominance over blacks. And in the

(20)face of this violence, Southern state law enforcement and judicial officials generally proved to be either unwilling or unable to bring to justice whites who had committed acts of violence against freedmen.

Moreover, the problem of protecting black workers against

(25) unscrupulous employers also confronted Howard and his subordinates. Although the Freedmen's Bureau Act authorized them to lease and ultimately to sell abandoned and confiscated land to freedmen, Andrew Johnson's pardon policy prevented Bureau officials from using that authority to make blacks landowners.

(30) Consequently, in order to support themselves, most freedmen found it necessary to work for whites as plantation and farm laborers. And given impoverished planters' inability to pay laborers in cash at the end of each month, most black laborers had little choice but to agree to work for planters for an entire year and to

(35) receive their pay, in either cash or a share of the crop, at the end of the year. In this situation, white employers, many of whom were eager to pay their erstwhile bondsmen as little as possible, had numerous opportunities to deny workers their just due.

1. What is the passage mainly about?

(A) The need to protect freedmen from discriminatory laws.

(B) The problems facing the Freedmen's Bureau.

(C) General O. O. Howard's attempts to ensure economic equality for freedmen.

(D) The violence freedmen endured and the economic plights they faced.

2. Which of the following can be inferred about the war?

(A) It did not provide blacks with freedom from slavery.

(B) It enabled the South to punish freedmen without restraint.

(C) It did not put an end to discrimination against freedmen.

(D) It ended shortly before the Freedmen's Bureau was established.

3. According to the passage, President Johnson's program of reconstruction

(A) supported the South's criminal punishment of freedmen.

(B) had as its primary goal the legal protection of freedmen from discrimination.

(C) condemned slavery but failed to take any action to destroy it.

(D) did not prevent Southerners from recovering their political power in government.

4. The word "shielding" in line 16 ("Nor was the problem of...") is closest in meaning to

(A) exposing.

(B) stopping.

(C) punishing.

(D) protecting.

5. The word "their" in line 11 ("And in the war's aftermath") refers to

(A) judicial officials.

(B) Southern whites.

(C) blacks.

(D) law enforcement officials.

6. It can be inferred from the passage that Southern whites who committed violence against freedmen

(A) were motivated by hate and anger.

(B) tried to reinstate slavery into the law.

(C) were often law enforcement officials.

(D) generally went unpunished.

7. The word "unwilling" in line 21 ("And in the face of this violence...") is closest in meaning to:

(A) unsuitable.

(B) thankless.

- (C) disgraceful.
- (D) reluctant.

8. The word "just" in line 38 ("[In this situation...](#)") is closest in meaning to

- (A) fair.
- (B) even.
- (C) honorable.
- (D) regular.

9. With which of the following statements would the author be most likely to agree?

(A) Freedmen were, in many ways, still slaves after the war because of their economic dependence on Southern plantation and farm owners.

(B) President Johnson's actions were guided by a desire to win the respect and loyalty of the Southern plantation and farm owners.

(C) Because Southerners had no recourse to the judicial system, they employed violence as a means to control freedmen.

(D) The Freedmen's Bureau ultimately proved a success because it was able to guarantee freedmen private ownership of land.

10. Where in the passage does the author discuss the land policy of the Freedmen's Bureau?

(A) [Lines 6-10 \("In the antebellum period, Southern..."\)](#)

(B) [Lines 19-23 \("And in the face of this violence..."\)](#)

(C) [Lines 26-29 \("Although the Freedmen's Bureau Act..."\)](#)

(D) [Lines 32-36 \("And given impoverished..."\)](#)

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Group 3 - Reading Comprehension, Passage 2 Answers

!Q! 1. What is the passage mainly about?

!A! (B) The problems facing the Freedmen's Bureau.

!Q! 2. Which of the following can be inferred about the war?

!A! (C) It did not put an end to discrimination against freedmen.

!Q! 3. According to the passage, President Johnson's program of reconstruction

!A! (D) did not prevent Southerners from recovering their political power in government.

!Q! 4. The word "shielding" in line 11 ("Nor was the problem of...") is closest in meaning to

!A! (D) protecting.

!Q! 5. The word "their" in line 8 ("And in the war's aftermath...") refers to

!A! (B) Southern whites.

!Q! 6. It can be inferred from the passage that Southern whites who committed violence against freedmen

!A! (D) generally went unpunished.

!Q! 7. The word "unwilling" in line 15 ("And in the face of this violence...")

!A! (D) reluctant.

!Q! 8. The word "just" in line 27 ("In this situation...") is closest in meaning to

!A! (A) fair.

!Q! 9. With which of the following statements would the author be most likely to agree?

!A! (A) Freedmen were, in many ways, still slaves

after the war because of their economic dependence on Southern plantation and farm owners.

!Q! 10. Where in the passage does the author discuss the land policy of the Freedmen's Bureau?

!A! (C) Lines 18-21 ("Although the Freedmen's Bureau Act...")

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Group 3 - Reading Comprehension, Passage 3

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

(1) If everyone in the world were surveyed today, an estimated one billion individuals -- roughly a fifth of the planet's inhabitants -- would be found to harbor hookworms in their small intestine. These parasites engage in an insidious form of thievery. With their sharp

(5) teeth, the half-inch-long bandits grasp the surface and subsurface layers of the intestinal wall and extract blood. Each one empties a fraction of a teaspoon from the circulation every day, but when 20, 100, or even 1,000 worms drain this much blood simultaneously (in the last case, drawing almost a cup of blood), the consequences

(10) can be profound.

Blood delivers iron, protein, and other nutrients to tissues. If the host cannot replace the lost substances quickly enough (as often is true of children, women of childbearing age and anyone who is malnourished), the result may be iron deficiency anemia and protein (15) malnutrition, the hallmarks of passage from mild infection to outright disease. Together anemia and protein malnutrition, which occur in up to 25 percent of infected individuals, can lead to extreme lethargy and weakness. What is worse, when children are chronically infected by many worms, the lack of iron and protein

(20) can cause severe retardation of growth and can impair behavioral, cognitive, and motor development, sometimes irreversibly. Occasionally hookworm

disease may even be fatal, especially to infants.

Hookworm disease, which is most prevalent in the developing

(25) nations of the tropics, can be treated. Yet in many places where the condition is common, the medicines--parasite-killing agents and sometimes iron supplements--may be unavailable or hard to get. For this reason and others there is a pressing need for vaccines that can prevent hookworms from establishing thriving

(30) populations in the gut. Sadly, however, hookworm disease has been ignored by most of the biomedical research community for the past 25 years. The main reasons are straightforward: funding for investigation of disorders that predominantly affect the Third World is scarce, and maintaining the worms in the laboratory is difficult. As

(35) a result, study of hookworm infection has not benefited from the revolution in biotechnology that has led to impressive advances in the understanding and treatment of other human disorders.

1. The main point of the passage is to

(A) challenge the belief that hookworm disease is not widespread.

(B) contrast diseases of industrialized nations with those of the Third World.

(C) discuss the effect of hookworm disease on the human body.

(D) argue for more research into the treatment of hookworm disease.

2. Why does the author mention the number of people infected with hookworm disease [\(lines 1-3\)](#) ("If everyone in the world were...")?

(A) To emphasize the prevalence of the disease.

(B) To introduce how hookworms attach themselves to their hosts.

(C) To suggest that hookworms are a worldwide

threat.

(D) To highlight the increase in the occurrence of the disease.

3. It can be inferred from the passage that, in an adult host, the bigger the number of hookworms

- (A) the great the injury to the host's intestine.
- (B) the greater the threat to the host's growth.
- (C) the more contagious the host.
- (D) the more the host's infection.

4. The word "their" in line 3 ("If everyone in the world were...") refers to

- (A) hookworms.
- (B) individuals.
- (C) parasites.
- (D) bandits.

5. It can be inferred from the passage that 100 hookworms can extract how much blood?

- (A) Twenty cups
- (B) A cup
- (C) A fraction of a cup
- (D) A fraction of a teaspoon

6. According to the passage, a hookworm endangers its host because

- (A) it causes the intestinal wall of its host to tear and bleed.
- (B) it deprives its host of blood which contains important nutrients.
- (C) it makes its host more susceptible to infection.
- (D) it weakens the immune system of its host by extracting too much blood.

7. The word "impair" in line 20 ("What is worse, when children are...") is closest in meaning to

- (A) damage.

- (B) protect.
- (C) influence.
- (D) engage.

8. The words "this reason" in line 28 ("For this reason and others...") refer to

- (A) the prevalence of hookworm disease.
- (B) the establishing of thriving populations.
- (C) the unavailability of medicines.
- (D) the fatality to infants.

9. The word "pressing" in line 28 ("For this reason and others...") is closest in meaning to

- (A) urgent.
- (B) difficult.
- (C) unusual.
- (D) exaggerated.

10. Which of the following does the author state about the biomedical research community?

- (A) It has not provided the Third World with sufficient medicines.
- (B) It has few representatives in the Third World interested in hookworm disease.
- (C) It has not looked into hookworm disease for many years.
- (D) It has used biotechnology to come up with new treatments for hookworm disease.

11. What is one reason the author mentions for hookworm disease being ignored?

- (A) There are limited laboratories available to conduct research.
- (B) Little regard is had for diseases plaguing the Third World.
- (C) More dangerous diseases have occupied the scientific community.
- (D) There are insufficient funds to allow for

investigation.

12. Where in the passage does the author describe the effect that hookworm disease can have on children?

- (A) [Lines 6-10 \("Each one empties...can be profound."\)](#)
- (B) [Lines 18-22 \("What is worse...irreversibly."\)](#)
- (C) [Lines 24-25 \("Hookworm disease, which is...treated."\)](#)
- (D) [Lines 34-37 \("As a result, study...other human disorders."\)](#)

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Group 3 - Reading Comprehension, Passage 3 Answers

!Q! 1. The main point of the passage is to

!A! (D) argue for more research into the treatment of hookworm disease.

!Q! 2. Why does the author mention the number of people infected with hookworm disease (lines 1-3) ("If everyone in the world were...")?

!A! (A) To emphasize the prevalence of the disease.

!Q! 3. It can be inferred from the passage that, in an adult host, the bigger the number of hookworms

!A! (D) the more the host's infection.

!Q! 4. The word "their" in line 3 ("If everyone in the world were...") refers to

!A! (B) individuals.

!Q! 5. It can be inferred from the passage that 100 hookworms can extract how much blood?

!A! (C) A fraction of a cup

!Q! 6. According to the passage, a hookworm endangers its host because

!A! (B) it deprives its host of blood which contains important nutrients.

!Q! 7. The word "impair" in line 20 ("What is worse, when children are...") is closest in meaning to

!A! (A) damage.

!Q! 8. The words "this reason" in line 28 ("For this reason and others...") refer to

!A! (C) the unavailability of medicines.

!Q! 9. The word "pressing" in line 28 ("For this reason and others...") is closest in meaning to

!A! (A) urgent.

!Q! 10. Which of the following does the author state about the biomedical research community?

!A! (C) It has not looked into hookworm disease for many years.

!Q! 11. What is one reason the author mentions for hookworm disease being ignored?

!A! (D) There are insufficient funds to allow for investigation.

!Q! 12. Where in the passage does the author describe the effect that hookworm disease can have on children?

!A! (B) Lines 18-22 ("What is worse...irreversibly.")

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Group 3 - Reading Comprehension, Passage 4

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

(1) In Egypt and Mesopotamia, in the great riverlands of the Nile and the Euphrates, it was easy to subject a large population to a single ruler and to see that each man performed an allotted function in a vast, unified system. But in Greece, where every district was (5) separated from the next by mountains or the sea, central control of this kind was impossible, and men were forced to be not specialists in this or that profession but masters of a whole range of crafts and accomplishments.

Nature nursed the Greeks in a hard school, but this made them

(10) conscious of themselves and their worth. Without this self-awareness they would never have made their most important contribution to human experience: the belief that a man must be honored for his individual worth and treated with respect just because he is himself.

(15) This is what the Greeks meant by liberty. Just as they detested the thought of being conquered, so in their own circles a man claimed for himself the freedom to do all of which he was capable, to speak what was in his mind, to go his own way without interference from other men.

(20) This feeling among the Greeks may have started as something vague, but it was deeply felt, and it matured into reasoned philosophy. It had its own dangers, of course, especially as the risk that in

asserting their own claims men would pay too little attention to the neighbors' and reduce society to anarchy. And indeed

(25) Greek states did suffer gravely from internal dissensions. Nevertheless they survived as centers of order - because the Greek belief in liberty was inextricably associated with the existence of law.

The Greeks did not invent law or originate the notion of it. Codes of law existed in Babylonia when the Greeks were still little

(30) better than savages, and the Mosaic Law of Israel is also ancient. But Greek law, which emerged in the Seventh Century

B.C., differed from these. First, it was not intended to carry out the will of either an omnipotent monarch or of a god; Greek law aimed entirely at improving the lot of mortal humans. Second, while these

(35) earlier systems could be changed virtually at the will of a king or a priesthood, Greek law was usually based on some kind of popular consent and could be changed only by being referred to the people for their approval. Finally, Greek law was expected to secure life and property for all members of society, not just for a

(40) select group of leaders or priests.

1. What does the passage mainly discuss?

- (A) The geography of Greece
- (B) The Greek belief in both liberty and law
- (C) The importance of law in Greece
- (D) The emphasis placed on liberty by Greeks

2. What can be inferred about the geography of Egypt and Mesopotamia?

- (A) It contained only two rivers.
- (B) It created a wide range of jobs.
- (C) It was dominated by mountains.
- (D) It allowed for central control.

3. What point is the author making by stating that "Nature nursed the Greeks in a hard school" (line 9)?

- (A) The land in Greece was not easy to use for agricultural purposes.
- (B) The environment was responsible for general unhappiness in Greek society.
- (C) The geography of Greece made many demands on the people living there.
- (D) The educational system in Greece had very strict standards.

4. The word "interference" in line 19 ("Just as they detested...") is closest in meaning to

- (A) opposition
- (B) uncertainty
- (C) nonsense
- (D) bitterness

5. The word "anarchy" in line 24 ("It had its own dangers.....") is closest in meaning to

- (A) hostility
- (B) disorder
- (C) depression
- (D) prejudice

6. The word "they" in line 26 ("Nevertheless they survived...") refers to

- (A) neighbors
- (B) Greeks
- (C) dissensions
- (D) States

7. According to the passage, the Greek emphasis on liberty

- (A) was balanced by an emphasis on law.

- (B) was based on an immature feeling.
- (C) caused wars between the states.
- (D) was more dangerous than valuable.

8. Why does the author mention the Mosaic Law of Israel?

- (A) To point out the similarities between the law of Israel and that of Greece
- (B) To single out the Greeks' rejection of the rights of a monarch or a god
- (C) To suggest that Greece inherited its legal system from Israel
- (D) To make clear that Greeks were not the first to use a system of law

9. The word "secure" in line 39 ("Finally, Greek law was expected...") is closest in meaning to

- (A) purchase
- (B) restore
- (C) guarantee
- (D) permit

10. What is the main point of the final paragraph of the passage?

- (A) To highlight the importance of the rights of the individual in Greek law
- (B) To describe what made Greek law unique
- (C) To illustrate the concept of the majority in Greek law
- (D) To stress the primitive quality of Greek law

11. According to the passage, Greeks believed in all the following EXCEPT

- (A) the will of the people.
- (B) the right to speak one's mind.
- (C) the power of the clergy.
- (D) the worth of the individual.

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Group 3 - Reading Comprehension, Passage 4 Answers

!Q! 1. What does the passage mainly discuss?

!A! (B) The Greek belief in both liberty and law

!Q! 2. What can be inferred about the geography of Egypt and Mesopotamia?

!A! (D) It allowed for central control.

!Q! 3. What point is the author making by stating that "Nature nursed the Greeks in a hard school" (line 9)?

!A! (C) The geography of Greece made many demands on the people living there.

!Q! 4. The word "interference" in line 19 ("Just as they detested...") is closest in meaning to

!A! (A) opposition

!Q! 5. The word "anarchy" in line 24 ("It had its own dangers.....") is closest in meaning to

!A! (B) disorder

!Q! 6. The word "they" in line 26 ("Nevertheless they survived...") refers to

!A! (D) States

!Q! 7. According to the passage, the Greek emphasis on liberty

!A! (A) was balanced by an emphasis on law.

!Q! 8. Why does the author mention the Mosaic Law of Israel?

!A! (D) To make clear that Greeks were not the first to use a system of law

!Q! 9. The word "secure" in line 39 ("Finally, Greek law was expected...") is closest in meaning to

!A! (C) guarantee

!Q! 10. What is the main point of the final paragraph of the passage?

!A! (B) To describe what made Greek law unique

!Q! 11. According to the passage, Greeks believed in all the following EXCEPT

!A! (C) the power of the clergy.

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Group 3 - Reading Comprehension, Passage 5

Read the passage and then answer the questions. In some questions you can click on the highlighted portion of the question; this will take you to the passage to read; then scroll back down to answer the question.

(1) We are all descendants of the ice age. Periods of glaciation have spanned the whole of human existence for the past 2 million years. The rapid melting of the continental glaciers at the end of the last ice age spurred one of the most dramatic climate changes in the (5) history of the planet. During this interglacial time, people were caught up in a cataclysm of human accomplishment, including the development of agriculture and animal husbandry. Over the past few thousand years, the Earth's climate has been extraordinarily beneficial, and humans have prospered exceedingly well under a (10) benign atmosphere.

Ice ages have dramatically affected life on Earth almost from the very beginning. It is even possible that life itself significantly changed the climate. All living organisms pull carbon dioxide out of the atmosphere and eventually store it in sedimentary rocks within (15) the Earth's crust. If too much carbon dioxide is lost, too much heat escapes out into the atmosphere. This can cause the Earth to cool enough for glacial ice to spread across the land.

In general the reduction of the level of carbon dioxide in the atmosphere has been equalized by the input of carbon dioxide from (20) such events as volcanic eruptions. Man, however, is upsetting the equation by burning fossil fuels and destroying tropical rain forests, both of which release stored carbon dioxide. This energizes the greenhouse effect and causes the Earth to warm. If the warming is significant enough, the polar ice caps eventually melt.

(25) The polar ice caps drive the atmospheric and oceanic circulation systems. Should the ice caps melt, warm tropical waters could circle the globe and make this a very warm, inhospitable planet.

Over the past century, the global sea level has apparently risen

(30) upwards of 6 inches, mainly because of the melting of glacial ice. If present warming trends continue, the seas could rise as much as 6 feet by the next century. This would flood coastal cities and fertile river deltas, where half the human population lives. Delicate wetlands, where many marine species breed, also would be

(35) reclaimed by the sea. In addition, more frequent and severe storms would batter coastal areas, adding to the disaster of the higher seas.

The continued melting of the great ice sheets in polar regions could cause massive amounts of ice to crash into the ocean. This would

(40) further raise the sea level and release more ice, which could more than double the area of sea ice and increase correspondingly the amount of sunlight reflected back into space. The cycle would then be complete as this could cause global temperatures to drop enough to initiate another ice age.

1. What is the main topic of the passage?

- (A) The possibility that the polar ice caps will melt
- (B) The coming of another ice age
- (C) Man's effect on the carbon dioxide level in the atmosphere
- (D) The climate of the Earth over the years

2. It can be inferred from the passage that the development of agriculture

- (A) preceded the development of animal husbandry.
- (B) withstood vast changes in the Earth's climate.
- (C) did not take place during an ice age.

(D) was unaffected by the greenhouse effect.

3. The word "beneficial" in line 9 ("Over the past few thousand...") is closest in meaning to

- (A) calm
- (B) inviting
- (C) thoughtful
- (D) favorable

4. According to the passage, what is the relationship between carbon dioxide and the Earth's climate?

- (A) Carbon dioxide, which is trapped in glacial ice, is released when warm temperatures cause the ice to melt.
- (B) The greenhouse effect, which leads to the warming of the climate, is a result of too much carbon stored in the Earth's crust.
- (C) Rain causes carbon dioxide to be washed out of the atmosphere and into the ocean.
- (D) An increase in atmospheric carbon dioxide results in the warming of the climate.

5. The word "This" in line 22 ("This energizes the greenhouse...") refers to

- (A) man's upsetting the equation.
- (B) the reduction of the level of carbon dioxide.
- (C) a volcanic eruption.
- (D) the melting of the polar ice caps.

6. According to the passage, carbon dioxide is stored in each of the following EXCEPT

- (A) polar ice caps.
- (B) sedimentary rocks.
- (C) rain forests.
- (D) fossil fuels.

7. The word "inhospitable" in line 27 ("Should the ice caps...") is closest in meaning to

- (A) imperfect.
- (B) uninhabitable.
- (C) unlikable
- (D) cruel.

8. The word "massive" in line 39 ("The continued melting...") is closest in meaning to

- (A) wide.
- (B) huge.
- (C) dense.
- (D) thick.

9. Which of the following does the author NOT mention as a consequence of a large rise in global sea level?

- (A) The destruction of wetlands
- (B) The flooding of cities
- (C) A more diverse marine population
- (D) Severe storms

10. What does the final paragraph of the passage mainly discuss?

- (A) The relationship between the ocean and the sun
- (B) The amount of sunlight reflected into space
- (C) A rise in global temperatures
- (D) The conditions that could lead to an ice age

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Group 3 - Reading Comprehension, Passage 5 Answers

!Q! 1. What is the main topic of the passage?

!A! (A) The possibility that the polar ice caps will melt

!Q! 2. It can be inferred from the passage that the development of agriculture

!A! (C) did not take place during an ice age.

!Q! 3. The word "beneficial" in line 9 ("Over the past few thousand...") is closest in meaning to

!A! (D) favorable

!Q! 4. According to the passage, what is the relationship between carbon dioxide and the Earth's climate?

!A! (D) An increase in atmospheric carbon dioxide results in the warming of the climate.

!Q! 5. The word "This" in line 22 ("This energizes the greenhouse...") refers to

!A! (A) man's upsetting the equation.

!Q! 6. According to the passage, carbon dioxide is stored in each of the following EXCEPT

!A! (A) polar ice caps.

!Q! 7. The word "inhospitable" in line 27 ("Should the ice caps...") is closest in meaning to

!A! (B) uninhabitable.

!Q! 8. The word "massive" in line 39 ("The continued melting...") is closest in meaning to

!A! (B) huge.

!Q! 9. Which of the following does the author NOT mention as a consequence of a large rise in global sea level?

!A! (C) A more diverse marine population

!Q! 10. What does the final paragraph of the passage mainly discuss?

!A! (D) The conditions that could lead to an ice age

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English Tutor TeleCampus TOEFL® Study Guide Group 1, Reading Comprehension Section

Time: It should take only 60 minutes (including the reading of the directions) to complete the Reading Comprehension section of the exam. Now set your clock for 60 minutes.

Directions: This part of the exam, Reading Comprehension, is in seven sections. In each section you will read a different passage.

Each passage is followed by a number of questions about it. For each question you are to choose the one best answer, (A), (B), (C), or (D). Each passage is marked with (1), (5), (10), etc. to show the line number. The lines are marked so that you can find the part referred to in a question. Those questions will have a highlighted section that you can click on.

For example, a question may say, "[In line 10...](#)". This question is referring to something in line 10. When you click on this section of the question, the screen will go to that line in the passage. To go back to the questions, just scroll back. Try it!

Answer all the questions about the information in a passage on the basis of what is stated or implied in that passage. Click on the answer you have chosen and then go to the next question.

Example I

Read the following passage:

(1) 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 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 (10) daily transfers of goods, services, and information would

proceed in fits and starts; the very fabric of modern society would begin to unravel.

Example I

What is the main idea of the passage?

- (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 (C).

Example II

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

- (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 (D).

Now begin work on the seven passages.

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Click [here to go to Passage 2.](#)

Click [here to go to Passage 3.](#)

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