- 3. Read the part of the passage that contains the answer carefully. The answer will probably be in a very predictable place in the passage.
- 4. Choose the best answer to each question. You can choose the best answer according to what is given in the appropriate section of the passage, or you can eliminate definitely wrong answers and select your best guess.
- 5. Click on the answer on the computer screen when you have selected an answer. You may still change your mind at this point and click on a different answer. You may also return later to a question within the same reading passage (although it can be time-consuming to click back through too many questions).

Next, you should move on to the language skills. The following language skills will help you to implement these strategies and procedures in the reading section of both the paper TOEFL test and the computer TOEFL test.

QUESTIONS ABOUT THE IDEAS OF THE PASSAGE

It is very common for reading passages in the reading section of both the paper TOEFL test and the computer TOEFL test to have questions about the overall ideas in the passage. The most common type of question asks about the main idea, topic, title, or subject. There may also be questions about how the information in the passage is organized or about which type of information is included in a particular paragraph.

SKILL I: ANSWER MAIN IDEA QUESTIONS CORRECTLY

Almost every reading passage on the paper TOEFL test or computer TOEFL test will have a multiple-choice question about the main idea of a passage. Such a question may be worded in a variety of ways; you may, for example, be asked to identify the topic, subject, title, primary idea, or main idea. These questions are all really asking what primary point the author is trying to get across in the passage. Since TOEFL passages are generally written in a traditionally organized manner, it is relatively easy to find the main ideas by studying the topic sentences, which are most probably found at the beginning of each paragraph.

If a passage consists of only one paragraph, you should study the beginning of that paragraph to determine the main idea. Look at a multiple-choice example from the paper TOEFL test that asks about the topic of a passage with one paragraph.

Example from the Paper TOEFL Test



The passage:

In the philosophy of John Dewey, a sharp distinction is made between intelligence and reasoning. According to Dewey, intelligence is the only absolute way to achieve a

Line balance between realism and idealism, between practicality

- (5) and wisdom of life. Intelligence involves "interacting with other things and knowing them," while reasoning is merely the act of an observer, "... a mind that beholds or grasps objects outside the world of things...." With reasoning, a level of mental certainty can be achieved, but it is through intelligence
- that control is taken of events that shape one's life. (10)

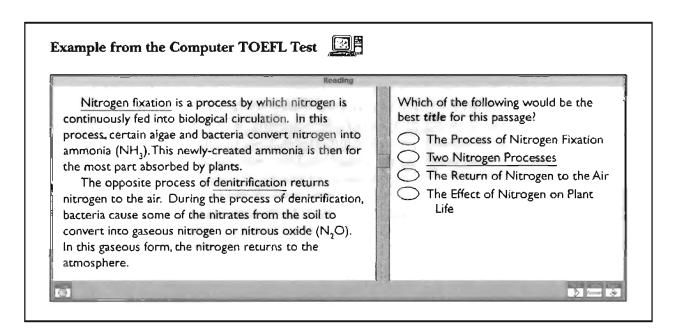
The question:

What is the *topic* of this passage?

- (A) The intelligence of John Dewey
- (B) Distinctions made by John Dewey
- (C) Dewey's ideas on the ability to reason
- (D) How intelligence differs from reasoning in Dewey's works

This question asks about the topic of the passage. Because this passage has only one paragraph, you should look at the first sentence of the passage to answer this question. The first sentence of this passage discusses a distinction between the ideas of intelligence and reasoning in the philosophy of John Dewey, so this is probably the topic. A quick check of the rest of the sentences in the passage confirms that the topic is in fact the difference between intelligence and reasoning. Now you should check each of the answers to determine which one comes closest to the topic that you have determined. Answer (A) mentions only intelligence, so it is not the topic. Answer (B) mentions distinctions that John Dewey made, but it does not say specifically what type of distinctions. Answer (C) mentions only reasoning, so answer (C) is incomplete. The best answer is therefore (D); the idea of how intelligence differs from reasoning comes from the first sentence of the passage, which mentions a sharp distinction... between intelligence and reasoning.

If a passage consists of more than one paragraph, you should study the beginning of each paragraph to determine the main idea. Look at a multiple-choice example from the computer TOEFL test that asks about the title of a passage with more than one paragraph.



This question asks you about the best title for the passage. In a passage with more than one paragraph, you should be sure to read the first sentence of each paragraph to determine the subject, topic, title, or main idea. In this example, the first sentence of the first paragraph indicates that the first paragraph is about the process of nitrogen fixation. If you look only at the first paragraph, you might choose the incorrect first answer, which would be a good title for the first paragraph only. The first sentence of the second paragraph indicates that the process of denitrification is discussed in the second paragraph. The third answer is incorrect because the return of nitrogen to the air is the process of denitrification, and this is discussed in the second paragraph only. The last answer is incorrect because the effect of nitrogen on plant life is not discussed in this passage. The best answer to this question is the second answer; the two nitrogen processes are nitrogen fixation, which is discussed in the first paragraph, and denitrification, which is discussed in the second paragraph.

The following chart outlines the key information that you should remember about main idea questions:

MAIN IDEA QUESTIONS III III				
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests III	What is the topic of the passage? What is the subject of the passage? What is the main idea of the passage? What is the author's main point in the passage? With what is the author primarily concerned ? Which of the following would be the best title ?		
WHERE TO FIND THE ANSWER	The answer to this type of question can generally be determined by looking at the first sentence of each paragraph.			
HOW TO ANSWER THE QUESTION	 Read the first line of each paragraph. Look for a common theme or idea in the first lines. Pass your eyes quickly over the rest of the passage to check that you have really found the topic sentence(s). Eliminate any definitely wrong answers and choose the best answer from the remaining choices. 			

TOEFL EXERCISE 1: Study each of the passages and choose the best answers to the questions that follow. In this exercise, each passage is followed by several main idea, topic, or title questions so that the students can practice this type of question. On the TOEFL test, one passage would probably not have two such questions because they are so similar.

PASSAGE ONE (Questions 1-2)

Line

Fort Knox, Kentucky, is the site of a U.S. army post, but it is even more renowned for the Fort Knox Bullion Depository, the massive vault that contains the bulk of the U.S. government's gold deposits. Completed in 1936, the vault is housed in a two-story building constructed of granite, steel, and concrete; the vault itself is made of steel and concrete and has a door that weighs more than twenty tons. Naturally, the most up-to-date security devices available are in place at Fort Knox, and the army post nearby provides further protection.

- 1. Which of the following best describes the topic of the passage?
 - (A) The city of Fort Knox, Kentucky
 - (B) The federal gold depository
 - (C) The U.S. army post at Fort Knox
 - (D) Gold bullion

- 2. Which of the following would be the best title for this passage?
 - (A) The Massive Concrete Vault
 - (B) Fort Knox Security
 - Where the United States Keeps Its
 Gold
 - (D) A Visit to Kentucky

PASSAGE TWO (Questions 3-4)

One identifying characteristic of minerals is their relative hardness, which can be determined by scratching one mineral with another. In this type of test, a harder mineral can scratch a softer one, but a softer mineral is unable to scratch the harder one. The Mohs' hardness scale is used to rank minerals according to hardness. Ten minerals are listed in this scale, ranging from talc with a hardness of 1 to diamond with a hardness of 10. On this scale, quartz (number 7) is harder than feldspar (number 6) and is therefore able to scratch it; however, feldspar is unable to make a mark on quartz.

- 3. Which of the following best states the subject of this passage?
 - (A) The hardness of diamonds
 - (B) Identifying minerals by means of a scratch test
 - (C) Feldspar on the Mohs' scale
 - (D) Recognizing minerals in their natural state

- 4. The main idea of this passage is that
 - the hardness of a mineral can be determined by its ability to make a mark on other minerals
 - (B) diamonds, with a hardness of 10 on the Mohs' scale, can scratch all other minerals
 - (C) a softer mineral cannot be scratched by a harder mineral
 - (D) talc is the first mineral listed on the Mohs' scale

Line

(5)

(10)

PASSAGE THREE (Questions 5-6)

Hurricanes generally occur in the North Atlantic from May through November, with the peak of the hurricane season in September; only rarely will they occur from December through April in that part of the ocean. The main reason for the occurrence of hurricanes during this period is that the temperature on the water's surface is at its warmest and the humidity of the air is at its highest.

Of the tropical storms that occur each year in the North Atlantic, only about five, on the average, are powerful enough to be called hurricanes. To be classified as a hurricane, a tropical storm must have winds reaching speeds of at least 117 kilometers per hour, but the winds are often much stronger than that; the winds of intense hurricanes can easily surpass 240 kilometers per hour.

- 5. The passage mainly discusses
 - (A) how many hurricanes occur each year
 - (B) the strength of hurricanes
 - (C) the weather in the North Atlantic
 - (D) hurricanes in one part of the world
- 6. The best title for this passage would be
 - (A) The North Atlantic Ocean
 - (B) Storms of the Northern Atlantic
 - (C) Hurricanes: The Damage and Destruction
 - (D) What Happens from May through November

PASSAGE FOUR (Questions 7-9)

Henry Wadsworth Longfellow (1807–1882) was perhaps the best-known American poet of the nineteenth century. His clear writing style and emphasis on the prevalent values of the period made him popular with the general public if not always with the critics. He was particularly recognized for his longer narrative poems Evangeline, The Song of Hiawatha, and The Courtship of Miles Standish, in which he told stories from American history in terms of the values of the time.

Evangeline was set during the French and Indian War (1754–1763), when the British forced French settlers from Nova Scotia; two lovers, Gabriel and Evangeline, were separated by the British, and Evangeline devoted her lifetime to the search for Gabriel. With its emphasis on sentimental, undying love, Evangeline was immensely popular with the public.

In The Song of Hiawatha, Longfellow depicted the noble life of the American Indian through the story of the brave Hiawatha and his beloved wife Minehaha. The tear-inspiring poem follows Hiawatha through the tragedies and triumphs of life, ending with the death of Minehaha and Hiawatha's departure into the sunset in his canoe.

The Courtship of Miles Standish takes place during the early period of the settlement of New (15) England, a period which was viewed as a time of honor and romance. In this poem centered around a love triangle, Miles Standish asks his friend John Alden to propose to Priscilla Mullins for him; John Alden ends up marrying Priscilla Mullins himself, and it takes time for his friendship with Miles Standish to recover. As with Longfellow's other narrative poems, the emphasis on high ideals and romance made the poem extremely popular.

Line (5)

(10)

- 7. Which of the following best describes the main idea of the passage?
 - (A) American history is often depicted in poetry.
 - (B) Longfellow described American history even though people really did not enjoy it.
 - (C) The popularity of Longfellow's poems results from his stress on the values of the people.
 - (D) Longfellow wrote long narrative poems that were not always popular with the critics.

- 8. The best title of the passage is
 - (A) Longfellow's Popular Appeal
 - (B) Historical Narrative Poems
 - (C) The Lyric, Dramatic, and Narrative Poems of Longfellow
 - (D) Longfellow and the Critics
- 9. The subject of the fourth paragraph is
 - (A) nobility and honor in the poems of Longfellow
 - (B) the love triangle involving Miles Standish
 - (C) the popular appeal of The Courtship of Miles Standish
 - (D) the period of the early settlement of New England

SKILL 2: RECOGNIZE THE ORGANIZATION OF IDEAS

In the Reading section of both the paper TOEFL test and the computer TOEFL test, there may be questions about the organization of ideas in a passage. On the paper and the computer tests, you may be asked to determine how the ideas in one paragraph (or paragraphs) relate to the ideas in another paragraph (or paragraphs). On the computer TOEFL test, you may also see a question that asks you to click on the paragraph in a passage that contains certain ideas. Look at an example from the paper TOEFL test that asks you to determine how the information in the passage is organized.

Example from the Paper TOEFL Test



The passage:

Line

If asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did. They believe this because the story about Doubleday is part of the tradition of baseball.

- (5) Doubleday was given credit for this invention early in the twentieth century when sporting-goods manufacturer Spaulding inaugurated a commission to research the question of who invented baseball. In 1908, a report was published by the commission in which Abner Doubleday, a U.S. Army
- (10)officer from Cooperstown, New York, was given credit for the invention of the game. The National Baseball Hall of Fame was established in Cooperstown in honor of Doubleday.

Doubleday really did not have much to do with the development of baseball. Instead, baseball seems to be a close (15)relative of the English game of rounders and probably has English rather than American roots.

Today, most sports historians are in agreement that

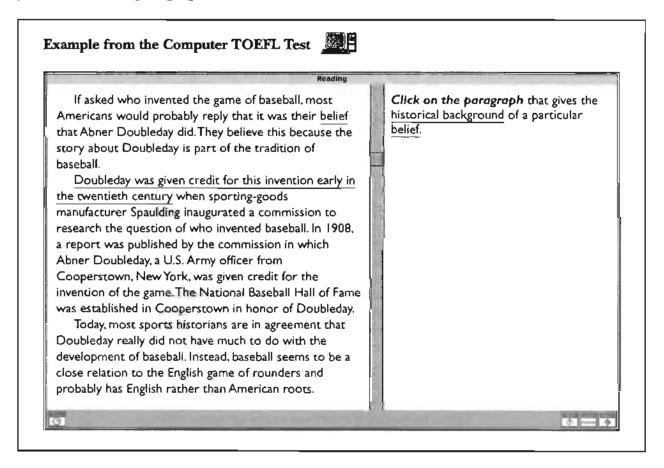
The question:

In this passage

- (A) an idea is presented and then refuted
- (B) a concept is followed by examples
- (C) a cause is followed by an effect
- (D) a belief is supported with reasons

This question is about how the information is organized in the passage. To answer this question, it is necessary to look at the main ideas of each of the three paragraphs. The main idea of the first paragraph is found in the first sentence of the first paragraph: that if asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did. The main idea of the second paragraph is found in the first line of the second paragraph: that Doubleday was given credit for this invention. The main idea of the third paragraph is found in the first line of the third paragraph: that most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball. If you study the information in the first lines of the paragraphs, you can determine that the third paragraph contradicts or refutes the information that is presented in the first two paragraphs. Answer (A) is therefore the best answer to this question.

Now look at an example of a click-on question from the computer TOEFL test that asks you to select the paragraph that discusses a certain idea.



This question asks you to click on the paragraph that discusses the historical background of a particular belief. To answer this question you must also look at the main ideas of the paragraphs. The first sentence of the first paragraph mentions a belief, and the first sentence of the second paragraph states that Doubleday was given credit for this invention early in the twentieth century. From this, it can be determined that the second paragraph gives the historical background of the belief that is discussed in the first paragraph, so you should click on the second paragraph to answer this question.

The following chart outlines the key information that you should remember about questions on the organization of ideas:

ORGANIZATION OF IDEAS 🕮 🕮				
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests 💷 🕮	How is the information in the passage organized? How is the information in the second paragraph related to the information in the first paragraph?		
	on computer test only	Click on the paragraph that		
WHERE TO FIND THE ANSWER	The answer to this type of question can generally be determined by looking at the first sentence of the appropriate paragraphs.			
HOW TO ANSWER THE QUESTION	 Read the first line of each paragraph. Look for words that show relationships among the paragraphs. Choose the answer that best expresses the relationship. 			

TOEFL EXERCISE 2: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-2)

Conflict within an organization is not always viewed as undesirable. In fact, various managers have widely divergent ideas on the value that conflict can have.

According to the traditional view of conflict, conflict is harmful to an organization. Line Managers with this traditional view of conflict see it as their role in an organization to rid the organization of any possible sources of conflict.

The interactionist view of conflict, on the other hand, holds that conflict can serve an important function in an organization by reducing complacency among workers and causing positive changes to occur. Managers who hold an interactionist view of conflict may actually take steps to stimulate conflict within the organization.

(5)

- 16 How is the information in the passage organized?
 - (A) The origin of ideas about conflict is presented.
 - (B) Contrasting views of conflict are presented.
 - (C) Two theorists discuss the strengths and weaknesses of their views on conflict.
 - (D) Examples of conflict within organizations are presented.

2. Click on the paragraph that supports the view that organizational conflict can be beneficial.

PASSAGE TWO (Questions 3-4)

IQ, or intelligence quotient, is defined as the ratio of a person's mental age to chronological age, with the ratio multiplied by 100 to remove the decimal. Chronological age is easily determined; mental age is generally measured by some kind of standard test and is not so simple to define.

(5) In theory, a standardized IQ test is set up to measure an individual's ability to perform intellectual operations such as reasoning and problem solving. These intellectual operations are considered to represent intelligence.

In practice, it has been impossible to arrive at consensus as to which types of intellectual operations demonstrate intelligence. Furthermore, it has been impossible to devise a test without cultural bias, which is to say that any IQ tests so far proposed have been shown to reflect the culture of the test makers. Test takers from that culture would, it follows, score higher on such a test than test takers from a different culture with equal intelligence.

- 3. What type of information is included in the first paragraph?
 - (A) An argument
 - (B) A definition
 - (C) An opinion
 - (D) A theory

4. Click on the paragraph that describes the application of IQ in the real world.

PASSAGE THREE (Questions 5~6)

The largest lake in the western United States is the Great Salt Lake, an inland saltwater lake in northwestern Utah, just outside the state capital of Salt Lake City. Rivers and streams feed into the Great Salt Lake, but none drain out of it; this has a major influence on both the salt content and the size of the lake.

Although the Great Salt Lake is fed by freshwater streams, it is actually saltier than the oceans of the world. The salt comes from the more than two million tons of minerals that flow into the lake each year from the rivers and creeks that feed it. Sodium and chloride—the components of salt—comprise the large majority of the lake's mineral content.

The Great Salt Lake can vary tremendously from its normal size of 1,700 square miles, depending on long-term weather conditions. During periods of heavy rains, the size of the lake can swell tremendously from the huge amounts of water flowing into the lake from its feeder rivers and streams; in 1980 the lake even reached a size of 2,400 square miles. During periods of dry weather, the size of the lake decreases, sometimes drastically, due to evaporation.

Line (5)

(10)

Line

(10)

- 5. How is the information in the passage organized?
 - (A) Two unusual characteristics of the Great Salt Lake are discussed.
 - (B) Contrasting theories about the Great Salt Lake's salt levels are presented.
 - (C) The process by which the Great Salt Lake gets its salt is outlined.
 - (D) The reasons for the variations in the Great Salt Lake's size are given.

Click on the paragraph that explains where the Great Salt Lake gets its salt.

TOEFL EXERCISE (Skills 1–2): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-2)

Common types of calendars can be based on the Sun or on the Moon. The solar calendar is based on the solar year. Since the solar year is 365.2422 days long, solar calendars consist of regular years of 365 days and have an extra day every fourth year, or leap year, to make up for the additional fractional amount. In a solar calendar, the waxing and waning of the Moon can take place at various stages of each month.

The lunar calendar is synchronized to the lunar month rather than the solar year. Since the lunar month is twenty-nine and a half days long, most lunar calendars have alternating months of twenty-nine and thirty days. A twelve-month lunar year thus has 354 days, 11 days shorter than a solar year.

- 1. What is the main idea of the passage?
 - (A) All calendars are the same.
 - (B) The solar calendar is based on the Sun.
 - (C) Different calendars have dissimilar bases.
 - (D) The lunar month is twenty-nine and a half days long.
- 2. How is the information in the passage organized?
 - (A) Characteristics of the solar calendar are outlined.
 - (B) Two types of calendars are described.
 - (C) The strengths and weakness of the lunar calendar are described.
 - (D) The length of each existing calendar is contrasted.

PASSAGE TWO (Questions 3-6)

Vaccines are prepared from harmful viruses or bacteria and administered to patients to provide immunity to specific diseases. The various types of vaccines are classified according to the method by which they are derived.

Line (5) The most basic class of vaccines actually contains disease-causing microorganisms that have been killed with a solution containing formaldehyde. In this type of vaccine, the microorganisms are dead and therefore cannot cause disease; however, the antigens found in and on the microorganisms can still stimulate the formation of antibodies. Examples of this type of vaccine are the ones that fight influenza, typhoid fever, and cholera.

A second type of vaccine contains the toxins produced by the microorganisms rather than (10) the microorganisms themselves. This type of vaccine is prepared when the microorganism itself does little damage but the toxin within the microorganism is extremely harmful. For example, the bacteria that cause diphtheria can thrive in the throat without much harm, but when toxins are released from the bacteria, muscles can become paralyzed and death can ensue.

A final type of vaccine contains living microorganisms that have been rendered harmless.

(15) With this type of vaccine, a large number of antigen molecules are produced and the immunity that results is generally longer lasting than the immunity from other types of vaccines. The Sabin oral antipolio vaccine and the BCG vaccine against tuberculosis are examples of this type of vaccine.

- 3. Which of the following expresses the main idea of the passage?
 - (A) Vaccines provide immunity to specific diseases.
 - (B) Vaccines contain disease-causing microorganisms.
 - (C) Vaccines are derived in different ways.
 - (D) New approaches in administering vaccines are being developed.

- 4. How many types of vaccines are presented in the passage?
 - (A) Two
 - (B) Three
 - (C) Four
 - (D) Five
- 5. Click on the paragraph that discusses vaccines made from dead organisms.
- 6. Click on the paragraph that discusses vaccines that do not contain the disease-causing microorganism.

PASSAGE THREE (Questions 7–10)

A hoax, unlike an honest error, is a deliberately-concocted plan to present an untruth as the truth. It can take the form of a fraud, a fake, a swindle, or a forgery, and can be accomplished in almost any field: successful hoaxes have been foisted on the public in fields as varied as politics, religion, science, art, and literature.

Line (5)

(10)

A famous scientific hoax occurred in 1912 when Charles Dawson claimed to have uncovered a human skull and jawbone on the Piltdown Common in southern England. These human remains were said to be more than 500,000 years old and were unlike any other remains from that period; as such, they represented an important discovery in the study of human evolution. These remains, popularly known as the Piltdown Man and scientifically named *Eoanthropus dawsoni* after their discoverer, confounded scientists for several decades.

It took more than forty years for the hoax to be uncovered. In 1953, a chemical analysis was used to date the bones, and it was found that the bones were modern bones that had been skillfully aged. A further twist to the hoax was that the skull belonged to a human and the jaws to an orangutan.

- 7. The topic of this passage could best be described as
 - (A) the Piltdown Man
 - (B) Charles Dawson's discovery
 - (C) Eoanthropus dawsoni
 - (D) a definition and example of a hoax
- 8. The author's main point is that
 - (A) various types of hoaxes have been perpetrated
 - (B) Charles Dawson discovered a human skull and jawbone
 - (C) Charles Dawson was not an honest
 - (D) the human skull and jawbone were extremely old

- 9. Click on the paragraph that defines a
- 10. Click on the paragraph that explains how one particular hoax was resolved.

DIRECTLY ANSWERED QUESTIONS.

Many questions in the Reading section of both the paper TOEFL test and the computer TOEFL test will require answers that are directly stated in the passage. This means that you should be able to find the answer to this type of question without having to draw a conclusion. The directly answered questions that are commonly asked are (1) stated detail questions, (2) "unstated" detail questions, and (3) pronoun reference questions.

SKILL 3: ANSWER STATED DETAIL QUESTIONS CORRECTLY

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage. This means that the correct answer often expresses the same idea as what is written in the passage, but the words are not exactly the same. The questions that test stated details are generally multiple-choice questions. On the computer test, there may also be a type of stated detail question that asks you to click on an appropriate drawing. Look at a multiple-choice example from the paper TOEFL test that asks about a stated detail from the passage.

Example from the Paper TOEFL Test



The passage:

Williamsburg is a historic city in Virginia that was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at

Line Jamestown. In the beginning, the colony at Williamsburg was

(5) named Middle Plantation because of its location in the middle of a peninsula between two rivers, the York and the James. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.

The question:

The passage indicates that Jamestown

- (A) was settled in 1633
- (B) was settled twenty-six years after Williamsburg
- (C) was the first permanent English colony in America
- (D) was originally named Middle Plantation

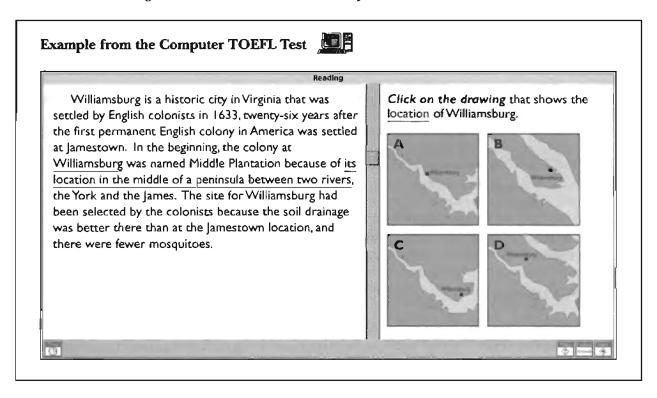
This question asks what the passage indicates about Jamestown, so you know that the answer to this question will be directly stated in the passage. You should skim through the passage to find the part of the passage that discusses Jamestown. The answer to this question is found in the statement that Williamsburg was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown. Answer (A) is incorrect because it was Williamsburg that was settled in 1633. Answer (B) is incorrect because Jamestown was settled before rather than after Williamsburg. Answer (D) is incorrect because the name Middle Plantation referred to Williamsburg. The best answer to this question is answer (C) because the passage directly states that Jamestown was the first permanent English colony in America.

Now look at a multiple-choice example of a stated detail question from the computer TOEFL test.

Example from the Computer TOEFL Test Williamsburg is a historic city in Virginia that was According to the passage, the settled by English colonists in 1633, twenty-six years after colonists chose Williamsburg because the first permanent English colony in America was settled it was in England at Jamestown. In the beginning, the colony at there were no nearby rivers Williamsburg was named Middle Plantation because of its there were lots of mosquitoes location in the middle of a peninsula between two rivers, the soil drained well the York and the James. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.

This question asks what is true according to the passage about why the colonists chose Williamsburg, so you know that the answer will be directly stated in the passage. You should skim through the passage to find the part of the passage that discusses this topic. The answer to this question is found in the statement that the site for Williamsburg had been selected by the colonists because the soil drainage was better there. The first answer is not correct because Williamsburg was in America rather than England, the second answer is not correct because Williamsburg was located close to two rivers, and the third answer is not correct because there were fewer mosquitoes. It is stated in the passage that the soil drained well, so the last answer is the best answer. You should click on the last answer to this question.

Next, look at a click-on question from the computer TOEFL test that asks you to select one of four drawings that answers a stated detail question.



This question asks you to click on the drawing that shows the location of Williamsburg, so you know that the answer is directly stated in the passage. The passage mentions Williamsburg and its location in the middle of a peninsula between two rivers. Drawing (A) is incorrect because it shows only one river. Drawing (B) is incorrect because Williamsburg is not in the middle of the peninsula. Drawing (C) is incorrect because there is only one river. Drawing (D) is the one that has Williamsburg on a peninsula between two rivers and is therefore the best answer to the question. You should click on drawing (D) to answer this question.

The following chart outlines the key information that you should remember about stated detail questions:

STATED DETAIL QUESTIONS (III) (III)			
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests III II	According to the passage, It is stated in the passage The passage indicates that Which of the following is true?	
	on computer test only	Click on the drawing that	
WHERE TO FIND THE ANSWER	The answers to these questions are found in order in the passage.		
HOW TO ANSWER THE QUESTION	 Choose a key word in the question. Skim in the appropriate part of the passage for the key word or idea. Read the sentence that contains the key word or idea carefully. Eliminate the definitely wrong answers and choose the best answer from the remaining choices. 		

TOEFL EXERCISE 3: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-4)

Ice ages, those periods when ice covered extensive areas of the Earth, are known to have occurred at least six times. Past ice ages can be recognized from rock strata that show evidence of foreign materials deposited by moving walls of ice or melting glaciers. Ice ages can also be recognized from land formations that have been produced from moving walls of ice, such as U-shaped valleys, sculptured landscapes, and polished rock faces.

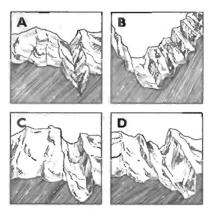
Line (5)

- 1. According to the passage, what happens during an ice age?
 - (A) Rock strata are recognized by geologists.
 - (B) Evidence of foreign materials is
 - (C) Ice covers a large portion of the Earth's surface.
 - (D) Ice melts six times.

- 2. The passage covers how many different methods of recognizing past ice ages?
 - (A) One
 - (B) Two
 - (C) Three
 - (D) Four

- 3. According to the passage, what in the rock strata is a clue to geologists of a past ice age?
 - (A) Ice
 - (B) Melting glaciers
 - (C) U-shaped valleys
 - (D) Substances from other areas

 Click on the drawing that shows the type of valley mentioned in the passage that results from melting glaciers.



PASSAGE TWO (Questions 5-7)

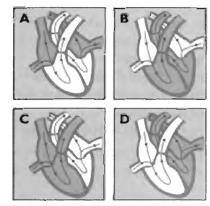
Line

(5)

The human heart is divided into four chambers, each of which serves its own function in the cycle of pumping blood. The atria are the thin-walled upper chambers that gather blood as it flows from the veins between heartbeats. The ventricles are the thick-walled lower chambers that receive blood from the atria and push it into the arteries with each contraction of the heart. The left atrium and ventricle work separately from those on the right. The role of the chambers on the right side of the heart is to receive oxygen-depleted blood from the body tissues and send it on to the lungs; the chambers on the left side of the heart then receive the oxygen-enriched blood from the lungs and send it back out to the body tissues.

- 5. The passage indicates that the ventricles
 - (A) have relatively thin walls
 - (B) send blood to the atria
 - (C) are above the atria
 - (D) force blood into the arteries
- 6. According to the passage, when is blood pushed into the arteries from the ventricles?
 - (A) As the heart beats
 - (B) Between heartbeats
 - (C) Before each contraction of the heart
 - (D) Before it is received by the atria

 Click on the drawing that highlights the part of the heart that gets blood from the body tissues and passes it on to the lungs.



(10)

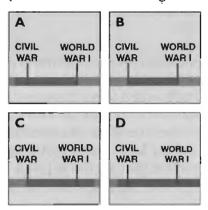
PASSAGE THREE (Questions 8-11)

The Golden Age of Railroads refers to the period from the end of the Civil War to the beginning of World War I when railroads flourished and, in fact, maintained a near monopoly in mass transportation in the United States. One of the significant developments during the period was the notable increase in uniformity, particularly through the standardization of track gauge (5) and time.

At the end of the Civil War, only about half of the nation's railroad track was laid at what is now the standard gauge of 1.4 meters; much of the rest, particularly in the southern states, had a 1.5-meter gauge. During the postwar years, tracks were converted to the 1.4-meter gauge, and by June 1, 1886, the standardization of tracks was completed, resulting in increased efficiency and economy in the rail system.

A further boon to railroad efficiency was the implementation of standard time in 1883. With the adoption of standard time, four time zones were established across the country, thus simplifying railroad scheduling and improving the efficiency of railroad service.

8. Click on the drawing that shows the period of the Golden Age of Railroads.



- 9. According to the passage, the Golden Age of Railroads
 - (A) was a result of World War I
 - (B) was a period when most of U.S. mass transportation was controlled by the railroads
 - (C) resulted in a decrease in uniformity of track gauge
 - (D) resulted in standardization of train stations

- 10. The passage mentions that which of the following occurred as a result of uniformity of track gauge?
 - (A) The Civil War
 - (B) Improved economy in the transportation system
 - (C) Standardization of time zones
 - (D) Railroad schedules
- 11. The passage indicates that standard time was implemented
 - (A) before the Civil War
 - (B) on June 1, 1886
 - (C) after World War I
 - (D) before standardized track gauge was established throughout the United States

Skill 4: FIND "UNSTATED" DETAILS

You will sometimes be asked in the reading section of both the paper TOEFL test and the computer TOEFL test to find an answer that is not stated or not mentioned or not true in the passage. This type of question really means that three of the answers are stated, mentioned, or true in the passage, while one answer is not.

You should note that there are two kinds of answers to this type of question: (1) there are three true answers and one that is not true according to the passage, or (2) there are three true answers and one that is not mentioned in the passage. Look at a multiple-choice example from the paper TOEFL test that asks you to find the one answer that is not true.

Example from the Paper TOEFL Test



The passage:

In English, there are many different kinds of expressions that people use to give a name to anything whose name is unknown or momentarily forgotten. The word gadget is one

such word. It was first used by British sailors in the 1850s and

- probably came from the French word gachette, which was a small hook. In everyday use, the word has a more general meaning. Other words are also used to give a name to something unnamed or unknown, and these words tend to be somewhat imaginative. Some of the more commonly used
- expressions are a what-d'ye-call-it, a whatsis, a thingamabob, a thingamajig, a doodad, or a doohickey.

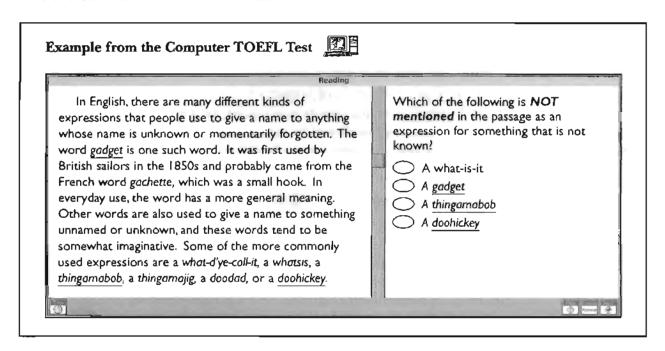
The question:

Which of the following is **NOT true** about the word gadget?

- (A) It is used to name something when the name is not known.
- (B) It was used at the beginning of the nineteenth century.
- (C) It most likely came from a word in the French language.
- (D) Its first known use was by British sailors.

This question asks for the one answer that is not true about the word "gadget," so three of the answers are true and one answer is not. You should look for the word gadget in the passage and find information that is untrue. Answers (A), (C), and (D) are all true according to the passage, so these answers are not correct. Answer (B) is the one answer that is not true: the passage states that the word "gadget"... was first used by British sailors in the 1850s, which is in the middle of the nineteenth century, so answer (B) is the best answer to this question.

Now, look at a multiple-choice example from the computer TOEFL test that asks you to find the one answer that is not mentioned.



This question asks for the one answer that is not mentioned, so three of the answers are listed in the passage and one is not. You should look for the three answers that are mentioned. Since gadget, thingamabob, and doohickey are listed in the passage, the second, third and fourth answers are incorrect. A what-is-it is not listed in the passage, so the first answer is the best answer to this question. You should click on the first answer to answer this question.

The following chart outlines the key information that you should remember about "unstated" detail questions:

"UNSTATED" DETAIL QUESTIONS [10] [10]				
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests III 227	Which of the following is not stated? Which of the following is not mentioned? Which of the following is not discussed? All of the following are true except		
WHERE TO FIND THE ANSWER	The answers to these questions are found in order in the passage.			
HOW TO ANSWER THE QUESTION	 Choose a key word in the question. Scan the appropriate place in the passage for the key word (or related idea). Read the sentence that contains the key word or idea carefully. Look for answers that are definitely true according to the passage. Eliminate those answers. Choose the answer that is not true or not discussed in the passage. 			

TOEFL EXERCISE 4: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-2)

Blood plasma is a clear, almost colorless liquid. It consists of blood from which the red and white blood cells have been removed. It is often used in transfusions because a patient generally needs the plasma portion of the blood more than the other components.

Line Plasma differs in several important ways from whole blood. First of all, plasma can be mixed (5) for all donors and does not have to be from the right blood group, as whole blood does. In addition, plasma can be dried and stored, while whole blood cannot.

- 1. All of the following are true about blood plasma EXCEPT that
 - (A) it is a deeply colored liquid
 - (B) blood cells have been taken out of it
 - (C) patients are often transfused with it
 - (D) it is generally more important to the patient than other parts of whole blood
- 2. Which of the following is NOT stated about whole blood?
 - (A) It is different from plasma.
 - (B) It cannot be dried.
 - (C) It is impossible to keep it in storage for a long time.
 - (D) It is a clear, colorless liquid.

PASSAGE TWO (Questions 3-4)

Line

(5)

Elizabeth Cochrane Seaman was an American journalist at the turn of the century who wrote for the newspaper New York World under the pen name Nellie Bly, a name which was taken from the Stephen Foster song Nelly Bly. She achieved fame for her exposés and in particular for the bold and adventuresome way that she obtained her stories.

She felt that the best way to get the real story was from the inside rather than as an outside observer who could be treated to a prettified version of reality. On one occasion she pretended to be a thief so that she would get arrested and see for herself how female prisoners were really treated. On another occasion she faked mental illness in order to be admitted to a mental hospital to get the real picture on the treatment of mental patients.

- 3. Which of the following is NOT true about Nellie Bly?
 - (A) Nellie Bly's real name was Elizabeth Cochrane Seaman.
 - (B) Nellie Bly was mentally ill.
 - (C) The name Nellie Bly came from a song.
 - (D) The name Nellie Bly was used on articles that Seaman wrote.
- 4. Which of the following is NOT mentioned as something that Nellie Bly did to get a good story?
 - (A) She acted like a thief.
 - (B) She got arrested by the police.
 - (C) She pretended to be ill.
 - (D) She worked as a doctor in a mental hospital.

Line

PASSAGE THREE (Questions 5-6)

Dekanawida's role as a supreme lawgiver in the Iroquois tribe has given him the status of demigod within the Indian nation. Born into the Huron tribe, Dekanawida caused great fear in his parents, who tried to drown him in his youth after a prophecy was made indicating that he would bring great sorrow to the Huron nation. Dekanawida was to survive this attempted drowning but later left his parents' home and tribe to live among the Iroquois.

One of his achievements with the Iroquois was the institution of a law among the Iroquois that virtually ended blood feuds among the nation's families. Wampum, strings of beads made of polished shells, was a valued commodity in the Iroquois culture; according to policies established by Dekanawida, wampum had to be paid to the family of a murder victim by the family of the killer. Since the killer was also put to death, the family of the killer had to pay the victim's family in wampum for two deaths, the death of the murder victim and the death of the killer. These strict policies implemented by Dekanawida helped to establish him as a wise lawgiver and leader of the Iroquois nation.

- According to the passage, Dekanawida was NOT
 - (A) a lawmaker
 - (B) a Huron by birth
 - (C) a near deity
 - (D) drowned when he was young
- 6. Which of the following is NOT mentioned in the passage about wampum?
 - (A) It was used extensively by the Huron.
 - (B) It had a high value to the Iroquois.
 - (C) It was given to a murder victim's family.
 - (D) It was made of polished shells.

SKILL 5: FIND PRONOUN REFERENTS

In the reading section of both the paper TOEFL test and the computer TOEFL test, you will sometimes be asked to determine to which noun a pronoun refers. Pronoun reference questions are worded a bit differently on the paper TOEFL test and the computer TOEFL test; on the paper test, pronoun reference questions are multiple-choice questions, while on the computer test, pronoun reference questions are click-on questions.

Either type of pronoun reference question tests the same language skill. In a pronoun reference question, it is important to understand that a noun is generally used first in a passage, and the pronoun that refers to it comes after. Whenever you are asked which noun a pronoun refers to, you should look before the pronoun to find the noun.

Look at a multiple-choice example of a pronoun reference question from the paper TOEFL test.

Example from the Paper TOEFL Test



The passage:

Line

Carnivorous plants, such as the sundew and the Venusflytrap, are generally found in humid areas where there is an inadequate supply of nitrogen in the soil. In order to survive, these plants have developed mechanisms to trap insects within

- their foliage. They have digestive fluids to obtain the (5) necessary nitrogen from the insects. These plants trap the insects in a variety of ways. The sundew has sticky hairs on its leaves; when an insect lands on these leaves, it gets caught up in the sticky hairs, and the leaf wraps itself around the insect.
- (10)The leaves of the Venus-flytrap function more like a trap, snapping suddenly and forcefully shut around an insect.

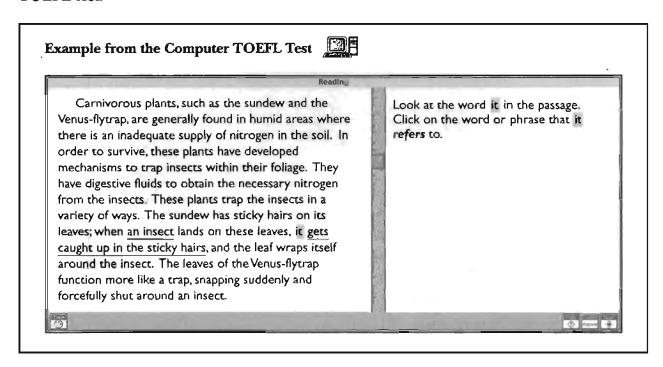
The question:

The pronoun They in line 5 refers to

- (A) humid areas
- (B) these plants
- (C) insects
- (D) digestive fluids

This question asks about the referent for the pronoun they. To answer this question, you should look before the pronoun they for plural nouns that the pronoun could refer to. Humid areas, insects, and these plants come before the pronoun, so they are possible answers; digestive fluids comes after the pronoun, so it is probably not the correct answer. Then you should try the three possible answers in the sentence in place of the pronoun. You should understand from the context that these plants have digestive fluids to obtain the necessary nitrogen from the insects, so the best answer to this question is answer (B).

Now look at a click-on example of a pronoun reference question from the computer TOEFL test.



This question asks you to find the referent for the pronoun it. To answer this question, you should look before the pronoun it for singular nouns that the pronoun could refer to. A variety, the sundew, and an insect come before the pronoun, so they are possible answers. Next you should try the three possible answer in the sentence in place of the pronoun. An insect gets caught up in the sticky hairs, while a variety or sundew does not, so insect is the best answer to this question. You should click on insect to answer this question.

The following chart outlines the key information that you should remember about pronoun referents:

PRONOUN REFERENTS III III		
HOW TO IDENTIFY THE QUESTION	on paper test only 🕮	The pronoun "" in line X refers to which of the following?
	on computer test only	Look at the word X. Click on the word or phrase that X refers to.
WHERE TO FIND THE ANSWER	on paper test only 🕮	The line where the pronoun is located is given in the question. The noun that the pronoun refers to is generally found before the pronoun.
	on computer test only	The pronoun is highlighted in the passage. The noun that the pronoun refers to is generally found before the pronoun.
HOW TO ANSWER THE QUESTION	 Locate the pronoun in the passage. Look before the pronoun for nouns that agree with the pronoun. Try each of the nouns in the context in place of the pronoun. Eliminate any definitely wrong answers and choose the best answer from the remaining choices. 	

TOEFL EXERCISE 5: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-2)

The full moon that occurs nearest the equinox of the Sun has become known as the harvest moon. It is a bright moon which allows farmers to work late into the night for several nights; they can work when the moon is at its brightest to bring in the fall harvest. The harvest moon, of course, occurs at different times of the year in the northern and southern hemispheres. In the northern hemisphere, the harvest moon occurs in September at the time of the autumnal equinox. In the southern hemisphere, the harvest moon occurs in March at the time of the vernal equinox.

- 1. The pronoun "It" in line 2 refers to
 - (A) the equinox
 - (B) the Sun
 - the harvest moon
 - (D) the night

Look at the word they in the passage.
 Click on the word or phrase that they refers to.

PASSAGE TWO (Questions 3-4)

Mardi Gras, which means "Fat Tuesday" in French, was introduced to America by French colonists in the early eighteenth century. From that time it has grown in popularity, particularly in New Orleans, and today it is actually a legal holiday in several southern states. The Mardi Gras celebration in New Orleans begins well before the actual Mardi Gras Day. Parades, parties, balls, and numerous festivities take place throughout the week before Mardi Gras Day; tourists from various countries throughout the world flock to New Orleans for the celebration, where they take part in a week of nonstop activities before returning home for some much-needed rest.

- 3. The pronoun "it" in line 2 refers to
 - (A) Mardi Gras
 - (B) French
 - (C) that time
 - (D) New Orleans

4. Look at the word they in the passage. Click on the word or phrase that they refers to.

PASSAGE THREE (Questions 5-6)

The financial firm Dow Jones and Company computes business statistics every hour on the hour of each of the business days of the year, and these statistics are known as the Dow Jones averages. They are based on a select group of stocks and bonds that are traded on the New York

Line Stock Exchange. The Dow Jones averages are composed of four different types of averages: the average price of the common stock of thirty industrial firms, the average price of the common stock prices of fifteen utility companies, and an overall average of all the sixty-five stocks used to compute the first three averages. Probably the average that is the most commonly used is the industrial average; it is often used by an investor interested in checking the state of the stock market before making an investment in an industrial stock.

- 5. The pronoun "They" in line 3 refers to
 - (A) the business days
 - (B) these statistics
 - (C) stocks and bonds
 - (D) four different types

6. Look at the word it in the passage. Click on the word or phrase that it refers to.

TOEFL EXERCISE (Skills 3–5): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-5)

The United States does not have a national university, but the idea has been around for quite some time. George Washington first recommended the idea to Congress; he even selected an actual site in Washington, D.C., and then left an endowment for the proposed national university in his will. During the century following the Revolution, the idea of a national university continued to receive the support of various U.S. presidents, and philanthropist Andrew (5) Carnegie pursued the cause at the beginning of the present century. Although the original idea has not yet been acted upon, it continues to be proposed in bills before Congress.

1. According to the passage, the national university of the United States

- (A) has been around for a while
- (B) does not exist
- (C) is a very recent idea
- (D) is an idea that developed during the present century
- 2. Look at the word he in the passage. Click on the word or phrase that he refers to.
- 3. The passage indicates that George Washington did NOT do which of the following?
 - (A) He suggested the concept for a national university to Congress.
 - (B) He chose a location for the national university.
 - (C) He left money in his will for a national university.
 - (D) He succeeded in establishing a national university.

- 4. Which of the following is NOT mentioned in the passage about Andrew Carnegie?
 - (A) He was interested in doing charity work and good deeds for the public.
 - (B) He was a member of Congress.
 - (C) He was interested in the idea of a national university.
 - (D) He was active in the early twentieth century.
- 5. The pronoun "it" in line 7 refers to
 - (A) the cause
 - (B) the beginning of the present century
 - (C) the original idea '
 - (D) Congress

Line

PASSAGE TWO (Questions 6–11)

The La Brea tarpits, located in Hancock Park in the Los Angeles area, have proven to be an extremely fertile source of Ice Age fossils. Apparently, during the period of the Ice Age, the tarpits were covered by shallow pools of water; when animals came there to drink, they got caught in the sticky tar and perished. The tar not only trapped the animals, leading to their death, but it also served as a remarkably effective preservant, allowing near-perfect skeletons to remain hidden until the present era.

In 1906, the remains of a huge prehistoric bear discovered in the tarpits alerted archeologists to the potential treasure lying within the tar. Since then thousands and thousands of well-preserved skeletons have been uncovered, including the skeletons of camels, horses, wolves, (10) tigers, sloths, and dinosaurs.

- 6. Which of the following is NOT true about the La Brea tarpits?
 - (A) They contain fossils that are quite old.
 - (B) They are found in Hancock Park.
 - (C) They have existed since the Ice Age.
 - (D) They are located under a swimming pool.
- 7. The pronoun "they" in line 3 refers to
 - (A) the La Brea tarpits
 - (B) Ice Age fossils
 - (C) shallow pools of water
 - (D) animals
- 8. Click on the drawing that shows how the Ice Age animals mentioned in the passage died at the La Brea tarpits.









- 9. Look at the word it in paragraph 1. Click on the word or phrase that it refers to.
- 10. When did archeologists become aware of the possible value of the contents of the tarpits?
 - (A) During the Ice Age
 - (B) Thousands and thousands of years ago
 - (C) Early in the twentieth century
 - (D) Within the past decade
- 11. Which of the following is NOT mentioned as an example of a skeleton found in the tarpits?
 - (A) A bear
 - (B) A sloth
 - (C) A horse
 - (D) A snake

Line

(5)

PASSAGE THREE (Questions 12-17)

When the president of the United States wants to get away from the hectic pace in Washington, D.C., Camp David is the place to go. Camp David, in a wooded mountain area about 70 miles from Washington, D.C., is where the president goes to find solitude. It consists of living space for the president, the first family, and the presidential staff as well as sporting and recreational facilities.

Camp David was established by President Franklin Delano Roosevelt in 1942. He found the site particularly appealing in that its mountain air provided relief from the summer heat of Washington and its remote location offered a more relaxing environment than could be achieved in the capital city.

(10) When Roosevelt first established the retreat, he called it Shangri-La, which evoked the blissful mountain kingdom in James Hilton's novel Lost Horizon. Later, President Dwight David Eisenhower renamed the location Camp David after his grandson David Eisenhower.

Camp David has been used for a number of significant meetings. In 1943 during World War II, President Roosevelt met there with Great Britain's Prime Minister Winston Churchill. In 1959 (15) at the height of the Cold War, President Eisenhower met there with Soviet Premier Nikita Khrushchev; in 1978 President Jimmy Carter sponsored peace talks between Israel's Prime Minister Menachem Begin and Egypt's President Anwar el-Sadat at the retreat at Camp David.

- 12. Which of the following is NOT discussed about Camp David?
 - (A) Its location
 - (B) Its cost
 - (C) Its facilities
 - (D) Its uses
- 13. Look at the word It in paragraph 1. Click on the word or phrase that It refers to.
- 14. According to the passage, who founded Camp David?
 - (A) George Washington
 - (B) The first family
 - (C) Franklin Delano Roosevelt
 - (D) Dwight David Eisenhower

- 15. The pronoun "he" in line 10 refers to
 - (A) Camp David
 - (B) Roosevelt
 - (C) James Hilton
 - (D) President Dwight David Eisenhower
- 16. Which of the following is NOT true about President Eisenhower?
 - (A) He had a grandson named David.
 - (B) He attended a conference with Nikita Khrushchev.
 - (C) He named the presidential retreat Shangri-La.
 - (D) He visited Camp David.
- 17. Khrushchev was at Camp David in
 - (A) 1942
 - (B) 1943
 - (C) 1959
 - (D) 1978

TOEFL REVIEW EXERCISE (Skills 1–5): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-5)

Lincoln's now famous Gettysburg Address was not, on the occasion of its delivery, recognized as the masterpiece that it is today. Lincoln was not even the primary speaker at the ceremonies, held at the height of the Civil War in 1863, to dedicate the battlefield at Gettysburg.

Line The main speaker was orator Edward Everett, whose two-hour speech was followed by Lincoln's shorter remarks. Lincoln began his small portion of the program with the words that today are immediately recognized by most Americans: "Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal." At the time of the speech, little notice was given to what Lincoln had said, and Lincoln considered his appearance at the ceremonies rather unsuccessful. After his speech appeared in print, appreciation for his words began to grow, and today it is recognized as one of the all-time greatest speeches.

- 1. The main idea of this passage is that
 - (A) the Gettysburg Address has always been regarded as a masterpiece
 - (B) at the time of its delivery the Gettysburg Address was truly appreciated as a masterpiece
 - (C) it was not until after 1863 that Lincoln's speech at Gettysburg took its place in history
 - (D) Lincoln is better recognized today than he was at the time of his presidency
- 2. Which of the following is NOT true about the ceremonies at Gettysburg during the Civil War?
 - (A) Everett was the main speaker.
 - (B) Everett gave a two-hour speech.
 - (C) Lincoln was the closing speaker of the ceremonies.
 - (D) Lincoln's speech was longer than Everett's.

- 3. According to the passage, when Lincoln spoke at the Gettysburg ceremonies,
 - (A) his words were immediately recognized by most Americans
 - (B) he spoke for only a short period of time
 - (C) he was enthusiastically cheered
 - (D) he was extremely proud of his performance
- 4. When did Lincoln's Gettysburg Address begin to receive public acclaim?
 - (A) After it had been published
 - (B) Immediately after the speech
 - (C) Not until the present day
 - (D) After Lincoln received growing recognition
- 5. Look at the word it in the passage. Click on the word or phrase that it refers to.

RASSAGE TWO (Questions 6-12)

Hay fever is a seasonal allergy to pollens. The term "hay fever," however, is a less than adequate description since such an attack can be brought on by sources other than hay-producing grasses and since an attack of this allergy does not incur fever.

Line (5)

(10)

The causes of hay fever can be quite varied. Hay fever is generally caused by air-borne pollens, particularly ragweed pollen. The amount of pollen in the air is largely dependent on geographical location, weather, and season. In the eastern section of the United States, for example, there are generally three periods when pollen from various sources can cause intense hay fever suffering: in the springtime months of March and April, when pollen from trees is prevalent, in the summer months of June and July, when grass pollen fills the air, and at the end of August, when ragweed pollen is at its most concentrated levels.

What results from an attack of hay fever is not a fever. Instead, a person with hay fever will suffer symptoms such as red and itching eyes, a swollen and runny nose, and repeated bouts of sneezing.

- 6. Which of the following would be the best title for the passage?
 - (A) The Relationship between Season and Allergies
 - (B) Misconceptions and Facts about

 Hay Fever
 - (C) Hay Fever in the Eastern United States
 - (D) How Ragweed Causes Hay Fever
- 7. According to the passage, which of the following helps to explain why the term "hay fever" is somewhat of a misnomer?
 - (A) A strong fever occurs after an attack.
 - (B) The amount of pollen in the air depends on geographical location.
 - (C) Hay fever is often caused by ragweed pollen.
 - (D) Grass pollen is prevalent in June and July.
- 8. Which of the following is NOT discussed in the passage as a determining factor of the amount of pollen in the air?
 - (A) Place
 - (B) Climate
 - (C) Time of year
 - (D) Altitude

- 9. Which of the following is NOT true about hay fever in the eastern United States?
 - Suffering from hay fever is equally severe year-round.
 - (B) Pollen from trees causes hay fever suffering in the spring.
 - (C) Grass pollen fills the air earlier in the year than ragweed pollen.
 - (D) Ragweed pollen is most prevalent at the end of the summer.
- 10. Click on the drawing that represents a potential cause of hay fever.









- 11. Which of the following is NOT a symptom of hay fever?
 - (A) A high fever
 - (B) A runny nose
 - (C) Red eyes
 - (D) Persistent sneezing
- 12. Click on the paragraph that outlines how, when, and where hay fever develops. paragraph 2

PASSAGE THREE (Questions 13–19)

Theories about the movement of the continents have evolved over time as the ability to conduct scientific study of the continents has improved. Thus, today's theory of plate tectonics, rather than contradicting its predecessor, had its roots in the older theory of continental drift.

Line

According to the theory of continental drift, the continents are not fixed in position but instead move slowly across the surface of the earth, constantly changing in position relative to one another. This theory was first proposed in the eighteenth century when mapmakers noticed how closely the continents of the earth fit together when they were matched up. It was suggested then that the present-day continents had once been one large continent that had broken up into pieces which drifted apart.

(10)

Today the modern theory of plate tectonics has developed from the theory of continental drift. The theory of plate tectonics suggests that the crust of the earth is divided into six large, and many small, tectonic plates that drift on the lava that composes the inner core of the earth. These plates consist of ocean floor and continents that quite probably began breaking up and moving relative to one another more than 200 million years ago.

- 13. The topic of this passage is
 - (A) continental drift
 - (B) the theory of plate tectonics
 - (C) the development of ideas about the movement of the earth's surface
 - (D) eighteenth-century mapmakers
- The passage states that the theory of continental drift developed as a result of
 - (A) the fixed positions of the continents
 - (B) the work of mapmakers
 - (C) the rapid movement of continents
 - (D) the fit of the earth's plates
- 15. Look at the word they in paragraph 2. Click on a word or phrase that they refers to, contingent
- 16. Which of the following is NOT true about the theory of plate tectonics?
 - (A) It is not as old as the theory of continental drift.
 - (B) It evolved from the theory of continental drift.
 - (C) It postulates that the earth's surface is separated into plates.
 - (D) It was proposed by mapmakers.

- 17. According to the passage, what constitutes a tectonic plate?
 - (A) Lava
 - (B) Only the continents
 - (C) The inner core of the earth
 - (b) The surface of the land and the floor of the oceans
- 18. Which of the following best describes the organization of the passage?
 - (A) Two unrelated theories are presented.
 - (B) Two contrasting opinions are stated.
 - (C) A theory is followed by an example.
 - (D) One hypothesis is developed from another.
- 19. Click on the paragraph that describes the earlier theory.

paragraph 2