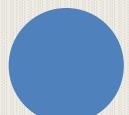


# **READING SKILLS**

## **TOEFL**

# **TOEFL**

<b>Test Section</b>	<b>Number of questions</b>	<b>Timing</b>
Reading	3 -4 pessages,12 – 14 question ( 700 words)	60 -80 minutes
Listening	4- 6 lectures,6 questions 2 -3 conversation,5 questions	60 – 90 minutes
BREAK		
Speaking	6 tasks; 2 independent and 4 integrated	20 minutes
Writing	1 Integrated task 1 independent task	20 minutes 20 minutes



The TOEFL test measures all four English-language skills. It takes about four hours.

<b>Section</b>	<b>Time Limit</b>	<b>No. of Questions</b>	<b>Overview</b>
Reading	60—80 minutes	36—56 questions	Read passages, then respond to questions
Listening	60—90 minutes	34—51 questions	Listen to lectures or a classroom discussion, then respond to questions
BREAK	Relax for 10 minutes		
Speaking	20 minutes	6 tasks	Speak into a microphone about familiar topics and discuss material you read about and listened to
Writing	50 minutes	2 tasks	Read a passage, listen to a recording and then type your written response

### **About TOEFL iBT® Scores:**

- Score requirements are set by individual colleges and universities.
- You'll receive a score from 0 to 30 for each section and a total score of 0 to 120 for the entire test.
- Scores are valid for 2 years after your test date.
- You can try for a better score as many times as you'd like—there are unlimited retakes. (You just can't take the test more than once in a 12-day period.)

### **Getting and Sending Your Scores:**

- Your scores will be ready in 10 days, and you can view them easily online.
- A paper score report will be mailed to you if you select that option when you register.
- For test dates after January 1, 2015, you can download a PDF copy of your score report from your account.  
(Note: Downloadable score reports are currently not available for tests taken in China).
- Scores are sent free to up to 4 institutions that you select prior to your test day.

The Reading section is done first in the [IBT](#) test. It is designed to test your ability to comprehend academic reading material. Academic means the passages are like what you would find in a textbook at university. All fields of study from chemistry to literature to psychology are possible topics of the reading passages. On average the length of a passage is about 700 words.

Typically you will have 3 reading passages which will have 12-14 [questions](#) that you need to answer for each passage. Each passage is timed separately. If you get 3 passages, the total time allowed is 60 minutes. The reading section can have up to 5 passages with a total of 70 questions with a total time of 100 minutes.

There are 10 types of reading questions and 4 different kinds of formats used. Most types are worth one point, but a type can be worth up to 4 possible points. Although you'll do 36-70 questions, the scaled score for the reading section has a maximum value of 30. No, we're not sure how ETS reduces the [score](#) down to 30.

When doing the reading section, the question is on one side of your screen and the passage is always available on the other side. When you start each reading passage, it's best to read it quickly. Many of the questions will refer to a specific paragraph, so you can then re-read that section. You don't want to run out of time! Also, you can click through all the questions of a given passage, you don't have to answer them in order. So answer all the ones you think are easy and then use the rest of your time to do the harder questions. To make sure you don't miss any, there is a review button that will open up a screen listing all the questions and show if they are answered or not. There are links to quickly go to any question.

Even if you are not familiar with the topic, if your English is good enough, you will be able to answer all the questions based on the information in the reading passage. If you see a highlighted word, you can see the definition for it by holding your mouse over it.

Now then, just what are the reading questions like? We'll go over the 4 formats and 10 types. You will never get all of them with a single passage.



# **READING SECTION**

## ***Reading to find information***

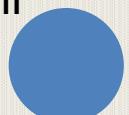
- Effectively scanning text for key facts and important information
- Increasing reading fluency and rate

## ***Basic Comprehension***

- Understanding the general topic or main idea, major points, important facts and details Vocabulary in context and pronoun references.
- Making inferences about what is implied in a passage

## ***Reading to learn***

- Recognizing the organization and purpose of a passage
- understanding the relationship between ideas
- Organizing information into a category chart or a summary in order to recall major points and important details
- Inferring how ideas throughout the passage connect



***All passage are classified into the following basic category***

- Narration ( description of an event or a historical or biographical topic)
- Argumentation ( providing reasons leading to a conclusion )
- Historical
- Exposition ( explanation of ideas )

Common organization types that you should be able to recognize are:

- Classification
- Compare / contrast
- problem / solution
- Cause /effect



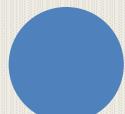
## ***Reading Purposes in Academic Settings***

- Newspapers
- Professional journals
- The Internet
- Fiction and nonfiction literature
- Historical and biographical works
- Technical Manuals
- Academic journals

***1. To be successful in an academic situation, students will need to be able to read efficiently and accurately in English***

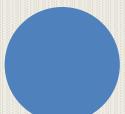
- General topic and main idea
- Major points related to the general topic or main idea
- Important facts and details
- Vocabulary in the context of the reading material

2. Reading to learn that requires the ability to manage the following reading relationship understand the ideas in a text and connect



## Reading Questions

1. Factual information and negative Factual Information
2. Inference and Rhetorical Purpose
3. Vocabulary
4. Sentence Simplification
5. Insert Text
6. Prose Summary and Fill in a Table



# **1.Factual information and negative Factual**



## 1. Factual information and negative Factual



The diagram features a teal header bar with the text "RECOGNIZING THE QUESTION TYPE" and a computer monitor icon. Below the header, the word "Factual Information" is displayed in blue text. A speech bubble originates from this text and contains the following question in orange text: "According to the paragraph, Paragraph X answers which of the following?" A blue circular graphic is located in the bottom right corner of the slide area.



## RECOGNIZING THE QUESTION TYPE

### Negative Factual Information

According to the paragraph,  
which of the following is  
NOT true?

The author mentions all of  
the following EXCEPT

Don't select an answer  
just because it contains  
words or phrases from  
the paragraph.

Evaluate each option  
to determine if it is  
correct.



For negative factual  
information questions:

Answer is either not in the  
paragraph, or it contradicts  
information in the paragraph.

# Factual Information

According to paragraph 3, how did scientists determine that a large meteorite had impacted Earth?

- A  They discovered a large crater in the Yucatán region of Mexico.
- B  They found a unique layer of sediment worldwide.
- C  They were alerted by archaeologists who had been excavating in the Yucatán region.
- D  They located a meteorite with a mass of over a trillion tons.

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

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# Negative factual Information

According to paragraph 4, all of the following statements are true of the impact at the end of the Cretaceous period EXCEPT:

- A  A large amount of dust blocked sunlight from Earth.
- B  Earth became cold and dark for several months.
- C  New elements were formed in Earth's crust.
- D  Large quantities of nitric acid were produced.

3 of 4 answers are true.  
Which one is FALSE?

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

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**Need to find synonyms of these words**

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**No synonyms for C**

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# SKILL BUILDING TIPS

## Taking Notes



READING

ETS TOEFL

SKILL  
BUILDING  
TIPS



What is important, relevant or credible?

Keep the notes short to help you remember important facts.



## 2. Inference and Rhetorical Purpose





## RECOGNIZING THE QUESTION TYPE

### Inference

Which of the following can be inferred from paragraph 1 about X?

The author of the paragraph implies that X ...

Paragraph X suggests which of the following about Y?



## RECOGNIZING THE QUESTION TYPE

### Rhetorical Purpose

Why does the author mention X?



Eliminate wrong answers  
if you can't identify the  
correct answer immediately.



## Inference Question

Which of the following can be inferred from paragraph 3 about the location of the meteorite impact in Mexico?

- A  The location of the impact site in Mexico was kept secret by geologists from 1980 to 1990.
- B  It was a well-known fact that the impact had occurred in the Yucatán region.
- C  Geologists knew that there had been an impact before they knew where it had occurred.
- D  The Yucatán region was chosen by geologists as the most probable impact site because of its climate.

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

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## Rhetorical Questions

In paragraph 2, why does the author include the information that dinosaurs had flourished for tens of millions of years and then suddenly disappeared?

- A  To support the claim that the mass extinction at the end of the Cretaceous is the best-documented of the dozen or so mass extinctions in the geological record
- B  To explain why as many as half of the species on Earth at the time are believed to have become extinct at the end of the Cretaceous
- C  To explain why paleontologists have always been intrigued by the mass extinction at the end of the Cretaceous
- D  To provide evidence that an impact can be large enough to disturb the environment of the entire planet and cause an ecological disaster

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

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# SKILL BUILDING TIPS

Skimming



READING

SKILL  
BUILDING  
TIPS



## Rhetorical Purpose: Key words

- to illustrate
- to explain
- to contrast
- to refute
- to note
- to support



### 3. Vocabulary



# VOCABULARY

Vocabulary



READING

ETS TOEFL



## RECOGNIZING THE QUESTION TYPE

Vocabulary

Word or phrase  
**highlighted** in the  
reading passage

The word "X" in the passage is  
closest in meaning to ...

The phrase "X" in the passage is  
closest in meaning to ...

In stating "X", the author means  
that ...



The word **pose** is closest in meaning to

- A  claim
- B  model
- C  assume
- D  present

There is increasing evidence that the impacts of meteorites have had important effects on Earth, particularly in the field of biological evolution. Such impacts continue to **pose** a natural hazard to life on Earth.

## Academic Vocabulary

(EXPECTED TO KNOW)

Arbitrary  
Capacity  
Fluctuate  
Relatively

## Specialized Vocabulary

(DEFINED FOR YOU)

Cadence (Music)  
Monopolies (Business)  
Desertification  
(Earth Science)  
Cetaceans (Biology)

**SKILL  
BUILDING  
TIPS**



## Latin and Greek roots of English words

<b>Root word</b>	<b>Origin</b>	<b>Meaning</b>	<b>Examples and Definitions</b>
bio	Greek	life	Biology – science of life
cardi	Greek	heart	Cardiac – relating to the heart
retro	Latin	back	Retrospect – review past events
vac	Latin	empty	Vacant – not occupied

SKILL  
BUILDING  
TIPS



terra = earth

Even diluted by the terrestrial material excavated from the crater, this component of meteorites is easily identified.

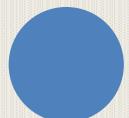


Sentence  
Simplification



READING

## 4. Sentence Simplification



## Sentence Simplification



Correct answer contains  
the main ideas restated  
in a simpler way



### RECOGNIZING THE QUESTION TYPE

#### Sentence Simplification

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





Relationship between pieces  
of information in the sentence

Cause/effect

Conclusion based  
on evidence

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

**The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that sprayed out over much of Earth, starting widespread fires that must have consumed most terrestrial forests and grassland.**

- A  Scientists believe that large amounts of nitric acid and melted rock were released by **the explosion**, causing fires that probably destroyed most of Earth's plant-life.
- B  Fires spread out over Earth, burning many forests and releasing nitric acid and other materials into the atmosphere.
- C  Scientists have calculated the amount of nitric acid and melted rock that was released on Earth after **the explosion**.
- D  Scientists believe that large fires in forests must have spread to grasslands and caused **explosions** that destroyed most of Earth's plants.

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

The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that sprayed out over much of Earth, starting widespread fires that must have consumed most terrestrial forests and grassland.

- A  Scientists believe that large amounts of nitric acid and melted rock were released by the explosion, **causing fires** that probably destroyed most of Earth's plant-life.
- B  **Fires spread out** over Earth, burning many forests and releasing nitric acid and other materials into the atmosphere.
- C  Scientists have calculated the amount of nitric acid and melted rock that was released on Earth after the explosion.
- D  Scientists believe that **large fires** in forests must have spread to grasslands and caused explosions that destroyed most of Earth's plants.

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**The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that sprayed out over much of Earth, starting widespread fires that must have consumed most terrestrial forests and grassland.**

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

The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that sprayed out over much of Earth, starting widespread fires that must have consumed most terrestrial forests and grassland.

- A  Scientists believe that large amounts of nitric acid and melted rock were released by the explosion, causing fires that probably destroyed most of Earth's plant-life.
- B  Fires spread out over Earth, burning many forests and releasing nitric acid and other materials into the atmosphere.
- C  Scientists have calculated the amount of nitric acid and melted rock that was released on Earth after the explosion.
- D  Scientists believe that large fires in forests must have spread to grasslands and caused explosions that destroyed most of Earth's plants.

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

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- D Scientists believe that large fires in forests must have spread to grasslands and caused explosions that destroyed most of Earth's plants.

SKILL  
BUILDING  
TIPS



## MAIN IDEAS

Less important  
information

Examples  
Parentheses  
Numbers/dates

## 5. Insert Text

Insert  
Text



READING

ETS TOEFL.



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

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

Where would the sentence best fit?

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

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

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

Where would the sentence best fit?

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

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

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

Where would the sentence best fit?



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

SKILL  
BUILDING  
TIPS



## Know Your Pronouns

this/these  
that/those  
they/them  
him/her  
he/she/it  
which

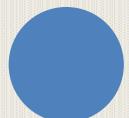
## 6. Prose Summary and fill in a table

Prose  
Summary

Fill in a  
Table



READING





## QUESTION STRUCTURE

### Prose Summary

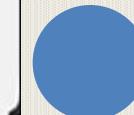
Major ideas and relative  
importance of information  
in a reading passage

### Prose Summary

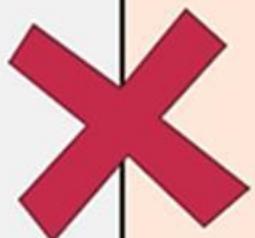


6 answer choices

3 correct choices express  
the most important ideas



## Prose Summary



3 incorrect choices  
misrepresent information  
or discuss minor points



Drag your choices to the spaces where they belong. To review the passage, click on **View Text**.

Scholars have wondered about the meaning of the subjects, location, and overpainting of Lascaux cave images.

- 
- 
- 

The paintings may have recorded information about animal migrations.<sup>1</sup> <sup>2</sup> and may only have been useful for one migration at a time.

The human figures represented in the paintings appear to be less carefully shaped than those of animals.

It is possible that the animals in the paintings were of mythical significance to the tribe, and the paintings reflected an important spiritual practice.

Unlike painters of the recently discovered paintings, other Lascaux cave painters usually painted on rocks near cave entrances or in open spaces outside the caves.

Some scholars believe that the paintings motivated hunters by allowing them to picture a successful hunt.

Scientific analysis suggests that paintings were sprayed onto the rock walls with tubes made from animal bones.

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

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

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

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

Earth is a target in a cosmic shooting gallery, subject to random violent events that were unsuspected a few decades ago. In 1991 the United States Congress asked NASA to investigate the hazard posed today by large impacts on Earth. The group conducting the study concluded from a detailed analysis that impacts from meteorites can indeed be hazardous. Although there is always some risk that a large impact could occur, careful study shows that this risk is quite small.

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

- 
- 
- 

Answer choices

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



Michael: Now let's look at each of the answer choices to see which three are correct.

Answer #1 isn't supported by any of the information in the passage, so we know that this one is not correct.

On-screen: [first answer option is highlighted] Scientists had believed for centuries that meteorite activity influenced evolution on Earth. [red x appears next to answer option]

Michael: Answer #2 is a factually correct statement, but identifying the specific date when something happened generally doesn't qualify as one of the most important ideas. So this one is probably not correct, but let's look at the others to make sure.

On-screen: [second answer option is highlighted] The site of the large meteorite impact at the end of the Cretaceous period was identified in 1990. [faded red x appears next to answer option]

Michael: For answer #3, the reference to the crater Tycho is used to give a sense of the size of the crater that struck the Yucatán. However, the topic of meteorite activity on the moon is not a focus of this passage.

On-screen: [third answer option is highlighted] There have also been large meteorite impacts on the surface of the Moon, leaving craters like Tycho. [red x appears next to answer option]

Michael: Answer #4 combines several facts that together provide a summary of an important idea from the passage. This is supported by information given in paragraphs 2 and 3.

On-screen: [fourth answer option is highlighted] An iridium-enriched sediment layer and a large impact crater in the Yucatán provide evidence that a large meteorite struck Earth about 65 million years ago. [green check appears next to answer option]

[passage excerpt comes on screen with highlighted text]

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

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

Michael: Answer #5 is about the effects of meteorite impacts, which is an important idea of the passage. We can see this in paragraph 4, where it talks about the mass destruction from the cold, darkness and fires. And in paragraph 5 where it talks about the catastrophic results.

On-screen: [fifth answer option is highlighted] Large meteorite impacts, such as one at the end of the Cretaceous period, can seriously affect climate, ecological niches, plants, and animals. [green check appears next to answer option]

[passage excerpt comes on screen with highlighted text]

This impact released an enormous amount of energy, excavating a crater about twice as large as the lunar crater Tycho. The explosion lifted about 100 trillion tons of dust into the atmosphere, as can be determined by measuring the thickness of the sediment layer formed when this dust settled to the surface. Such a quantity of material would have blocked the sunlight completely from reaching the surface, plunging Earth into a period of cold and darkness that lasted at least several months. The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that sprayed out over much of Earth, starting widespread fires that must have consumed most terrestrial forests and grassland. Presumably, those environmental disasters could have been responsible for the mass extinction, including the death of the dinosaurs. Several other mass extinctions in the geological record have been tentatively identified with large impacts, but none is so dramatic as the Cretaceous event. But even without such specific documentation, it is clear that impacts of this size do occur and that their results can be catastrophic. What is a catastrophe for one group of living things, however, may create opportunities for another group. Following each mass extinction, there is a sudden evolutionary burst as new species develop to fill the ecological niches opened by the event.

[passage excerpt comes on screen with highlighted text]

Impacts by meteorites represent one mechanism that could cause global catastrophes and seriously influence the evolution of life all over the planet.

According to some estimates, the majority of all extinctions of species may be due to such impacts. Such a perspective fundamentally changes our view of

## Score up to 2 points

POINTS	CORRECT ANSWERS
2	3
1	2
0	1 or 0

Drag your choices to the spaces where they belong. To review the passage, click on [View Text](#).

Scholars have wondered about the meaning of the subjects, location, and overpainting of Lascaux cave images.

- The paintings may have recorded information about animal migrations, and may only have been useful for one migration at a time.
- Some scholars believe that the paintings motivated hunters by allowing them to picture a successful hunt.
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Unlike painters of the recently discovered paintings, other Lascaux cave painters usually painted on rocks near cave entrances or in open spaces outside the caves.

It is possible that the animals in the paintings were of mythical significance to the tribe, and the paintings reflected an important spiritual practice.

Scientific analysis suggests that paintings were sprayed onto the rock walls with tubes made from animal bones.

# Fill in a Table

Drag your choices to the spaces where they belong. To review the passage, click on **View Text**.

Opportunists	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
--------------	---------------------------------------------------------------------------------

Competitors	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
Succeed in locations where other organisms have been removed	<ul style="list-style-type: none"><li>•</li></ul>

Vary frequently the amount of energy they spend in body maintenance

Have mechanisms for protecting themselves from predation

Invest energy in the growth of large, strong structures

Have relatively short life spans

Can rarely find suitable soil for reproduction

Have populations that are unstable in response to climate conditions

Reproduce in large numbers

Produce individuals that can withstand changes in the environmental conditions

# Fill in a Table

Drag your choices to the spaces where they belong. To review the passage, click on **View Text**.

Opportunists	<ul style="list-style-type: none"><li>• Succeed in locations where other organisms have been removed</li><li>•</li><li>•</li><li>•</li></ul>
--------------	----------------------------------------------------------------------------------------------------------------------------------------------

Competitors	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
-------------	-------------------------------------------------------------

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## Meteorite Impact and Dinosaur Extinction

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

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

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This impact released an enormous amount of energy, excavating a crater about twice as large as the lunar crater Tycho. The explosion lifted about 100 trillion tons of dust into the atmosphere, as can be determined by measuring the thickness of the sediment layer formed when this dust settled to the surface. Such a quantity of material would have blocked the sunlight completely from reaching the surface, plunging Earth into a period of cold and darkness that lasted at least several months. The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that scoured out over much of Earth.

excavated from the crater, this component of meteorites is easily identified. By 1990 geologists had located the impact site itself in the Yucatán region of Mexico. The crater, now deeply buried in sediment, was originally about 200 kilometers in diameter.

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

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X 1  
X 2  
X 3

✓ 4

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- 4 An iridium-enriched sediment layer and a large impact crater in the Yucatán provide evidence that a large meteorite struck Earth about 65 million years ago.
- 5 Large meteorite impacts, such as one at the end of the Cretaceous period, can seriously affect climate, ecological niches, plants, and animals.
- 6 Meteorite impacts can be advantageous for some species, which thrive, and disastrous for other species, which become extinct.

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

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✗ 1

✗ 2

✗ 3

✓ 4

✓ 5

- There have also been large meteorite impacts on the surface of the Moon, leaving craters like Tycho.
- An iridium-enriched sediment layer and a large impact crater in the Yucatán provide evidence that a large meteorite struck Earth about 65 million years ago.

- Large meteorite impacts, such as one at the end of the Cretaceous period, can seriously affect climate, ecological niches, plants, and animals.

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## Sci

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**X** 1

**X** 2 The site of the large meteorite impact at the end of the Cretaceous period was identified in 1990.

**X** 3 There have also been large meteorite impacts on the surface of the Moon, leaving craters like Tycho.

**✓** 4 An iridium-enriched sediment layer and a large impact crater in the Yucatán provide evidence that a large meteorite struck Earth about 65 million years ago.

**✓** 5 Large meteorite impacts, such as one at the end of the Cretaceous period, can seriously affect climate, ecological niches, plants, and animals.

**✓** 6 Meteorite impacts can be advantageous for some species, which thrive, and disastrous for other species, which become extinct.

# SKILL BUILDING TIPS

Creating  
Outlines



READING

ETS TOEFL



## SKILL BUILDING TIPS



Example:

**Spider Map**



Example:

### BASIC OUTLINE FORM

#### I. MAIN IDEA

- A. Subsidiary idea or supporting idea to I
- B. Subsidiary idea or supporting idea to I
  - 1. Subsidiary idea to B
  - 2. Subsidiary idea to B
    - a) Subsidiary idea to 2
    - b) Subsidiary idea to 2

Exan

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#### II. MAIN IDEA

- A. Subsidiary or supporting idea to II
- B. Subsidiary idea to II
- C. Subsidiary idea to II

#### III. MAIN IDEA



# SKILL BUILDING TIPS



Example:

Spider Map



## BASIC OUTLINE I

### I. MAIN IDEA

- A. Subsidiary idea
- B. Subsidiary idea
  - 1. Subsidiary idea
  - 2. Subsidiary idea
    - a) Subsidiary idea
    - b) Subsidiary idea

### II. MAIN IDEA

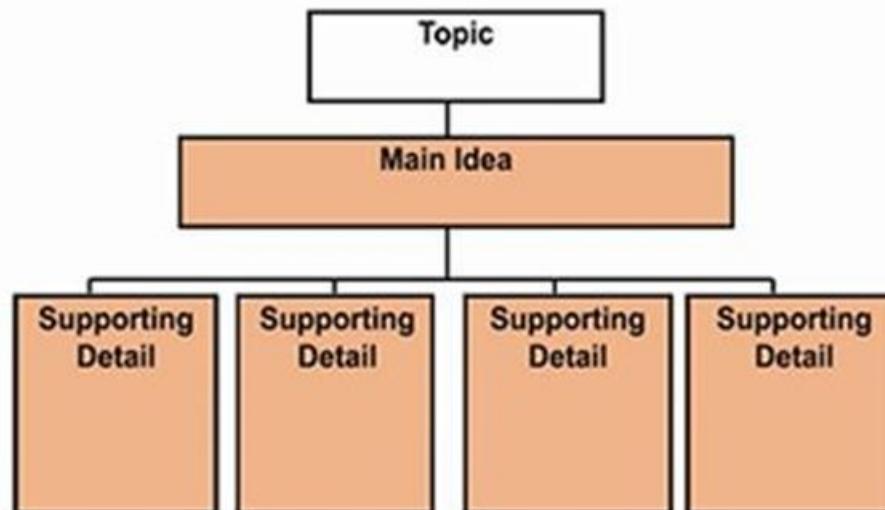
- A. Subsidiary or
- B. Subsidiary idea
- C. Subsidiary idea

### III. MAIN IDEA

Example:

GRAPHIC ORGANIZER

Main Idea Chart



***INSIDE*** the  
**TOEFL®**  
test

For more information  
about the *TOEFL®* test  
and to register, visit  
the *TOEFL®* website at

[www.toeflgoanywhere.org](http://www.toeflgoanywhere.org)



## Exercise Vocabulary

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

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

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



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

**Example:** Part of a passage: Finally, for a fear to truly be a phobia, it must be recurring. That is, if the man on the plane had flown before without incident and continued to use planes after this one panic attack without experiencing further bouts of unreasonable fear, then he would not be said to be suffering from a phobia. A true aviophobic could never contemplate flying in any form without experiencing severe symptoms of acute nervousness. In this case, the man's single onset of severe panic would most likely be viewed as symptomatic of some other mental disorder, perhaps brought on by unrelated stresses in his life. Obviously, the fact that phobias are recurring fears, or rather, that they involve constant fear of the object of the phobia, should not be taken to mean that the fear can never be overcome. A person who is suffering from a phobia may, either through great effort of will, or, more likely, through a course of psychiatric treatment, conquer his phobia and cease to be frightened of whatever it was he was formerly afraid of.

**Question:** According to the author, in paragraph 4, what might be one cause of a single instance of a phobic-like episode?

- A. Seeing plane crashes on the news
- B. Watching too much violent television
- C. Possessing a desire for public attention
- D. Having too much stress in one's life

Explanation: (D) is the correct answer. It is stated directly in the

ane crashes on the news is  
night cause non-phobic  
jers. (B) and (C) are not

Part of the passage: Thus, American slaves soon found that music was one of the few methods of expressing themselves that their masters would permit and even encourage, as many of the slave owners found it pleasant to have slaves who could play music for them in the evenings. However, the plantation owners naturally wished to listen to music from their own culture, as well as to what they considered slave work songs. As a result, many slaves learned to play Western instruments and began to pick up Western songs, such as European dance music. European dance music at that time was characterized by harmony, or the playing of notes simultaneously to create a pleasing sound, an element previously lacking in the slave songs. It did not take long for blacks to begin experimenting with ways in which harmonic elements could be fused with the more tribal rhythms of the music of their own culture. The result of these experiments was the first type of jazz, known as the blues. The blues took their name from the reliance on blue notes, which are notes that are played at a lower pitch than would normally be expected in classical European music.

Question: Why does the author mention European dance music in paragraph 2?

- A. To describe one influence that helped turn African slave songs into jazz
- B. To argue that European dance music was inferior to jazz's antecedents
- C. To provide an example of a type of music that contrasts sharply with jazz
- D. To explain why slave owners found the music of their slaves refreshing

Explanation:  
passage illogical.  
(C) is wr

Part of a passage: Their demise also resulted in the extinction of a half-dozen species of forest insects and the severe crippling of other animal populations such as the wild turkey: these all relied on the American Chestnut as a source of habitat and food. Affected wildlife attempted to adapt to their disrupted environment by looking to other species of trees, such as the Acorn, and seed-bearing plants for food. This placed great ecological pressure on those species, as none could equal the American Chestnut in its ability to provide a consistently abundant crop of nuts. The problems the American Chestnut blight engendered thus show the ripple effects that can occur within any ecosystem when new elements are introduced in an unsound manner.

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

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

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

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

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

Explanation: (D) is the correct answer. All of the correct information is included in this sentence. Men will likely have more recessive traits than women because the male genome has an X and a Y chromosome. The 2 X chromosomes in the female genome makes women less susceptible. Choice (A) is incorrect because it mixes up the genders by saying women

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

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

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

Part of a passage: Derived from the penicillium mold, penicillin is one of the most powerful antibacterial agents ever developed. Penicillin and its derivatives have saved countless millions of lives by reducing once lethal infections to the status of minor inconveniences. Countless others have kept limbs that once would have needed amputating to stop the spread of an infection because penicillin stopped that spread in its tracks. The history of the discovery of such a wondrous medicine is long and complicated, but the man who normally gets the credit for discovering it is Alexander Fleming, who published papers on penicillin in 1928. It is well-known that several others, including a French medical student and a Costa Rican scientist, had noted the mold's antibacterial properties prior to Fleming. However, it was Fleming who drew the attention of the Western scientific establishment to the mold, and whose work eventually led to penicillin being developed into a potent medicine.

Question: What can be inferred from paragraph 1?

- A. Mortality rates from infections are much lower today than they were in the 1920s.
- B. Penicillin has proven very useful but can also have potentially deadly side effects.
- C. Alexander Fleming was disorganized in several aspects of his professional life.
- D. A Costa Rican scientist should really get the credit for first discovering penicillin.

Part of a passage: Their demise also resulted in the extinction of a half-dozen species of forest insects and the severe crippling of other animal populations such as the wild turkey: these all relied on the American Chestnut as a source of habitat and food. ■ Affected wildlife attempted to adapt to their disrupted environment by looking to other species of trees, such as the Acorn, and seed-bearing plants for food. ■ This placed great ecological pressure on those species, as none could equal the American Chestnut in its ability to provide a consistently abundant crop of nuts. ■ The problems the American Chestnut blight engendered thus show the ripple effects that can occur within any ecosystem when new elements are introduced in an unsound manner. ■

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

In fact, is it widely believed that the scope of its devastation far eclipses even that of the fungal disease, also accidentally introduced, that ravaged Dutch Elm trees across Europe and North America, from 1910 to 1928.

Where would it best fit?

Explanation: The correct answer is the fourth insertion point. This is the logical place to insert the sentence as it expands upon the previous sentence. The phrase "its devastation" in the sentence to insert directly refers back to the American Chestnut blight in the previous sentence. This is also why the sentence cannot be inserted at choice (C), directly before the last sentence. If the sentence is inserted into choice (A) or (B) it would disrupt the description of the effects of the demise of the American Chestnut upon the ecosystem.

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Reading: 13 of 13

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The sentence below is an introductory sentence for a short summary of the passage. Select THREE answer choices from the chart that represent important ideas in the passage. Some sentences are incorrect because they contain information that was not in the passage or contain information that is a minor detail.

**This question is worth 2 points.**

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Mental imagery is a field of sports psychology that involves using the senses on a regular basis to improve the motivation, relaxation, and proficiency skills in athletes.

- For maximum efficiency, athletes must utilize all five senses while practicing mental imagery.
- Golfers often use mental imagery to regain focus in the middle of a game.
- To benefit from mental imagery, athletes should make a regular habit of practicing it for short periods of time.

#### **Answer Choices**

Different types of mental imagery are practiced, depending on the specific goals and needs of the athlete.

Simulation is a type of mental imagery that costs a lot of money and takes too much time.

Motivational Specific Imagery (MSI) and Motivational General Arousal (MGA) are two techniques used to improve an athlete's performance.

E N D

