

SECTION 3
READING COMPREHENSION
Time—55 minutes
(including the reading of the directions)
Now set your clock for 55 minutes.

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

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

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

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

Example I

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

Sample Answer

- (A)
- ☒
- (C)
- (D)

According to the passage, John Quincy Adams "dedicated his life to public service." Therefore, you should choose answer (B).

Example II

In line 4, the word "unswerving" is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

Sample Answer

- (A)
- (B)
- ☒
- (D)

The passage states that John Quincy Adams demonstrated his unswerving belief "throughout his career." This implies that the belief did not change. Therefore, you should choose answer (C).

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Questions 1–11

Harvard University, today recognized as part of the top echelon of the world's universities, came from very inauspicious and humble beginnings.

Line This oldest of American universities was founded in 1636, just sixteen years after the Pilgrims
(5) landed at Plymouth. Included in the Puritan emigrants to the Massachusetts colony during this period were more than 100 graduates of England's prestigious Oxford and Cambridge universities, and these university graduates in the New World were determined that their sons would have the same educational opportunities that they themselves had had. Because of this support in the colony for an institution of higher learning, the General Court of Massachusetts appropriated 400 pounds for a college in October of 1636 and early the following year decided on a parcel of land for the school; this
(10) land was in an area called Newetowne, which was later renamed Cambridge after its English cousin and is the site of the present-day university.

When a young minister named John Harvard, who came from the neighboring town of Charlestowne, died from tuberculosis in 1638, he willed half of his estate of 1,700 pounds to the fledgling college. In spite of the fact that only half of the bequest was actually paid, the General Court
(15) named the college after the minister in appreciation for what he had done. The amount of the bequest may not have been large, particularly by today's standards, but it was more than the General Court had found it necessary to appropriate in order to open the college.

Henry Dunster was appointed the first president of Harvard in 1640, and it should be noted that in addition to serving as president, he was also the entire faculty, with an entering freshman class of
(20) four students. Although the staff did expand somewhat, for the first century of its existence the entire teaching staff consisted of the president and three or four tutors.

1. The main idea of this passage is that
 - (A) Harvard is one of the world's most prestigious universities
 - (B) what is today a great university started out small
 - (C) John Harvard was key to the development of a great university
 - (D) Harvard University developed under the auspices of the General Court of Massachusetts
2. The passage indicates that Harvard is
 - (A) one of the oldest universities in the world
 - (B) the oldest university in the world
 - (C) one of the oldest universities in America
 - (D) the oldest university in America
3. It can be inferred from the passage that the Puritans who traveled to the Massachusetts colony were
 - (A) rather well educated
 - (B) rather rich
 - (C) rather supportive of the English government
 - (D) rather undemocratic
4. The pronoun "they" in line 7 refers to
 - (A) Oxford and Cambridge universities
 - (B) university graduates
 - (C) sons
 - (D) educational opportunities
5. The "pounds" in line 8 are probably
 - (A) types of books
 - (B) college students
 - (C) units of money
 - (D) school campuses

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6. The "English cousin" in line 10 refers to a
- (A) city
 - (B) relative
 - (C) person
 - (D) court
7. Which of the following is NOT mentioned about John Harvard?
- (A) What he died of
 - (B) Where he came from
 - (C) Where he was buried
 - (D) How much he bequeathed to Harvard
8. The word "fledgling" in line 14 could best be replaced by which of the following?
- (A) Newborn
 - (B) Flying
 - (C) Winged
 - (D) Established
9. The passage implies that
- (A) Henry Dunster was an ineffective president
 - (B) someone else really served as president of Harvard before Henry Dunster
 - (C) Henry Dunster spent much of his time as president managing the Harvard faculty
 - (D) the position of president of Harvard was not merely an administrative position in the early years
10. The word "somewhat" in line 20 could best be replaced by
- (A) back and forth
 - (B) to and fro
 - (C) side by side
 - (D) more or less
11. Where in the passage does it indicate how much money Minister Harvard was really responsible for giving to the university?
- (A) Lines 3–7
 - (B) Lines 7–11
 - (C) Lines 12–15
 - (D) Lines 15–17

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Questions 12–21

A binary star is actually a pair of stars that are held together by the force of gravity. Although occasionally the individual stars that compose a binary star can be distinguished, they generally appear as one star. The gravitational pull between the individual stars of a binary star causes one to orbit around the other. From the orbital pattern of a binary, the mass of its stars can be determined: the gravitational pull of a star is in direct proportion to its mass, and the strength of the gravitational force of one star on another determines the orbital pattern of the binary.

Scientists have discovered stars that seem to orbit around an empty space. It has been suggested that such a star and the empty space really composed a binary star. The empty space is known as a "black hole," a star with such strong gravitational force that no light is able to get through. Although the existence of black holes has not been proven, the theory of their existence has been around for about two centuries, since the French mathematician Pierre Simon de Laplace first proposed the concept at the end of the eighteenth century. Scientific interest in this theory has been intense in the last few decades. However, currently the theory is unproven. Black holes can only be potentially identified based on the interactions of objects around them, as happens when a potential black hole is part of a binary star; they, of course, cannot be seen because of the inability of any light to escape the star's powerful gravity.

12. A binary star could best be described as
- (A) stars that have been forced apart
 - (B) a star with a strong gravitational force
 - (C) two stars pulled together by gravity
 - (D) a large number of attached stars
13. The word "distinguished" in line 2 is closest in meaning to
- (A) renowned
 - (B) tied
 - (C) celebrated
 - (D) differentiated
14. According to the passage, what happens as a result of the gravitational force between the stars?
- (A) One star circles the other.
 - (B) The mass of the binary star increases.
 - (C) A black hole is destroyed.
 - (D) The gravitational force decreases.
15. The word "proportion" in line 5 is closest in meaning to which of the following?
- (A) Contrast
 - (B) Ratio
 - (C) Inversion
 - (D) Force
16. A "black hole" in line 9 is
- (A) an empty space around which nothing orbits
 - (B) a star with close to zero gravity
 - (C) a star whose gravitational force blocks the passage of light
 - (D) an empty space so far away that no light can reach it
17. Which of the following statements about black holes is NOT supported by the passage?
- (A) A black hole can have a star orbiting around it.
 - (B) A binary star can be composed of a black hole and a visible star.
 - (C) All empty space contains black holes.
 - (D) The gravitational pull of a black hole is strong.
18. The word "get" in line 9 could best be replaced by
- (A) pass
 - (B) sink
 - (C) jump
 - (D) see

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19. Which of the following is implied in the passage about the theory of black holes?
- (A) No reputable scientists believe it.
 - (B) It has only recently been hypothesized.
 - (C) At least some scientists find it credible.
 - (D) Scientists are hoping to see a black hole in order to prove the theory.
20. The word "intense" in line 12 is closest in meaning to
- (A) brilliant
 - (B) intermittent
 - (C) bright
 - (D) strong
21. This passage would probably be assigned reading in a course on
- (A) botany
 - (B) astrophysics
 - (C) geology
 - (D) astrology

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Questions 22–30

Clara Barton is well known for her endeavors as a nurse on the battlefield during the Civil War and for her role in founding the American Red Cross. She is perhaps not as well known, however, for her role in establishing a bureau for tracing missing soldiers following the Civil War.

Line At the close of the Civil War, the United States did not have in place any agency responsible for
(5) accounting for what had happened to the innumerable men who had served in the military during the war, and many families had no idea as to the fate of their loved ones. Families were forced to agonize endlessly over where their loved ones were, what kind of shape they were in, whether or not they would return, and what had happened to them.

(10) Clara Barton developed a system for using print media to publish the names of soldiers known to have been wounded or killed during various battles of the Civil War. She was prepared to publish names that she herself had gathered on the battlefield as well as information gathered from others. She made numerous unsuccessful attempts to interest various government officials in her plan. However, it was not until Henry Wilson, a senator from the state of Massachusetts, took up her cause and presented her plan to President Lincoln that her plan was implemented.

(15) With Lincoln's assistance, Clara Barton was set up in a small government office with funding for a few clerks and the authority to examine military records. She and her clerks gathered and compiled information from military records and battlefield witnesses and published it in newspapers and magazines. Clara Barton operated this missing persons bureau for four years, from the end of the war in 1865 until 1869. During this period, she and her staff put out more than 100,000 printed lists,
(20) answered more than 60,000 letters, and accounted for more than 20,000 missing soldiers.

22. The purpose of this passage is

- (A) to praise Clara Barton's work as a battlefield nurse
- (B) to outline Clara Barton's role in establishing the American Red Cross
- (C) to malign the role of the U.S. government at the end of the Civil War
- (D) to present one of Clara Barton's lesser-known accomplishments

23. Which of the following is NOT mentioned as one of Clara Barton's accomplishments?

- (A) That she treated wounded Civil War soldiers
- (B) That she was integral to the establishment of the American Red Cross
- (C) That she served as an elected government official
- (D) That she continued to work for the good of soldiers and their families after the Civil War

24. The word "close" in line 4 could best be replaced by

- (A) near
- (B) battle
- (C) end
- (D) shut

25. What is stated in the passage about the issue of missing persons following the Civil War?

- (A) The U.S. government was not officially prepared to deal with the issue.
- (B) President Lincoln did not recognize that there was an issue.
- (C) One U.S. government agency was responsible for the issue.
- (D) U.S. citizens were unaware of the issue.

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26. It can be inferred from the passage that the budget for Barton's missing persons agency was
- (A) quite lavish
 - (B) open-ended
 - (C) limited in scope
 - (D) from private sources
27. The pronoun "it" in line 17 refers to
- (A) funding
 - (B) authority
 - (C) information
 - (D) bureau
28. Which of the following did Clara Barton and her staff accomplish, according to the passage?
- (A) They searched military records.
 - (B) They responded to 100,000 letters.
 - (C) They printed a list with 100,000 names.
 - (D) They talked with 20,000 missing soldiers.
29. Where in the passage does the author indicate the duration of the existence of Clara Barton's missing persons agency?
- (A) Lines 4–6
 - (B) Lines 9–10
 - (C) Lines 15–16
 - (D) Lines 18–19
30. Which paragraph describes Clara Barton's efforts to establish a missing persons bureau?
- (A) The first paragraph
 - (B) The second paragraph
 - (C) The third paragraph
 - (D) The last paragraph

Questions 31–40

Mutualism is a type of symbiosis that occurs when two unlike organisms live together in a state that is mutually beneficial. It can exist between two animals, between two plants, or between a plant and an animal. Mutualism is unlike the symbiotic state of commensalism in that commensalism is a one-sided state in which a host gives and a guest takes, while in mutualism both partners live on a give-and-take basis.

In the African wilds, the zebra and the ostrich enjoy a symbiotic relationship that enhances the ability of each of these large land animals to survive. Both serve as prey for the lion, and neither has the capability alone to withstand an attack from this fierce hunter. However, when the zebra and the ostrich collaborate in their defense by alerting each other to possible danger from an approaching predator, the lion is rarely able to capture more than the oldest or feeblest of the herd.

The complementary physical strengths and weaknesses of the ostrich and the zebra allow them to work in coordination to avoid succumbing to the lion. The ostrich, the largest flightless bird in the world, possesses great speed and keen eyesight, which enable it to spot large predatory animals long before they are able to position themselves to attack. The zebra, with a running speed equal to that of the ostrich, has excellent hearing and a good sense of smell but lacks the sharp eyesight of the ostrich. When ostriches and zebras intermix for grazing, each animal benefits from the ability of the other to detect approaching danger. If either animal senses danger, both animals are alerted and take off. With the running speed that both of these animals possess, they are able to outrun any predator except the cheetah.

31. How is the information in the passage organized?
- (A) A concept is explained through an extended example.
(B) A series of chronological events is presented.
(C) Two examples are compared and contrasted.
(D) Two opposing theories are explained.
32. The word "unlike" in line 1 is closest in meaning to
- (A) unfriendly
(B) dissimilar
(C) potential
(D) hated
33. The word "beneficial" in line 2 is closest in meaning to
- (A) distinctive
(B) meaningful
(C) helpful
(D) understood
34. What is "commensalism" in line 3?
- (A) A specific kind of mutualistic relationship
(B) A relationship that is beneficial to both partners
(C) A relationship in which both partners are hurt
(D) A relationship that is beneficial to only one partner
35. What is implied in the passage about the zebra and the ostrich?
- (A) They have a commensalist relationship.
(B) The lion is prey for both of them.
(C) They share a mutualistic relationship.
(D) Their relationship is not symbiotic.

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36. What is stated in the passage about the lion?
- (A) It is easily able to capture zebras and ostriches.
 - (B) It is usually able to catch only weaker zebras and ostriches.
 - (C) It never hunts zebras and ostriches.
 - (D) It does not hurt old or feeble zebras and ostriches.
37. The word "collaborate" in line 9 is closest in meaning to
- (A) work together
 - (B) make observations
 - (C) make a stand
 - (D) run and hide
38. The pronoun "it" in line 13 refers to
- (A) ostrich
 - (B) world
 - (C) speed
 - (D) eyesight
39. Which of the following is NOT stated in the passage?
- (A) The ostrich is unable to fly.
 - (B) The ostrich is able to see better than the zebra.
 - (C) The zebra hears and smells well.
 - (D) The zebra is able to run faster than the ostrich.
40. Where in the passage does the author mention the one animal that is faster than both the ostrich and the zebra?
- (A) Lines 8–10
 - (B) Lines 12–14
 - (C) Lines 14–15
 - (D) Lines 18–19

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Questions 41–50

Esperanto is what is called a planned, or artificial, language. It was created more than a century ago by Polish eye doctor Ludwik Lazar Zamenhof. Zamenhof believed that a common language would help to alleviate some of the misunderstandings among cultures.

Line In Zamenhof's first attempt at a universal language, he tried to create a language that was as
(5) uncomplicated as possible. This first language included words such as *ab*, *ac*, *ba*, *eb*, *be*, and *ce*. This did not result in a workable language in that these monosyllabic words, though short, were not easy to understand or to retain.

Next, Zamenhof tried a different way of constructing a simplified language. He made the words in his language sound like words that people already knew, but he simplified the grammar
(10) tremendously. One example of how he simplified the language can be seen in the suffixes: all nouns in this language end in *o*, as in the noun *amiko*, which means "friend," and all adjectives end in *-a*, as in the adjective *bela*, which means "pretty." Another example of the simplified language can be seen in the prefix *mal-*, which makes a word opposite in meaning; the word *malamiko* therefore means "enemy," and the word *malbela* therefore means "ugly" in Zamenhof's language.

(15) In 1887, Zamenhof wrote a description of this language and published it. He used a pen name, Dr. Esperanto, when signing the book. He selected the name Esperanto because this word means "a person who hopes" in his language. Esperanto clubs began popping up throughout Europe, and by 1905, Esperanto had spread from Europe to America and Asia.

(20) In 1905, the First World Congress of Esperanto took place in France, with approximately 700 attendees from 20 different countries. Congresses were held annually for nine years, and 4,000 attendees were registered for the Tenth World Esperanto Congress scheduled for 1914, when World War I erupted and forced its cancellation.

(25) Esperanto has had its ups and downs in the period since World War I. Today, years after it was introduced, it is estimated that perhaps a quarter of a million people are fluent in it. This may seem like a large number, but it is really quite small when compared with the billion English speakers and billion Mandarin Chinese speakers in today's world. Current advocates would like to see its use grow considerably and are taking steps to try to make this happen.

41. The topic of this passage is

- (A) a language developed in the last few years
- (B) one man's efforts to create a universal language
- (C) how language can be improved
- (D) using language to communicate internationally

42. According to the passage, Zamenhof wanted to create a universal language

- (A) to resolve cultural differences
- (B) to provide a more complex language
- (C) to build a name for himself
- (D) to create one world culture

43. It can be inferred from the passage that the Esperanto word *malespera* means

- (A) hopelessness
- (B) hope
- (C) hopeless
- (D) hopeful

44. The expression "popping up" in line 17 could best be replaced by

- (A) leaping
- (B) shouting
- (C) hiding
- (D) opening

45. It can be inferred from the passage that the Third World Congress of Esperanto took place
- (A) in 1905
 - (B) in 1907
 - (C) in 1909
 - (D) in 1913
46. According to the passage, what happened to the Tenth World Esperanto Congress?
- (A) It had 4,000 attendees.
 - (B) It was scheduled for 1915.
 - (C) It had attendees from 20 countries.
 - (D) It never took place.
47. The expression "ups and downs" in line 23 is closest in meaning to
- (A) tops and bottoms
 - (B) floors and ceilings
 - (C) takeoffs and landings
 - (D) highs and lows
48. Which paragraph describes the predecessor to Esperanto?
- (A) The first paragraph
 - (B) The second paragraph
 - (C) The third paragraph
 - (D) The fourth paragraph
49. This passage would most likely be assigned reading in a course on
- (A) European history
 - (B) English grammar
 - (C) world government
 - (D) applied linguistics
50. The paragraph following the passage most likely discusses
- (A) how current supporters of Esperanto are encouraging its growth
 - (B) another of Zamenhof's accomplishments
 - (C) the disadvantages of using an artificial language
 - (D) attempts to reconvene the World Congress of Esperanto in the 1920s

This is the end of Section 3.



**If you finish in less than 55 minutes,
check your work on Section 3 only.
Do NOT read or work on any other section of the test.**

When you finish the test, you may do the following:

- Turn to the **Diagnostic Charts** on pages 583–590, and circle the numbers of the questions that you missed.
- Turn to **Scoring Information** on pages 581–582, and determine your TOEFL score.
- Turn to the **Progress Chart** on page 591, and add your score to the chart.