



Practice Test #1

FOR THE TOEFL®
READING SECTION



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Reading Section*



The TOEFL Reading Section: *Directions*

In this section, you will be able to demonstrate your ability to understand academic passages in English.

There are two passages in this section. You have 36 minutes to complete the entire section. You may read the passages and answer the questions in any order you choose but plan to spend about 18 minutes on each passage and the accompanying questions.

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

At the end of this practice test, you will find an answer key, information to help determine your score, and explanations of the answers.

Turn the page to begin the reading section.



Copernicus

One of the most important events of the Renaissance was the displacement of Earth from the center of the universe, an intellectual revolution initiated by a Polish cleric in the sixteenth century. Nicolaus Copernicus was born in Torun, a mercantile town in Poland. His training was in law and medicine, but his main interests were astronomy and mathematics. His great contribution to science was a critical reappraisal of the existing theories of planetary motion and the development of a new sun-centered or heliocentric, model of the solar system. Copernicus concluded that Earth is a planet and that all the planets circle the Sun. Only the Moon orbits Earth.

Copernicus described his ideas in detail in his book, *De Revolutionibus Orbium Coelestium* (*On the Revolution of Celestial Orbs*), published in 1543, the year of his death. The most important idea in Copernicus' *De Revolutionibus* is that Earth is one of six (then-known) planets that revolve around the Sun. Using this concept, he was able to work out the correct general picture of the solar system. He placed the planets, starting nearest the Sun, in the correct order: Mercury, Venus, Earth, Mars, Jupiter, and Saturn. Further, he deduced that the nearer a planet is to the Sun, the greater its orbital speed. With his theory, he was able to explain the complex backward motions of the planets and work out a roughly correct scale for the solar system.

Copernicus could not prove that Earth revolves around the Sun. In fact, with some adjustments, the old Ptolemaic system of planetary motion could have accounted for the motions of the planets in the sky. But Copernicus pointed out that the Ptolemaic cosmology was clumsy and lacking the beauty and symmetry of his own. In Copernicus' time, in fact, few people thought there were ways to prove whether the heliocentric or the older geocentric system was correct. A long philosophical tradition, going back to the Greeks and defended by the Catholic Church, held that pure human thought combined with divine revelation represented the path to truth. Nature, as revealed by our senses, was suspect. For example, Aristotle had reasoned that heavier objects (having more of the quality that made them heavy) must fall to Earth faster than lighter ones. This is absolutely incorrect, as any simple experiment dropping two balls of different weights shows. However, in Copernicus' day, experiments did not matter much; Aristotle's reasoning was more convincing.

In this environment, there was little motivation to carry out observations or experiments to distinguish between competing cosmological theories. It should not surprise us, therefore, that the heliocentric idea was debated for more than half a century without any tests being applied to determine its validity. Contrast this with the situation today, when scientists rush to test each new hypothesis and do not accept any ideas until the results are in. For example, when two researchers at the University of Utah announced in 1989 that they had discovered a way to achieve nuclear fusion (the process that powers the stars), other scientists at more than 25 laboratories around the United States attempted to duplicate "cold fusion" within a few weeks—without success, as it turned out. The cold fusion theory soon went down in flames.



How would we look at Copernicus' model today? When a new hypothesis or theory is proposed in science, it must first be checked for consistency with what is already known. Copernicus' heliocentric idea passes this test, for it allows planetary positions to be calculated at least as well as the geocentric theory. The next step is to determine which predictions the new hypothesis makes that differ from those of competing ideas. In the case of Copernicus, one example is the prediction that if Venus circles the Sun, the planet should go through the full range of phases just as the Moon does, whereas if it circles Earth, it should not. Also, we should not be able to see the full phase of Venus from Earth because the Sun would then be between Venus and Earth. But in those days, before the telescope, no one imagined testing these predictions.

Source: Fraknoi, A., Morrison, D., & Wolff, S. C. (2016).

Reading Paragraph 1

One of the most important events of the Renaissance was the displacement of Earth from the center of the universe, an intellectual revolution initiated by a Polish cleric in the sixteenth century. Nicolaus Copernicus was born in Torun, a mercantile town in Poland. His training was in law and medicine, but his main interests were astronomy and mathematics. His great contribution to science was a critical reappraisal of the existing theories of planetary motion and the development of a new Sun-centered or heliocentric model of the solar system. Copernicus concluded that Earth is a planet and that all the planets circle the Sun. Only the Moon orbits Earth.

1. What does the author say about Nicolaus Copernicus in paragraph 1?

- a. His only scientific contribution was the establishment of a heliocentric model of the solar system
- b. He was born in a merchant village in the 1600s
- c. He came to the conclusion that planets orbit the Sun
- d. He was educated in math and astronomy



Reading Paragraph 2

Copernicus described his ideas in detail in his book, *De Revolutionibus Orbium Coelestium* (On the Revolution of Celestial Orbs), published in 1543, the year of his death. The most important idea in Copernicus' *De Revolutionibus* is that Earth is one of six (then-known) planets that revolve around the Sun. Using this concept, he was able to work out the correct general picture of the solar system. He placed the planets, starting nearest the Sun, in the correct order: Mercury, Venus, Earth, Mars, Jupiter, and Saturn. Further, he deduced that the nearer a planet is to the Sun, the greater its orbital speed. With his theory, he was able to explain the complex backward motions of the planets and work out a roughly correct scale for the solar system.

2. It is stated in paragraph 2 that

- a. Copernicus was never recognized for his ideas while living
- b. Copernicus believed that Mercury traveled faster than Saturn
- c. Copernicus did not want his book published until after his death
- d. Copernicus felt that future scientific discovery would later confirm his claims

3. The word deduced in paragraph 2 is closest in meaning to

- a. Subtracted
- b. Concluded
- c. Failed
- d. Discovered



Reading Paragraph 3

Copernicus could not prove that Earth revolves around the Sun. In fact, with some adjustments, the old Ptolemaic system of planetary motion could have accounted for the motions of the planets in the sky. But Copernicus pointed out that the Ptolemaic cosmology was clumsy and lacking the beauty and symmetry of his own. In Copernicus' time, in fact, few people thought there were ways to prove whether the heliocentric or the older geocentric system was correct. A long philosophical tradition, going back to the Greeks and defended by the Catholic Church, held that pure human thought combined with divine revelation represented the path to truth. Nature, as revealed by our senses, was suspect. For example, Aristotle had reasoned that heavier objects (having more of the quality that made them heavy) must fall to Earth faster than lighter ones. This is absolutely incorrect, as any simple experiment dropping two balls of different weights shows. However, in Copernicus' day, experiments did not matter much; Aristotle's reasoning was more convincing.

4. All of the following are true about Copernicus and his theory EXCEPT

- a. He felt the Ptolemaic system was asymmetrical and awkward
- b. He found evidence that verified the fact that the Earth revolves around the sun
- c. Most thinkers at that time felt there was no way to prove Copernicus' theory
- d. The Ptolemaic system could still explain the movement of the planets with a few changes



Reading Paragraph 4

In this environment, there was little motivation to carry out observations or experiments to distinguish between competing cosmological theories. It should not surprise us, therefore, that the heliocentric idea was debated for more than half a century without any tests being applied to determine its validity. Contrast this with the situation today, when scientists rush to test each new hypothesis and do not accept any ideas until the results are in. For example, when two researchers at the University of Utah announced in 1989 that they had discovered a way to achieve nuclear fusion (the process that powers the stars), other scientists at more than 25 laboratories around the United States attempted to duplicate “cold fusion” within a few weeks—without success, as it turned out. The cold fusion theory soon went down in flames.

5. According to paragraph 4, which of the following is true?

- a. The theory that our solar system is heliocentric was debated for more than one hundred years
- b. Scientists cannot ethically put forth new ideas without first testing them extensively
- c. The initial experiment that supported cold fusion could not be reproduced afterward
- d. Copernicus’ theories inspired extensive experiments to confirm his proposed idea

6. Which of the following best expresses the essential information in the highlighted sentence in paragraph 4? Incorrect choices change the meaning in important ways or leave out essential information.

- a. Nuclear fusion at room temperature is called “cold fusion,” which was tested many times
- b. In 1989, researchers claimed to achieve cold fusion, but other scientists were not able to reproduce the same result
- c. Nuclear fusion is the process that powers the stars, and it can be achieved at any temperature
- d. Over 25 laboratories unsuccessfully tried to reproduce the process that powers the stars



Reading Paragraph 5

How would we look at Copernicus' model today? When a new hypothesis or theory is proposed in science, it must first be checked for consistency with what is already known. Copernicus' heliocentric idea passes this test, for it allows planetary positions to be calculated at least as well as the geocentric theory. The next step is to determine which predictions the new hypothesis makes that differ from those of competing ideas. In the case of Copernicus, one example is the prediction that if Venus circles the Sun, the planet should go through the full range of phases just as the Moon does, whereas if it circles Earth, it should not. Also, we should not be able to see the full phase of Venus from Earth because the Sun would then be between Venus and Earth. But in those days, before the telescope, no one imagined testing these predictions.

7. Why does the author ask the question, "How would we look at Copernicus' model today?"

- a. To compare contemporary methods of reasoning with Copernicus' time
- b. In order to question Copernicus' theory of the solar system
- c. He is reiterating the main point of the entire passage in a question
- d. To suggest that Copernicus' model of the solar system was invalid

8. According to paragraph 5, which of the following is true?

- a. Modern theories have to be compared with similar theories from the past
- b. Copernicus' heliocentric theory was very similar to the geocentric theory of the solar system
- c. In contemporary science, a new hypothesis must be completely different from any previous one
- d. Copernicus' ideas could be confirmed nowadays through the use of a telescope



9. Look at the four squares (A, B, C, D) that indicate where the following sentence could be added to the passage.

Though he was not formally educated in either of these subjects, he dedicated much of his time to researching these fields.

Where would the sentence best fit?

A One of the most important events of the Renaissance was the displacement of Earth from the center of the universe, an intellectual revolution initiated by a Polish cleric in the sixteenth century. B Nicolaus Copernicus was born in Torun, a mercantile town in Poland. C His training was in law and medicine, but his main interests were astronomy and mathematics. D His great contribution to science was a critical reappraisal of the existing theories of planetary motion and the development of a new Sun-centered or heliocentric model of the solar system.

10. DIRECTIONS: Select the phrases that correctly describe each theory of planetary motion. Two of the phrases will NOT be used. This question is worth 3 points.

Heliocentric theory

-
-
-

Geocentric theory

-
-

- a. It was established by the Polish cleric, Nicolaus Copernicus
- b. The solar system is centered around the Sun
- c. There were only six planets known at the time of Copernicus
- d. This theory provided a more accurate depiction of planetary motion in the solar system
- e. It predates Copernicus' theory that he put forth in the 16th century
- f. Aristotle's reasoning was used to draw conclusions in Copernicus' day
- g. It was widely considered accurate even after Copernicus' findings



Industrialization and the Beginning of the Labor Movement

By the 1830s, the United States had developed a thriving industrial and commercial sector in the Northeast. Farmers embraced regional and distant markets as the primary destination for their products. Artisans witnessed the methodical division of the labor process in factories. Wage labor became an increasingly common experience. Specialized, repetitive tasks assigned to wage laborers replaced earlier modes of handicraft production done by artisans at home. The operations of these mills changed the nature of work by deskilling tasks and breaking down the process of production to its most basic, elemental parts. In return for their labor, the workers, who at first were young women from rural New England farming families, received wages. From its origin in New England, manufacturing soon spread to other regions of the United States.

Many workers undoubtedly enjoyed some of the new wage opportunities factory work presented. For many of the young New England women who ran the machines in Waltham, Lowell, and elsewhere, the experience of being away from the family was exciting. Though most sent a large portion of their wages home, having even a small amount of money of their own was a liberating experience, and many used their earnings to purchase clothes, ribbons, and other consumer goods for themselves.

The long hours, strict discipline, and low wages, however, soon led workers to protest their working conditions and pay. In 1821, the young women employed by the Boston Manufacturing Company in Waltham went on strike for two days when their wages were cut. In 1824, workers in Pawtucket struck to protest reduced pay rates and longer hours, the latter of which had been achieved by cutting back the amount of time allowed for meals. Similar strikes occurred at Lowell and in other mill towns like Dover, New Hampshire, where the women employed by the Cocheco Manufacturing Company ceased working in December 1828 after their wages were reduced. In the 1830s, female mill operatives in Lowell formed the Lowell Factory Girls Association to organize strike activities in the face of wage cuts and later established the Lowell Female Labor Reform Association to protest the twelve-hour workday. Even though strikes were rarely successful and workers were usually forced to accept reduced wages and increased hours, work stoppages as a form of labor protest represented the beginning of the labor movement in the United States.

Critics of industrialization blamed it for the increased concentration of wealth in the hands of the few; the factory owners made vast profits while the workers received only a small fraction of the revenue from what they produced. Under the labor theory of value, said critics, the value of a product should accurately reflect the labor needed to produce it. Profits from the sale of goods produced by workers should be distributed so laborers recovered in the form of wages the value their effort had added to the finished product. While factory owners, who contributed the workspace, the machinery, and the raw materials needed to create a product, should receive a share of the profits, their share should not be greater than the value of their contribution. Workers should thus receive a much larger portion of the profits than they currently did, and factory owners should receive less.



In Philadelphia, New York, and Boston—all cities that experienced dizzying industrial growth during the nineteenth century—workers united to form political parties. Thomas Skidmore, from Connecticut, was the outspoken organizer of the Working Men's Party, which lodged a radical protest against the exploitation of workers that accompanied industrialization. Skidmore took his cue from Thomas Paine and the American Revolution to challenge the growing inequality in the United States. He argued that inequality originated in the unequal distribution of property through inheritance laws. The Working Men's Party also advocated the end of imprisonment for debt, a common practice whereby the debtor who could not pay was put in jail, and his tools and property, if any, were confiscated. Skidmore's vision of radical equality extended to all; women and men, no matter their race, should be allowed to vote and receive property, he believed. Skidmore died in 1832 when a cholera epidemic swept New York City, but the state of New York did away with imprisonment for debt in the same year.

Source: Corbett, P. S., Janssen, V., Lund, J. M., Pfannestiel, T. J., Waskiewicz, S. & Vickery, P. S. (2014).

Reading Paragraph 1

By the 1830s, the United States had developed a thriving industrial and commercial sector in the Northeast. Farmers embraced regional and distant markets as the primary destination for their products. Artisans witnessed the methodical division of the labor process in factories. Wage labor became an increasingly common experience. Specialized, repetitive tasks assigned to wage laborers replaced earlier modes of handicraft production done by artisans at home. The operations of these mills changed the nature of work by deskilling tasks and breaking down the process of production to its most basic, elemental parts. In return for their labor, the workers, who at first were young women from rural New England farming families, received wages. From its origin in New England, manufacturing soon spread to other regions of the United States.

1. The word **thriving in paragraph 1 is closest in meaning to**

- a. Uncontrollable
- b. Prosperous
- c. Exciting
- d. Decent

2. According to paragraph 1, which of the following is true?

- a. Artisans continued to hand-make products from home into the 1830s
- b. Wage laborers started doing the jobs that were previously done by artisans
- c. Most of the mill workers received decreased wages
- d. Manufacturing in the United States spread at a slow pace



Reading Paragraph 2

Many workers undoubtedly enjoyed some of the new wage opportunities factory work presented. For many of the young New England women who ran the machines in Waltham, Lowell, and elsewhere, the experience of being away from the family was exciting. Though most sent a large portion of their wages home, having even a small amount of money of their own was a liberating experience, and many used their earnings to purchase clothes, ribbons, and other consumer goods for themselves.

3. What can be inferred from the information in paragraph 2?

- a. New England women worked harder than others and therefore held most of the jobs
- b. Many women who worked in the factories regretted being away from home
- c. Most women were financially dependent prior to the Industrial Revolution
- d. All factories were located in New England during this time



Reading Paragraph 3

The long hours, strict discipline, and low wages, however, soon led workers to protest their working conditions and pay. In 1821, the young women employed by the Boston Manufacturing Company in Waltham went on strike for two days when their wages were cut. In 1824, workers in Pawtucket struck to protest reduced pay rates and longer hours, the latter of which had been achieved by cutting back the amount of time allowed for meals. Similar strikes occurred at Lowell and in other mill towns like Dover, New Hampshire, where the women employed by the Cocheco Manufacturing Company ceased working in December 1828 after their wages were reduced. In the 1830s, female mill operatives in Lowell formed the Lowell Factory Girls Association to organize strike activities in the face of wage cuts, and later established the Lowell Female Labor Reform Association to protest the twelve-hour workday. Even though strikes were rarely successful and workers were usually forced to accept reduced wages and increased hours, work stoppages as a form of labor protest represented the beginnings of the labor movement in the United States.

4. Which of the following is NOT true?

- a. Workers stopped working to protest the poor wages and working conditions
- b. The employees of the Boston Manufacturing Company demonstrated for two days in the 1820s
- c. Women at the Cocheco Manufacturing Company went on strike after working hours were extended
- d. The Lowell Female Labor Reform Association was founded to fight against twelve-hour workdays

5. Which of the following best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.

- a. Strikes marked the foundation of the United States labor movement, even though they were often ineffective
- b. Because strikes were usually unsuccessful, employees often had to accept lower wages
- c. Strikes were a form of protest against long working hours during the labor movement in the U.S.
- d. The labor movement in the United States relied heavily on strikes to achieve its goals



Reading Paragraph 4

Critics of industrialization blamed it for the increased concentration of wealth in the hands of the few: the factory owners made vast profits while the workers received only a small fraction of the revenue from what they produced. Under the labor theory of value, said critics, the value of a product should accurately reflect the labor needed to produce it. Profits from the sale of goods produced by workers should be distributed so laborers recovered in the form of wages the value their effort had added to the finished product. While factory owners, who contributed the workspace, the machinery, and the raw materials needed to create a product, should receive a share of the profits, their share should not be greater than the value of their contribution. Workers should thus receive a much larger portion of the profits than they currently did, and factory owners should receive less.

6. What did critics say about the labor theory?

- a. Profits from the sales of goods should be invested back into the company
- b. Worker wages should be increased if the amount the product is sold for is increased
- c. Both factory workers and owners must work equally as hard
- d. The value of a product ought to be directly related to the labor used to make it



Reading Paragraph 5

In Philadelphia, New York, and Boston—all cities that experienced dizzying industrial growth during the nineteenth century—workers united to form political parties. Thomas Skidmore, from Connecticut, was the outspoken organizer of the Working Men's Party, which lodged a radical protest against the exploitation of workers that accompanied industrialization. Skidmore took his cue from Thomas Paine and the American Revolution to challenge the growing inequality in the United States. He argued that inequality originated in the unequal distribution of property through inheritance laws. The Working Men's Party also advocated the end of imprisonment for debt, a common practice whereby the debtor who could not pay was put in jail and his tools and property, if any, were confiscated. Skidmore's vision of radical equality extended to all; women and men, no matter their race, should be allowed to vote and receive property, he believed. Skidmore died in 1832 when a cholera epidemic swept New York City, but the state of New York did away with imprisonment for debt in the same year.

7. All of the following are true EXCEPT

- a. Cities like New York and Boston underwent significant industrial expansion during the 1800s
- b. Thomas Skidmore served as vice president of the Working Men's Party
- c. The Working Men's Party protested poor working conditions during industrialization
- d. Thomas Skidmore was inspired by Thomas Paine

8. Why does the author say, "Skidmore took his cue from Thomas Paine and the American Revolution to challenge the growing inequality in the United States"?

- a. To show that Thomas Paine and Thomas Skidmore were related
- b. To suggest that organizing the group was not Thomas Skidmore's idea
- c. To provide additional information as to why the American Revolution began
- d. To explain some of the inspiration behind Thomas Skidmore's organization



9. Look at the four squares (A, B, C, D) that indicate where the following sentence could be added to the passage.

This independence was new and welcomed by the women, despite the fact that they had to work.

Where would the sentence best fit?

A Many workers undoubtedly enjoyed some of the new wage opportunities factory work presented. B For many of the young New England women who ran the machines in Waltham, Lowell, and elsewhere, the experience of being away from the family was exciting. C Though most sent a large portion of their wages home, having even a small amount of money of their own was a liberating experience, and many used their earnings to purchase clothes, ribbons, and other consumer goods for themselves. D

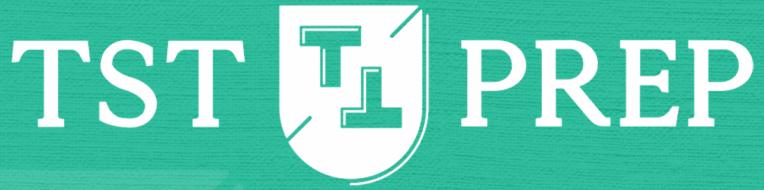
10. DIRECTIONS: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented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

Industrialization in the United States greatly changed the labor force and led to the formation of labor unions, which make up an important part of the workplace to this day.

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- a. The Boston Manufacturing Company was based in Waltham
- b. Jobs usually done by artisans were broken into tasks that could be completed by factory workers
- c. Workers began to form groups to fight against the poor conditions of their employment
- d. Labor theory stipulates that a product's value should reflect the work that went into making it
- e. Thomas Skidmore, the organizer of the Working Men's Party, died in the 19th century
- f. The labor movement in the United States began with workers fighting exploitation and inequality through strikes





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Practice Test #1
For the TOEFL® Reading Section
Answer Key



The Grading Rubric

Use the chart below to determine your score in the reading section. Most questions are worth one point, but the last question for each passage is worth more than one point.

There are only 20 questions in this reading section, but the raw score is either 22 or 23. The last question of each passage is either a Summary or an Organization question. There is always at least one Summary question, and sometimes two.

Summary questions are worth two points. If all three choices are correct, award yourself two points. If two choices are correct and one is incorrect, award yourself one point. If two or more choices are incorrect, you earn zero points for the given question.

Organization questions are worth three points. If all five choices are correct, award yourself three points. If four choices are correct and one is incorrect, award yourself two points. If three choices are correct and two are incorrect, award yourself one point. If three or more choices are incorrect, you earn zero points for the given question.

Raw Points	Score Estimate	Raw Points	Score Estimate
23	30	12	16
22	29	11	14
21	27	10	13
20	26	9	12
19	25	8	10
18	23	7	9
17	22	6	8
16	21	5	6
15	19	4	5
14	18	3	4
13	17	2-1	1-3



Copernicus: Answer Key

Source: Fraknoi, A., Morrison, D., & Wolff, S. C. (2016).

1. C (factual information)

C is correct because the last two sentences in the paragraph say that he "concluded that Earth is a planet and that all the planets circle the sun" and that "Only the Moon orbits Earth." Option **A** is incorrect because the paragraph says, "His great contribution to science was..." not his "only" contribution - the modifier "only" makes the statement untrue. Option **B** is wrong because he was born in the 16th century, which refers to the 1500s, not the 1600s. Option **D** is incorrect because the paragraph states that he was trained in law and medicine and that "his main interests were astronomy and mathematics."

2. B (factual information)

B is the correct answer because the passage states, "He placed the planets, starting nearest the sun, in the correct order: Mercury, Venus, Earth, Mars, Jupiter, and Saturn. Further, he deduced that the nearer a planet is to the sun, the greater its orbital speed." Since planets closer to the Sun travel at a greater orbital speed, Mercury would move faster than Saturn. **A** is incorrect because whether or not he received recognition is never mentioned in the passage. Even though the book was published after his death, this would be an inference to assume he never received recognition, not a fact from the passage. **C** and **D** are also inferences, not facts stated in the passage.

3. B (vocabulary)

B is correct because "deduce" means to conclude. **D** is incorrect because "discover" is slightly different; it implies that something was found rather than reasoned out. **A** and **C** are both incorrect.

4. B (negative factual information)

B is correct because the first sentence of the paragraph says that "Copernicus could not prove that Earth revolves around the Sun," which is the opposite of what is stated in option **B**. Options **A**, **C**, and **D** are incorrect because they are all true and this is a negative detail question. Option **A** is incorrect because the paragraph says that "Copernicus pointed out that the Ptolemaic cosmology was clumsy and lacking the beauty and symmetry of his own." The word "asymmetrical" is the same as saying "lacking symmetry," and "awkward" is the same as saying "clumsy." **C** is also true: "In Copernicus' time, in fact, few people thought there were ways to prove whether the heliocentric or the older geocentric system was correct." **D** is mentioned at the beginning of the paragraph: *In fact, with some adjustments, the old Ptolemaic system of planetary motion could have accounted for the motions of the planets in the sky.*



5. C (factual information)

C is correct because the paragraph says that after two research studies from the University of Utah “announced in 1989 that they had discovered a way to achieve nuclear fusion...at room temperature, other scientists at more than 25 laboratories around the United States attempted to duplicate ‘cold fusion’ within a few weeks - without success....” Option A is incorrect because the paragraph says the “...idea was debated for more than half a century” which is equivalent to more than 50 years, as a century is 100 years. Option B is wrong because the paragraph says that scientists “do not accept any ideas until the results are in,” not that they can’t “put forth new ideas.” Option D is incorrect because this is the opposite of what the first sentence in the paragraph says.

6. B (sentence simplification)

B is correct because it states the main point of the sentence. Option A is incorrect because this is not the main point of the sentence, though it states accurate information. Option C is incorrect because this is a detail of the sentence, not the main point. Option D is partially true but does not summarize the essential information in the sentence.

7. A (rhetorical purpose)

A is correct because the author uses the question to draw a comparison between the previous explanation as to how theories were created and considered in the time of Copernicus and today’s methods. The author also uses this question as an interesting way to introduce the topic of the paragraph, which answers the question in detail. Option B is incorrect because the author is not questioning Copernicus’ theory. Option C is incorrect because it is never suggested or implied that this is the main point of the passage. Option D is incorrect because this question does not point out any invalidity in Copernicus’ theory.

8. D (factual information)

D is correct because using the keyword “telescope,” we find that the last sentence of the paragraph explains that “in those days, before the telescope, no one imagined testing these predictions” - “these predictions” being those of Copernicus, of course. Option A is incorrect because it is never stated in the passage. Option B is incorrect because the paragraph says that Copernicus’ theory allowed for the “planetary positions to be calculated at least, as well as the geocentric theory, does.” Option C is wrong because the paragraph does not say that a new hypothesis must be completely different from any previous one; it says that “the next step is to determine which predictions the new hypothesis makes that differ from those of competing ideas.”



9. D (insert text)

D is correct because the sentence fits best here as it has the pronoun referent "*these subjects*," which refers to "*astronomy and mathematics*" in the previous sentence. The missing sentence also says he was "*not formally educated*" in them, which makes it clear that "*these subjects*" refers back to astronomy and mathematics. It is logical that the sentence comes before the statement which describes his "*great contribution to science*" because it says he "*dedicated much of his time contributing to the knowledge of these fields*." The sentence does not fit at the beginning (**A**) because it is not introductory and contains pronoun referents that refer back to previous sentences. The sentence does not make sense in any other place in the paragraph.

10. Heliocentric - A, B, D, Geocentric - E, G (fill in a table)

A, **B**, and **D** are details that explain the heliocentric model of the solar system, which is the theory that Nicolaus Copernicus developed. **E** and **G** describe the geocentric theory, which is the older theory. While options **C** and **F** are true statements, they do not describe either theory as they are extra details that add to the main point of the passage.



Industrialization and the Beginning of the Labor Movement: Answer Key

Source: Corbett, P. S., Janssen, V., Lund, J. M., Pfannenstiel, T. J., Waskiewicz, S. & Vickery, P. S. (2014).

1. B (vocabulary)

B is correct because "thriving" is closest in meaning to "prosperous." Option **A** can be eliminated because it has a negative connotation, while the majority of the paragraph talks about how well the industrial sector was developing. Option **D** is incorrect because "thriving" means more than "decent," as in it was excelling. "Exciting" (**C**) is more associated with a feeling or emotion, while "thriving" is more related to business and finances.

2. B (factual information)

B is correct because the paragraph says, "Specialized, repetitive tasks assigned to wage laborers replaced earlier modes of handicraft production done by artisans at home." Options **A** and **D** are incorrect because they are not true according to the paragraph. Option **C** is not correct because it is not stated in the paragraph.

3. C (inference)

C is correct because the paragraph says, "Though most sent a large portion of their wages home, having even a small amount of money of their own was a liberating experience," which suggests that women were not used to having their own money. We can reasonably infer that women were financially dependent upon someone else prior to the Industrial Revolution. Option **A** is wrong because there is nothing in this paragraph to suggest that this is the case. Option **B** is incorrect because this is not an inference nor is the statement correct - the paragraph says that "For many of the young New England women...the experience of being away from family was exciting." Option **D** is wrong because nothing in the paragraph suggests this.

4. C (negative factual information)

C is correct because it is untrue; the sentence actually says, "the women employed by the Cocheco Manufacturing Company ceased working in December 1828 after their wages were reduced," not after their "working hours were extended." Options **A**, **B**, and **D** are incorrect because they are true statements from the paragraph.

5. A (sentence simplification)

A is correct because it sums up the main idea of the sentence. Options **B** and **C** are incorrect because these options only include minor details, like why workers went on strike, and do not reiterate the most important information from the sentence. **D** is also not correct because it leaves out the fact that strikes were often ineffective.



6. D (factual information)

D is correct because the paragraph says, "*Under the labor theory of value, said critics, the value of a product should accurately reflect the labor needed to produce it.*" Options **A** and **C** are incorrect and can be eliminated because they are never mentioned in the paragraph. Option **B** seems correct, but the "*labor theory of value*" never implies that wages should reflect the amount sold, but rather that they should receive profits in proportion with the business owner.

7. B (negative factual information)

B is correct because it is untrue and this is a negative detail question. According to the paragraph, Thomas Skidmore "*was the outspoken organizer of the Working Men's Party,*" which means he was the main, or perhaps only, founder and organizer of the group. It never states that he was the "vice president." Options **A**, **C**, and **D** are incorrect because they are true and mentioned in the paragraph.

8. D (rhetorical purpose)

D is correct because this sentence explains that Thomas Skidmore "*took his cue from Thomas Paine and the American Revolution...*" which was part of his motivation for starting the Working Men's Party. He was, of course, motivated to start it to fight against the exploitation of workers, but the phrase "*took his cue from*" means that he was inspired by or guided by the actions of Thomas Paine and the American Revolution. Option **A** is incorrect because nothing in the paragraph says or suggests that Thomas Paine and Thomas Skidmore were related. Option **B** is wrong because the paragraph specifically states that "*Thomas Skidmore... was the outspoken organizer of the Working Men's Party.*" Option **C** is wrong because the paragraph does not deal with the American Revolution specifically nor does the author say this to explain why it began.

9. C (insert text)

C is correct because the sentence best fits in this place. The pronoun referent "*This independence*" refers back to "*the experience of being away from the family*" in the previous sentence. The sentence cannot go anywhere else in the paragraph because "*This independence*" can only refer to this one phrase. The missing sentence also explains why the women were excited to be away from family - the "*independence was new.*"

10. B, C, F (prose summary)

B, **C**, and **F** are correct because these options are directly related to the summary sentence and summarize some of the main points from the passage. These points are elaborated on throughout the passage as they consist of the main discussion topics about industrialization and the labor movement. Options **A** and **E** are incorrect because they are minor details that are not essential to the main topics of the passage. Option **D** also is not correct because it is just a definition of labor theory that is mentioned in the passage. It is not related to the summary sentence.



References

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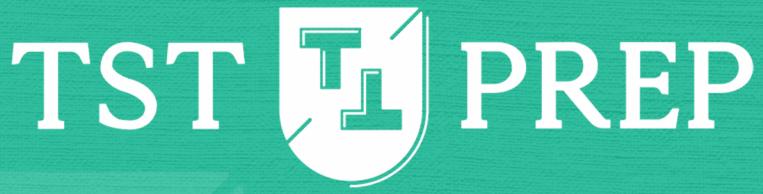
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