


TOEFL® MAP

6 Full-Length
Practice Tests

ACTUAL TEST

CONTAINS TOPICS RECENTLY PRESENTED

Michael A. Putlack
Stephen Poirier
Allen C. Jacobs

 MP3 CD INCLUDED

Reading
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TOEFL[®] MAP
ACTUAL
TEST

Reading
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INTRODUCTION

Studying for the TOEFL® iBT is no easy task and is not one that is to be undertaken lightly. It requires a great deal of effort as well as dedication on the part of the student. It is our hope that, by using *TOEFL® Map Actual Test Reading* as either a textbook or a study guide, the task of studying for the TOEFL® iBT will become somewhat easier for the student and less of a burden.

Students who wish to excel on the TOEFL® iBT must attain a solid grasp of the four important skills in the English language: reading, listening, speaking, and writing. The Darakwon *TOEFL® Map* series covers all four of these skills in separate books. There are three different levels in all four topics. In addition, there are *TOEFL® Map Actual Test* books that contain a number of actual tests that students can use to prepare themselves for the TOEFL® iBT. This book, *TOEFL® Map Actual Test Reading*, covers the reading aspect of the test by providing reading passages in the TOEFL® iBT actual test format.

TOEFL® Map Actual Test Reading has been designed for use both in a classroom setting and as a study guide for individual learners. It contains a total of six full-length reading actual tests. Each test contains a varying number of reading passages. Every passage is the same length as those found on the TOEFL® iBT. The passages also have the same numbers and types of questions that appear on actual TOEFL® iBT reading section passages. By studying these passage, learners should be able to prepare themselves to take and, more importantly, to excel on the TOEFL® iBT.

TOEFL® Map Actual Test Reading has a great amount of information and should prove to be invaluable as a study guide for learners who are preparing for the TOEFL® iBT. However, while this book is comprehensive, it is up to each person to do the actual work. In order for *TOEFL® Map Actual Test Reading* to be of any use, the individual learner must dedicate him or herself to studying the information found within its pages. While we have strived to make this book as user-friendly and as full of crucial information as possible, ultimately, it is up to each person to make the best of the material in the book. We wish you luck in your study of both English and the TOEFL® iBT, and we hope that you are able to use *TOEFL® Map Actual Test Reading* to improve your abilities in both of them.

Michael A. Putlack

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Answers and Explanations

HOW IS THIS BOOK DIFFERENT?

CONTAINS PASSAGES MOST RECENTLY PRESENTED

- Has 24 passages in total
- Reconstructs the most frequently asked questions after analyzing real TOEFL® questions

CONSISTS OF VARIOUS TOPICS

- Deals with academic topics such as the humanities, sciences, and arts

PROVIDES AN EXPLANATION FOR EVERY QUESTION

- Shows the question types and detailed explanations
- Presents tips for getting a higher score

PRESENTS TRANSLATIONS OF THE READING PASSAGES

- Contains translations

INCLUDES AN MP3 FILE CD



HOW TO USE THIS BOOK

QUESTION

This book contains every type of question that appears on the TOEFL® iBT. The difficulty level of the questions is the same as those on the actual TOEFL® iBT.

WORD REMINDER

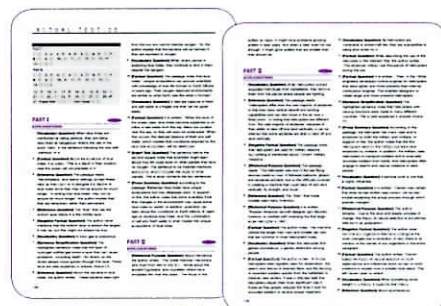
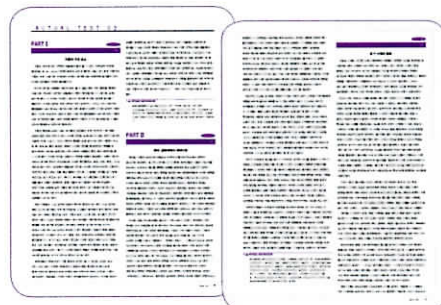
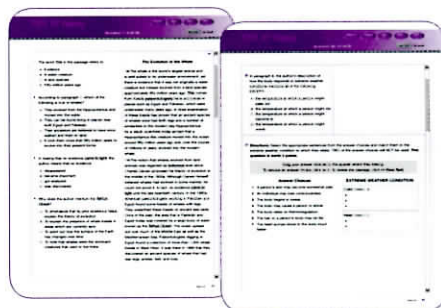
The words and expressions that are frequently presented on the actual TOEFL® iBT are listed in this section. In addition, readers can learn key words related to specific topics.

EXPLANATION

Every question has its own detailed explanation, so readers can learn why some answer choices are correct while others are not.

TRANSLATION

In case some Korean readers cannot fully understand the script, a translation section has been attached to the book. This section can help readers grasp the meanings of certain passages.



ABOUT THE TOEFL® iBT

■ TOEFL® iBT Test Sections

Section	Tasks	Time Limit	Questions
Reading	Read 3-5 passages from academic texts and answer questions.	60 – 100 minutes	36 – 70 questions
Listening	Listen to lectures, classroom discussions, and conversations and then answer questions.	60 – 90 minutes	34 – 51 questions
Break: 10 minutes			
Speaking	Express an opinion on a familiar topic and also speak based on reading and listening tasks.	20 minutes	6 tasks
Writing	Write essay responses based on reading and listening tasks and support an opinion in writing.	50 minutes	2 tasks

■ TOEFL® iBT Test Contents

The TOEFL® iBT test is a test given in English on an Internet-based format. The TOEFL® iBT has four sections: listening, reading, speaking, and writing. The test requires approximately four and a half hours to take.

■ Combining All Four Skills: Listening, Reading, Speaking, and Writing

During the test, learners must use more than one of the four basic skills at the same time. For instance, learners may have to:

- listen to a question and then speak a response
- read and listen and then speak a response to a question
- read and listen and then write a response to a question

■ What Is the TOEFL® iBT Test?

The TOEFL® iBT test measures how well learners understand university-level English. The test requires students to use a combination of their listening, reading, speaking, and writing skills to do various academic tasks.

■ Which Learners Take the TOEFL® iBT Test?

Around one million people take the TOEFL® iBT test every year. The English abilities of most people taking the test are anywhere from intermediate to advanced. The following types of people most commonly take the TOEFL® iBT test:

- students who will study at institutes of higher learning
- students who wish to gain admission to English education programs
- individuals who are applying for scholarships or certificates
- learners who want to determine the level of their English ability
- students and other individuals who are applying for visas

■ Who Accepts TOEFL® iBT Test Scores?

In more than 130 countries around the world, over 8,000 colleges, universities, agencies, and other institutions accept TOEFL® scores. In addition, the following places utilize TOEFL® scores:

- immigration departments that use the scores when issuing visas
- medical and licensing agencies that award various certificates
- individuals who are trying to determine the level of their English ability

ABOUT THE READING QUESTION TYPES

Type 1 Vocabulary Questions

Vocabulary questions require the test taker to understand specific words or phrases that are used in the passage. These questions ask the test taker to choose another word or phrase that is the most similar in meaning to the highlighted text. The vocabulary words that are highlighted are often important words, so knowing their meaning is often critical for understanding the entire passage. The highlighted words typically have several meanings, so test takers need to be careful to avoid selecting an answer choice simply because it is the word's or phrase's most common meaning.

Type 2 Reference Questions

Reference questions require the test taker to understand the relationship between words and their referents in the passage. These questions most frequently ask the test taker to identify the antecedent of a pronoun. In many cases, the pronouns are words like *he*, *she*, or *they* or *its*, *his*, *hers*, or *theirs*. However, in other cases, relative pronouns like *which* or demonstrative pronouns like *this* or *that* may be asked about instead.

Type 3 Factual Information Questions

Factual Information questions require the test taker to understand and to be able to recognize facts that are mentioned in the passage. These questions may cover any facts or information that is explicitly covered in the passage. These may appear in the form of details, definitions, explanations, or other kinds of data. The fact which the questions ask about are typically found only in one part of the passage — perhaps in a sentence or two — and do not require a comprehensive understanding of the passage as a whole.

Type 4 Negative Factual Information Questions

Negative Factual Information questions require the test taker to understand and to be able to recognize facts that are mentioned in the passage. These questions may be about any facts or information that is explicitly covered in the passage. However, these questions ask the test taker to identify the incorrect information in the answer choices. Three of the four answer choices will therefore have correct information that can be found in the passage. The answer the test taker must choose will either have incorrect information or information that is not found in the passage.

Type 5 Sentence Simplification Questions

Sentence Simplification questions require the test taker to select a sentence that best restates one that has been highlighted in the passage. These questions ask the test taker to note the main points in the sentence and to make sure that they are mentioned in the rewritten sentence. These sentences use words, phrases, and grammar that are different from the highlighted sentence. They also sometimes do not appear in a passage. When they are asked, there is only one Sentence Simplification question per passage.

Type 6 Inference Questions

Inference questions require the test taker to understand the argument that the passage is attempting to make. These questions ask the test taker to consider the information that is presented and then to come to a logical conclusion about it. The answers to these questions are never explicitly stated in the passage. Instead, the test taker is asked to infer what the author means. These questions often deal with cause and effect or comparisons between two different things, ideas, events, or people.

Type 7 Rhetorical Purpose Questions

Rhetorical Purpose questions require the test taker to understand why the author mentioned or wrote about something in the passage. These questions ask the test taker to consider the reasoning behind the information that is being presented in the passage. For these questions, the function — not the meaning — of the material is the most important aspect to be aware of. The questions often focus on the relationship between the information mentioned or covered either in paragraphs or individual sentences in the passage and the purpose or intention of the information that is given.

Type 8 Insert Text Questions

Insert Text questions require the test taker to determine where in the passage another sentence should be placed. These questions ask the test taker to consider various aspects, including grammar, logic, connecting words, and flow, when deciding where the new sentence best belongs. They also sometimes do not appear in a passage. When they are asked, there is only one Insert Text question per passage. This question always appears just before the last question.

Type 9 Prose Summary Questions

Prose Summary questions require the test taker to understand the main point of the passage and then to select sentences which emphasize the main point. These questions present a sentence which is essentially a thesis statement for the entire passage. The sentence synthesizes the main points of the passage. The test taker must then choose three out of six sentences which most closely describe points mentioned in the introductory sentence. This means that three of the choices are minor points, have incorrect information, or do not appear in the passage, so they are all therefore incorrect. These are always the last question asked about a Reading passage, but they do not always appear. Instead, a Fill in a Table question may appear in its place.

Type 10 Fill in a Table Questions

Fill in a Table questions require the test taker to have a comprehensive understanding of the entire passage. These questions typically break the passage down into two — or sometimes three — main points or themes. The test taker must then read a number of sentences or phrases and determine which of the points or themes the sentences or phrases refer to. These questions often ask the test taker to consider cause and effect, to compare and contrast, or to understand various theories or ideas covered. These are always the last question asked about a Reading passage, but they do not always appear. Instead, a prose summary question may appear in its place.

**ACTUAL
TEST**

01

PART I

PART II

PART I

TOEFL iBT Reading

[CONTINUE](#)[REVIEW](#)[HELP](#)[BACK](#)[NEXT](#)

Reading Section Directions

This section measures your ability to understand academic passages in English.

The Reading section is divided into 2 separately timed parts.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

Within each part, you can go to the next question by clicking **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

You may now begin the Reading section. In this part you will read 1 passage. You will have 20 minutes to read the passage and answer the questions.

Click on **Continue** to go on.

1-01

1 The word **This** in the passage refers to

- (A) Evidence
- (B) A water creature
- (C) A land species
- (D) Fifty million years ago

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

- (A) They evolved from the hippopotamus and moved into the water.
- (B) They can be found living in places near both Egypt and Pakistan.
- (C) Their ancestors are believed to have once walked and lived on land.
- (D) It took them more than fifty million years to evolve into their present forms.

3 In stating that no evidence came to light, the author means that no evidence

- (A) disappeared
- (B) became important
- (C) got analyzed
- (D) was discovered

4 Why does the author mention the Tethys Ocean?

- (A) To emphasize that its prior existence helps explain the theory of evolution
- (B) To explain the presence of whale fossils in areas which are currently land
- (C) To point out how the surface of the Earth has changed over time
- (D) To note that whales were the dominant creatures that used to live there

The Evolution of the Whale

1 ➔ The whale is the world's largest animal and is well-suited to its underwater environment, yet there is evidence that it was not originally a water creature but instead evolved from a land species approximately fifty million years ago. This comes from fossils **paleontologists** have uncovered in places such as Egypt and Pakistan, which were underwater many years ago. A close examination of these fossils has proven that an ancient species of whales once had both legs and a number of similarities to the modern-day hippopotamus. As a result, scientists today accept that a hippopotamus-like creature moved into the ocean around fifty million years ago and, over the course of millions of years, evolved into the modern whale.

2 ➔ The notion that whales evolved from land animals was regarded as **ludicrous** ever since Charles Darwin proposed his theory of evolution in the middle of the 1800s. Although Darwin himself believed whales had evolved in some manner, he could not prove it. In fact, no evidence came to light until the late twentieth century. In the 1980s, American paleontologists working in Pakistan and Egypt found some fossils of whales with legs. They unearthed these fossils on ancient sea beds. Once in the past, the area that is Pakistan and Egypt today was covered by a large body of water known as the Tethys Ocean. The ocean spread out over much of the Middle East as well as the Mediterranean Sea. Paleontologists digging in Egypt found a collection of more than 1,000 whale fossils in Wadi Hitan. It was there in 1989 that they discovered an ancient species of whale that had rear legs, ankles, feet, and toes.

5 According to paragraph 2, what did paleontologists digging in Egypt do?

- (A) They proved that the Tethys Ocean had once existed there.
- (B) They found a large number of fossils of whales buried there.
- (C) They discovered a fossil of a whale that resembled a hippopotamus.
- (D) They found some whales still living that had fins resembling legs.

6 The word **They** in the passage refers to

- (A) Legs on a whale
- (B) The investigating paleontologists
- (C) Whales
- (D) The particular species

7 According to paragraph 3, which of the following is NOT true of whales?

- (A) They have ankle bones that are like those of some land-dwelling animals.
- (B) Their blood has properties that are similar to those of camels and deer.
- (C) The animal to which they are the most closely related is the hippopotamus.
- (D) Some of their ancestors had feet and once walked and lived on land.

8 Which of the following can be inferred from paragraph 3 about whales?

- (A) They are studied by scientists in a wide range of fields.
- (B) They may evolve to walk on land sometime in the future.
- (C) They share a physical resemblance to pigs and deer.
- (D) They are only slightly larger than most hippopotamuses.

3 ➔ The discovery of legs on a whale led the investigating paleontologists to conclude that whales had once walked on land. The particular species that was discovered, however, had never walked on land. **They** concluded that its legs were too small and weak to have enabled it to have walked. Additionally, some other features found on the fossil led the paleontologists to believe that the whale had only lived in the water. After their discovery, the team began searching the fossil record for an ancestor of that whale with feet—an animal that had once lived on land but had eventually moved to the sea. ■ Interestingly, years earlier in the 1950s, some scientists had learned that whale blood possesses similar properties to the blood of animals in the order of mammals that includes pigs, deer, camels, and hippopotamuses. ■ Then, in the 1990s, a team of molecular biologists had determined that the whale's closest living relative is the hippopotamus. ■ Finally, in 2000, some paleontologists noticed that the ankle bones of the fossilized whale were practically identical to those of animals in the family of mammals that hippopotamuses belong to. ■

4 ➔ Nevertheless, experts remain uncertain as to which species was the whale's original ancestor. Thus far, the oldest whale-like fossils found date back fifty million years, so any ancestors of the modern whale must have lived and evolved after that time. Some scientists theorize that a hippopotamus-like ancestor of the whale dwelled in the shallow coastal waters of the Tethys Ocean. In the water, it found abundant food sources and protection from land predators. Gradually, it started staying in the water more often than on land. Its body shape likely changed to help it adapt to aquatic life. For instance, its nostrils moved

- 9 The word **abundant** in the passage is closest in meaning to
- (A) appropriate
 - (B) nutritious
 - (C) ample
 - (D) nearby
- 10 In paragraph 4, the author's description of the evolution of the whale mentions which of the following?
- (A) It only took a few thousand years for the whale to complete its evolution.
 - (B) When it evolved, it developed defenses against various types of predators.
 - (C) Its bodily appearance was altered to make it live more easily in the water.
 - (D) The whale's feet were the last part of it to evolve when it moved into the water.
- 11 Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.
- (A) Environmental changes that moved nutrients closer to the surface provided so much food for whales that there was no need for them to live on land.
 - (B) When whales were moving into the water, cooler temperatures in the oceans often brought many nutrients closer to the surface where they lived.
 - (C) One appeal of living in the water was that the oceans were full of nutrients that helped the whales grow to become extremely large in size.
 - (D) Most nutrients in the ocean are found deep beneath the surface, but cold water can force these nutrients to move closer to the water's surface.

back toward the top of its head and became a blowhole while its legs gradually evolved into webbed fins, and its tail transformed into a **fluke**. This new species might have occasionally returned to land to drink fresh water or to mate and bear young, but, after a few more million years, it came to live in the water permanently.

The final stage of evolution most likely took place around thirty-five million years ago when the Earth was enduring a period of global cooling. Colder waters drove more nutrients from deep beneath the ocean up to the surface, which provided whales with a food-rich environment that made living in the ocean more appealing than living on land. Thus the evolution of the whale into an ocean-dwelling mammal was complete. Today, the whale is regarded as a perfect example of Charles Darwin's theory of evolution at work: A creature adapted itself to a new environment and, over time, came to thrive there.

Glossary

paleontologist: a scientist who studies organisms that lived in previous geological time periods

ludicrous: outrageous; inane; ridiculous

fluke: one of the two halves of the triangular tail of a whale

12 The word **thrive** in the passage is closest in meaning to

- Ⓐ prosper
- Ⓑ reproduce
- Ⓒ evolve
- Ⓓ reside

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

These animals all share some physical resemblances with one another.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Over millions of years, whales evolved from being land-dwelling creatures to animals that are highly adapted to living in the ocean.

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Answer Choices

1. The Tethys Ocean, which existed millions of years ago, was one place where the earliest ancestors of whales frequently swam.
2. The discovery of fossils of whales with legs proved that it took a very long time for whales to change their bodies.
3. Whales did not immediately adapt to living in the water but instead took millions of years to do so.
4. When whales moved into the water, many parts of their bodies changed so that living in the water became easier for them.
5. Whales have similarities to a number of creatures that live on land, including hippopotamuses, camels, and deer.
6. Thirty-five million years ago, whales were forced to live completely in the water because global cooling occurred.

PART II

TOEFL iBT Reading

CONTINUE

REVIEW



HELP



BACK



NEXT



Reading Directions

In this part of the Reading section, you will read 2 passages. You will have 40 minutes to read the passages and answer the questions.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

When you want to move to the next question, click on **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

Click on **Continue** to go on.

1-02

- 1 The word **heyday** in the passage is closest in meaning to
- (A) age
(B) domination
(C) practice
(D) peak
- 2 The word **they** in the passage refers to
- (A) the sixteenth to the nineteenth centuries
(B) exploration and trade
(C) ships on the ocean
(D) the values of the cargoes
- 3 According to paragraph 1, England and Spain fought a war because
- (A) the Spanish felt that English pirates constituted a worldwide threat
(B) English pirates were attacking and capturing large numbers of Spanish ships
(C) England often sent pirates to attack ships that were docked in Spanish harbors
(D) Spain wanted to capture the English queen in order to end English piracy
- 4 The word **intrepid** in the passage is closest in meaning to
- (A) daring
(B) cruel
(C) greedy
(D) violent
- 5 The word **plunder** in the passage is closest in meaning to
- (A) rob
(B) sink
(C) assault
(D) capture

The Decline of English Piracy

¹ ➔ In England, the heyday of piracy lasted from the sixteenth to the nineteenth centuries. This period was during the great age of sailing ships, when exploration and trade increased the number of ships on the ocean and the values of the cargoes they were transporting. During much of the sixteenth century, English pirates were the **scourges** of the oceans as they seized cargoes from countless ships. This frequently brought them into conflict with others, especially the Spanish Empire, and it was even a principal cause of a war between England and Spain. However, during the middle of the seventeenth century, English piracy in European waters began declining for a number of reasons. While it would continue into the 1800s, English piracy was no longer the potent force it had been in the 1500s.

² ➔ For centuries, the southwestern English counties of Devon and Cornwall were home to many pirate-controlled harbors. Being far from the center of power in London and often operating with the tacit consent of the local authorities, the pirates mostly operated with impunity. Indeed, the kings and queens of England frequently relied upon pirate ships to act as **privateering vessels** in a form of legal piracy that was both a necessary and legitimate part of warfare during that age. English privateers were regularly given letters from the monarchy that legalized their actions during wartime. Thus they were permitted to attack and take ships in the waters around England. This acted to disrupt their enemies' trade routes. Several intrepid privateering captains, including Francis Drake, even sailed their ships across the Atlantic Ocean all the way to the Caribbean Sea in search of Spanish treasure to **plunder**. Actions like

- 6 According to paragraph 2, what accounted for the large presence of pirates in England?
- (A) People recognized the enormous amount of wealth to be made through acts of piracy.
 - (B) English monarchs considered pirates to be better sailors than people in the navy.
 - (C) Officials in places such as Devon and Cornwall encouraged people to become pirates.
 - (D) English authorities made use of them to fight against the country's enemies.
- 7 Why does the author mention the Spanish Armada?
- (A) To explain how the English under Francis Drake destroyed it
 - (B) To note that its defeat improved the status of the English navy
 - (C) To mention the year in which it was overcome by the English
 - (D) To declare its loss the turning point in the war between England and Spain
- 8 Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.
- (A) After some time, the English navy alone became responsible for all of England's fighting forces around the world.
 - (B) The kings and queens of England utilized pirates as both privateers and sailors in their professional navy.
 - (C) Many pirates were drafted into the English navy at the request of England's kings and queens.
 - (D) The rulers of England lost interest in using privateers and relied more on the navy to fight at sea for them.

these eventually resulted in nearly twenty years of war between England and Spain.

3 ➡ One consequence of the war was that the English navy grew in both strength and reputation. In previous centuries, the English navy had expanded during times of war but subsequently disappeared during times of peace. Yet in the sixteenth century, first under King Henry VIII and then under his daughter Elizabeth, the English navy became better established. Its defeat of the immense Spanish Armada in 1588 enhanced its reputation. Service in the navy came to be regarded as a respectable career, so, by the early seventeenth century, the navy was made permanent. English monarchs later started believing that transforming pirates into privateers was no longer necessary like it had been in the past and instead started feeling that the navy alone should be responsible for fighting England's wars on the oceans. Simultaneously, many of the great pirate captains were no longer active as some had died, others had aged and retired to enjoy their wealth, and some had even joined the navy to command royal ships or entire fleets.

4 ➡ In its infancy, the English navy was too weak to protect English ships and coastal towns from a new threat—the Barbary Coast pirates. These **ruthless** seafarers had their homeport at Algiers in North Africa. During the early sixteenth century, they grew in size and scope, pushed out of the Mediterranean Sea, and sailed into the Atlantic Ocean, where they traveled as far as Western Europe and North America. The Barbary Coast pirates were different from European pirates in one major way: They enslaved the people they captured. They typically sailed in galleys, which used sails and oars and were mostly rowed by

- 9 In paragraph 3, the author implies that the English navy
- (A) depended on pirates in order to defeat the Spanish Armada
 - (B) was responsible for vastly increasing the wealth of England
 - (C) was not a permanent organization prior to the sixteenth century
 - (D) seized many pirate ships and outfitted them as navy ships
- 10 In paragraph 4, the author's description of the Barbary pirates mentions all of the following EXCEPT:
- (A) They preferred to kill the people they attacked rather than capture them.
 - (B) They operated both in the Mediterranean Sea and the Atlantic Ocean.
 - (C) They seized slaves on their missions and used them as labor or sold them.
 - (D) They attacked towns on the coast of England and caused problems there.
- 11 According to paragraph 4, English piracy began to decline in the seventeenth century because
- (A) the English navy was too busy fighting the Spanish to deal with the Barbary pirates
 - (B) most pirates felt England was unsafe, so they sailed to lands in North America
 - (C) the Barbary pirates captured a large number of people living in coastal towns
 - (D) it was more lucrative for pirates to join the navy than to attack sailing ships

slaves. There were also slave markets in the Middle East that the pirates filled by capturing people from ships and on coastal raids. In the early seventeenth century, the pirates began boldly raiding the southwestern English coast, including the once-safe havens of English pirates. Dozens—sometimes hundreds—of men, women, and children were captured during these raids, which greatly disrupted English piracy and helped lead to its decline.

5 ➡ Nevertheless, English pirates did not disappear overnight, and many operated in distant waters. But the use of England as a base of operations for piracy was in steep decline by the middle of the seventeenth century. One century later, the English navy was large, powerful, and permanent, and it controlled the waters around England and in many areas far away. By the time the nineteenth century arrived, the use of sanctioned privateers in warfare had been abolished, and English piracy and privateering disappeared for good.

Glossary

scourge: a bane; a person who is the cause of a great deal of punishment or torture

privateering vessel: a privately owned ship that has been commissioned by a government to attack enemy ships

ruthless: without mercy; cruel; brutal

12 The word **sanctioned** in the passage is closest in meaning to

- Ⓐ armed
- Ⓑ captured
- Ⓒ authorized
- Ⓓ restricted

13 According to paragraph 5, which of the following is true of English piracy during the 1800s?

- Ⓐ It vanished from England after many years of decline.
- Ⓑ It was forcefully stopped by the powerful English navy.
- Ⓒ It was occasionally permitted during times of war.
- Ⓓ It only existed in the guise of privateers attacking foreign ships.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

While piracy was once permitted by the English throne, it went into a gradual decline and eventually disappeared.

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Answer Choices

1. Francis Drake was considered a pirate by many, especially the Spanish, whose ships he frequently captured and looted.
2. So many English pirates attacked Spanish ships that the Spanish eventually went to war against England.
3. English monarchs frequently made pirates into privateers, which gave them the right to attack foreign shipping.
4. The Spanish Armada attacked England in 1588, and its defeat increased the prestige of the young English navy.
5. The rise of the Barbary pirates resulted in great damage to English coastal cities, which helped bring about the end of piracy.
6. The rulers of England began to focus more on building a professional navy than on employing privateers during times of war.

1-03

15 The author's description of role-playing in paragraph 1 mentions which of the following?

- (A) It can be done in groups of children but is more common on an individual basis.
- (B) Children of all ages engage in it because they enjoy doing it.
- (C) It is important for children because it teaches them a number of skills.
- (D) Children can use it to learn about leadership, compromise, and economics.

16 Which of the following can be inferred from paragraph 1 about role-playing?

- (A) Some babies are able to role-play by using their imaginations.
- (B) It is something that children learn how to do by watching their parents.
- (C) The most effective form of it happens when children role-play in groups.
- (D) Children may engage in role-playing in a wide variety of manners.

17 The word **their** in the passage refers to

- (A) boys
- (B) fathers
- (C) girls
- (D) mothers

18 The word **elaborate** in the passage is closest in meaning to

- (A) pronounced
- (B) complicated
- (C) imaginative
- (D) extended

Role-Playing in Child Development

¹ ➔ Most children like to play, and playing is a key component in the learning process for virtually all of them. There are various ways in which children play, but one of the most important is role-playing. This involves a child engaging in an activity during which he or she pretends to be another person. Role-playing helps **foster** children's imaginations, aids in the developing of language skills, and provides opportunities for children to learn how to plan and perform actions in sequence. Additionally, when role-playing is done by a group of children, those involved engage in social interaction, which also permits them to learn about leadership, negotiation, compromise, and fairness while helping them become more emotionally developed.

² ➔ Role-playing utilizes children's imaginations and can therefore assume numerous forms. Many children try imitating their parents in one common form of role-playing. For instance, boys may pretend to shave like their fathers or may perform various tasks around their homes. Girls, meanwhile, often imitate their mothers in their daily tasks, particularly if it involves caring for younger siblings. Many girls enjoy playing with baby dolls and pretending that they are mothers caring for children. Other types of role-playing involve more elaborate situations. Children may imagine that to belong to a group of superheroes on an adventure. In doing so, they might dress up in costumes and assume different roles. Sometimes, children imitate real-life situations, such as when they act as if they are cowboys on the range or police officers apprehending criminals. The **reenacting** of stories that children read in books is also common as is performing for audiences comprised of parents,

19 In paragraph 2, the author's description of how children role-play mentions all of the following EXCEPT:

- (A) They create their own stories and then perform them for others.
- (B) They imitate real people who have many different kinds of jobs.
- (C) They may pretend to be babysitting a younger brother or sister.
- (D) They often engage in acting out activities that their parents do.

20 The word **devise** in the passage is closest in meaning to

- (A) consider
- (B) create
- (C) approach
- (D) write

21 In paragraph 3, the author's description of the puzzle-solving skills children learn by role-playing mentions which of the following?

- (A) They may figure out what they need to do to perform a certain activity.
- (B) They may organize a group of children into groups with varying responsibilities.
- (C) They may consult with adults to determine how to solve a particular problem.
- (D) They may get together with other children so that they can play together.

22 The word **enhanced** in the passage is closest in meaning to

- (A) improved
- (B) reflected
- (C) stunted
- (D) transformed

teachers, classmates, and friends.

3 ➡ All of these actions help children learn. Experts on child development believe that role-playing increases the connections in children's brains that let them learn. Language skills are some of the most important aspects of learning. Playing with other youths enables children to develop their oral communication skills. They become able to organize others and to give directions. Children also develop problem-solving skills when they role-play. Sometimes, they must solve puzzles, work out steps that need to be taken to complete a task, and devise plans to act out an adventure or story. In order to do these activities, children may need to make costumes, gather materials, decide on colors and decorations, and put everything together in a cohesive manner. Children frequently use **props** when role-playing, so they come up with methods to make and utilize these items. All of these actions stimulate children's curiosity about the world and encourage them to learn as much as they can.

4 ➡ Another vital aspect of role-playing is that children's social skills are enhanced. When engaged in group activities, children have different roles. Some are leaders while others are followers. At times, the children will disagree, so they must learn to negotiate and compromise with one another, and they must learn to apologize when they have strong arguments or disagreements as well. Children further learn about cooperation and sharing and, hopefully, begin to understand things from another person's perspective. Through these activities, children develop more advanced language skills when they learn what they require to accomplish certain goals. They can enhance their vocabulary, develop their sentence structure,

23 According to paragraph 4, which of the following is NOT true of what children learn when engaged in group role-playing activities?

- (A) They learn how to look at things from different points of view.
- (B) They understand how to be both leaders and followers.
- (C) They acquire a bigger vocabulary and learn to use it in sentences.
- (D) They think about the best ways to utilize the resources they possess.

24 According to paragraph 4, how can children's language skills improve by role-playing?

- (A) Children improve their debating skills by arguing.
- (B) Children come to learn the meanings of more words.
- (C) Children develop a better awareness of grammar.
- (D) Children improve their creativity by using language.

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

- (A) When children role-play going to school or the doctor, they no longer have any fear of doing these two activities.
- (B) Role-playing can assist children in overcoming fears that might be a source of emotional pain for them.
- (C) By role-playing certain activities, children can understand why they are afraid of doing certain activities.
- (D) Children who suffer emotional distress when role-playing may not receive any benefits from doing it at all.

and gradually improve other verbal skills.

One final beneficial aspect of role-playing is that it can help children deal with certain actions that may cause them emotional distress, such as the fear they face when going to school for the first time or making a visit to the doctor. If children role-play scenarios such as these beforehand, the dread that they experience when doing these actions in reality frequently lessens. For this reason, child development experts encourage parents to allow their children to role-play and even to take part in these activities to help their children master their fears. They may also find that, in doing so, the parent-child bond becomes stronger. By increasing the amount of interaction between children and parents and making these periods of time more entertaining, both children and their parents can decrease the amount of stress in their lives. The end result is that they can both reap the benefits of role-playing.

Glossary

foster: to develop

reenact: to put on a play or other type of stage production

prop: an object that is used in a play

26 The word **master** in the passage is closest in meaning to

- (A) appeal to
- (B) eliminate
- (C) utilize
- (D) overcome

27 **Directions:** Select the appropriate sentences from the answer choices and match them to the cause and effect of role-playing by children to which they relate. TWO of the answer choices will NOT be used. **This question is worth 3 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**.

Answer Choices

1. Some children are taught how to role-play by their parents.
2. Children become more interested in the world around them.
3. Children have a desire to act like their own parents.
4. Children become able to negotiate with one another.
5. Many children have incredibly vivid imaginations.
6. Children improve their performances and grades at school.
7. Some children have a variety of emotional problems.

ROLE-PLAYING BY CHILDREN

Cause (Select 3)

-
-
-

Effect (Select 2)

-
-

ACTUAL

T E S T

02

PART I

PART II

PART III

PART I

TOEFL iBT Reading

[CONTINUE](#)[REVIEW](#)[HELP](#)[BACK](#)[NEXT](#)

Reading Section Directions

This section measures your ability to understand academic passages in English.

The Reading section is divided into 2 separately timed parts.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

Within each part, you can go to the next question by clicking **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

You may now begin the Reading section. In this part you will read 1 passage. You will have 20 minutes to read the passage and answer the questions.

Click on **Continue** to go on.

2-01

- 1 Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.

- (A) His style of writing made the fantastic works that he composed seem more realistic because of his ability to describe the science accurately.
- (B) Because he wrote many works of science fiction, he felt that it was important to include detailed scientific explanations to make his stories plausible.
- (C) He planned his novels well and included science to make his stories, which are considered to have helped begin the science fiction genre, more believable.
- (D) Since he included scientific descriptions that were not true in his stories, he is said to have been one of the founders of science fiction writing.

- 2 The word *fertile* in the passage is closest in meaning to

- (A) unique
- (B) diligent
- (C) impressive
- (D) creative

- 3 According to paragraph 1, Jules Verne encountered some problems when trying to publish his books because

- (A) the stories that he told frequently had pessimistic views of the future
- (B) his ideas on future technology were regarded as too improbable
- (C) the manuscripts that he wrote contained writing with many mistakes
- (D) the majority of publishers disagreed with the political stances in his works

Jules Verne

1 ➡ French writer Jules Verne was one of the most prolific and influential writers of the late nineteenth century. His world-spanning adventures are today considered to be part of the roots of science fiction, and his novels were all meticulously planned and written with an attention to scientific detail that made the impossible seem believable. Verne's works included advanced technological wonders that would later become reality; among them were air travel, submarines, spaceflight, towering skyscrapers, automobiles, and worldwide communication networks. Yet Verne often struggled with his publishers on account of his dark, negative tone and the political messages he included in his works. Ultimately, it was a combination of his fertile imagination and good editing that produced some of the best writing of his time.

2 ➡ Verne was born in 1828 and grew up in Brittany on the Atlantic coast of France. He went to Paris to study law, but writing was his first love as he had been creating stories ever since he was a young boy. He began his career as a professional writer by working on operas and travel tales and was more successful at the latter. Verne then tried his hand at more involved adventure stories, but publishers rejected them for being too complex, scientific, and pessimistic. They also disliked Verne's tendency to convey his opinions on various political issues of the day in his works. Still, Verne received his big break when the famed publisher Pierre-Jules Hetzel decided to take him on as a client. Hetzel helped Verne trim the undesirable elements from his work and had him concentrate solely on the pure adventure and scientific aspects of his novels while also changing the depressing

- 4 The word **They** in the passage refers to
- (A) Operas and travel tales
 - (B) More involved adventure tales
 - (C) Publishers
 - (D) His opinions on various political issues of the day
- 5 Which of the following can be inferred from paragraph 2 about Jules Verne?
- (A) He wrote and published works in several different genres.
 - (B) His family was upset when he decided to become a writer.
 - (C) He became close friends with Pierre-Jules Hetzel.
 - (D) He relied on a co-writer to improve the quality of his work.
- 6 The word **brooding** in the passage is closest in meaning to
- (A) political
 - (B) slow-paced
 - (C) gloomy
 - (D) undesirable
- 7 In paragraph 3, the author implies that *Journey to the Center of the Earth*
- (A) was the most successful of all Verne's works
 - (B) was the best story that Verne wrote
 - (C) was first published sometime in 1864
 - (D) was reprinted several times in its first year of publication

endings to happy ones and **injecting** humor wherever necessary.

³ ➡ Between 1864 and 1875, Verne published five novels that have come to be considered classics of the science fiction and adventure genres. The first was *Journey to the Center of the Earth*. It was followed by *From the Earth to the Moon*, *Twenty Thousand Leagues Under the Sea*, *Around the World in Eighty Days*, and *The Mysterious Island*.

■ All five of these works involved people engaging in extraordinary adventures and incorporated numerous scientific aspects. ■ They were quite successful, continue to sell well today, and have frequently been adapted for film versions and other forms of media. ■ Unfortunately for Verne, Hetzel, his guiding hand, died in the late 1880s, so Verne's later works returned to his dark and brooding original style and, as a result, were not nearly as successful as the books published between 1864 and 1875. ■ Fortunately for Verne, those five novels sold so well that they had made him a wealthy man, so he continued writing up until his death from diabetes in 1905.

⁴ ➡ Soon after being published, Verne's works were translated into more languages than almost any other author in history; however, his reputation suffered in the English-speaking world due to the rather poor translations of his works. American and British translators chopped off entire paragraphs, deleted sections on a whim, and had trouble converting Verne's **precise** scientific calculations from the metric system used in most of the world into the imperial system used in the United States and the British Empire. This butchery led to Verne's works being grossly misunderstood and even mocked for their scientific inaccuracies, which translated into bad reviews and poor sales. Because his writings were so poorly received, no

- 8 The author discusses American and British translators in paragraph 4 in order to
- (A) account for the refusal of the Americans and British to use the metric system
 - (B) blame them for the mistakes that were made in Verne's scientific calculations
 - (C) claim why few American and British publishers ever printed Verne's books
 - (D) explain why Verne's books were unpopular in the English-speaking world
- 9 In stating that translators deleted sections on a whim, the author means that some sections were deleted
- (A) with regularity
 - (B) in their entirety
 - (C) on impulse
 - (D) for good reason
- 10 According to paragraph 4, which of the following is true of the translations of Jules Verne's books?
- (A) They sometimes resulted in books that were shorter than the originals.
 - (B) They sold more copies than did the works that were written in French.
 - (C) They were praised for the way in which they conveyed Verne's thoughts.
 - (D) They made Verne more popular in Britain than he had previously been.

attempts were made to correct these awful early translations, so they continued to be reprinted with the same problems until the 1960s.

⁵ ➔ In spite of these problems, Verne's works were regarded as pioneering in many aspects of science and technology, and they served to **inspire** both scientists and adventurers alike. One of his first novels, *Paris in the Twentieth Century*, even predicted a future world in which people lived in skyscrapers, drove gasoline-powered vehicles, and communicated by a worldwide network. It was written in 1863 before any of these things had been invented. However, Hetzel had felt that the novel was too pessimistic, so the book was set aside and not published until the manuscript was found by Verne's great-grandson in the late twentieth century. Even without that book, Verne's published works frequently inspired the people who read them and showed them possible futures for the world that they lived in.

Glossary

inject: to add; to insert

precise: exact

inspire: to motivate; to move; to arouse

11 The author uses *Paris in the Twentieth Century* as an example of

- (A) one of the most successful of all of Verne's books
- (B) a book that has been praised by scientists and adventurers
- (C) the very first novel that Verne ever wrote
- (D) Verne's skill at making accurate predictions of the future

12 According to paragraph 5, *Paris in the Twentieth Century* was never published by Pierre-Jules Hetzel because

- (A) Verne was dissatisfied with the final version of the book
- (B) he disliked the overall negative tone that the novel had
- (C) it was recognized that the book would have low readership
- (D) most people in Verne's time were not interested in the future

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

Among these are TV programs and adaptations for the stage.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Jules Verne wrote works of fiction that were highly imaginative and successfully predicted various technological developments in the future.

-
-
-

Answer Choices

1. From 1864 to 1875, Verne wrote several novels that told exciting stories while including vivid scientific descriptions.
2. *Paris in the Twentieth Century* featured a number of futuristic inventions that would later go on to become reality.
3. Pierre-Jules Hetzel, Verne's publisher, enabled Verne to be successful by getting him to focus on the actual stories in his books.
4. Early in his career, Verne often included his political opinions in his works, which caused them to be rejected by publishers.
5. The translations into English of many of Verne's works were poor, so that accounted for some of his unpopularity in the United States.
6. The original versions of many of Verne's stories had unhappy endings for most of the main characters.

PART II

TOEFL iBT Reading

CONTINUE

REVIEW



HELP



BACK



NEXT



Reading Directions

In this part of the Reading section, you will read 2 passages. You will have 40 minutes to read the passages and answer the questions.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

When you want to move to the next question, click on **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

Click on **Continue** to go on.

2-02



- 1 The word **baffled** in the passage is closest in meaning to
- (A) impressed
(B) confused
(C) distressed
(D) surprised
- 2 According to paragraph 1, which of the following is true of cave art?
- (A) Most of the art depicts either animals or humans in various poses.
(B) More clay statues have been found than any other types of artwork.
(C) The best examples of cave art have been found in France and Spain.
(D) Etchings and paintings are the majority of the art discovered in caves.
- 3 In paragraph 1, the author implies that experts in cave art
- (A) have discovered all of the existing examples of cave art
(B) have more that they need to learn about the artwork
(C) can recreate some of the cave art images they have found
(D) now completely understand why people made cave art
- 4 The word **hoax** in the passage is closest in meaning to
- (A) deception
(B) undertaking
(C) exhibition
(D) endeavor

Primitive Cave Art

¹ ➔ During the past 150 years, people have discovered works of art inside caves in numerous places around Europe, particularly in France and Spain. These works of art comprise three main types: etchings in soft stone, etchings in hard stone, and paintings. Some clay statues have also been found, but they are relatively few in number compared to the other works discovered. Most of the artwork was created on the floors and walls of the caves and consists of representations of animals, some of which are now extinct. At first, who made the works of art and why were mysteries that baffled experts. Over time, however, thanks to archaeological methods and scientific analysis, many of the answers have progressively been revealed.

² ➔ When the first example of cave art was discovered in the 1860s, nobody knew what to make of it. Some were convinced it was an elaborate hoax whereas others deemed it to be the work of real artists but from a time in the recent past. The answer was much more complex. Radiocarbon dating of the materials used in the artwork and organic material found in the caves established the time of its creation to have been between 40,000 and 10,000 B.C. The majority of the art was determined to have been made from 18,000 to 10,000 B.C. During this period, the people known as the Magdalenians lived in Western Europe. Their name derives from a site in France where some remains of their primitive society have been discovered. Cave art that has been attributed to the Magdalenians includes the works found in the famous Lascaux Cave in France.



- 5 According to paragraph 2, experts know when much of the cave art was made because
- (A) they have precise records that were kept by the Magdalenians
 - (B) they have compared it with prehistoric artwork found elsewhere
 - (C) they have unearthed artifacts in the caves and know how old they are
 - (D) they have conducted scientific tests in order to date the artwork
- 6 The word **them** in the passage refers to
- (A) these handmade images
 - (B) early men
 - (C) various stone tools
 - (D) harder flint-based tools
- 7 The word **protrude** in the passage is closest in meaning to
- (A) stick out
 - (B) elapse
 - (C) recede
 - (D) exist
- 8 According to paragraph 3, which of the following is NOT true of how some cave art was made?
- (A) People used their fingers to make certain kinds of designs in mud.
 - (B) Artists employed hard rocks to cut into other rocks that were softer.
 - (C) Tools were utilized to cut into certain types of soft stones.
 - (D) Hard rocks were etched into by people using tools made of flint.

3 ➡ It is believed that the Magdalenians first made drawings in soft mud by using their fingers, perhaps in imitation of animal claw marks. Sometimes the mud hardened and preserved these handmade images. From this experience, early men learned to carve into soft stone with various stone tools. The later development of harder flint-based tools enabled them to shape harder rocks. In some etchings, the finished works are almost like bas-reliefs in that they protrude many centimeters from the surfaces of the rocks. Even though the cave paintings are better known, these etchings are much more numerous, consisting of almost triple the number of paintings at some sites. Art historians theorize that one reason there are so many is that **engraving** was not nearly as labor intensive as was making paintings or drawings.

4 ➡ It may seem odd that engraving was easier than painting, but, during prehistoric times, all paint was handmade and required additional materials to make it bind to the rock. ■ Primitive men used only a few colors in their works—primarily black, red, white, yellow, and brown. ■ The sources of some of these paints are known. For instance, red was derived from iron oxide, black from magnesium dioxide or burned pine or juniper, and white from mica. ■ The fact that mortars and **pestles** have been found at some sites provides evidence that prehistoric painters used them to grind the minerals and other materials into fine powders. ■ After doing that, they added water to containers made from shells or bones to mix the paint. The artists then utilized vegetable and animal oils to make the paint bind to their rocky canvases. To apply the paint, the artists are believed to have used brushes made from plant or animal matter, but none have survived, so

- 9 The author uses hollow bone tubes as an example of
- (A) objects that were required to mix the paint for prehistoric artwork
 - (B) tools used by men when they were making works of art in caves
 - (C) types of brushes that artists utilized to paint the walls of caves
 - (D) forms of artwork that have been dug up in caves with art on their walls
- 10 According to paragraph 4, the paint that prehistoric artists used was able to adhere to the cave walls because
- (A) the brushes the artists painted with were made of special materials
 - (B) the particles added to the paint were ground to a fine powder
 - (C) it was partially composed of either vegetable or animal oil
 - (D) only natural materials such as pine, juniper, and mica were used
- 11 In stating that the heights of the nearby paintings lend credence to that theory, the author means that the theory
- (A) needs to be revised
 - (B) is relatively new
 - (C) is believable
 - (D) has few supporters

archaeologists can merely speculate about this matter. What has survived, however, are hollow bone tubes through which paint was blown onto the rock in a fine spray to make it spread evenly.

5 ➡ Many of the paintings are located deep inside the caves, which must have required some type of effort to provide light during their creation. Like modern painters, prehistoric artists likely employed some type of **scaffolding** to help them reach high places on the cave walls. The socket holes found in the walls of some caves were probably made for this purpose, and the heights of the nearby paintings lend credence to that theory. All of this work was labor intensive, and it is certain that cave artists did not do everything by themselves. Perhaps some communities had teams of people who worked to gather the materials for the paints and brushes, to make torches to light the caves, and to build structures that enabled the artists to reach high places.

Glossary

engrave: to make a design in some kind of a hard surface

pestle: a tool that is utilized with a mortar to grind substances into a fine powder

scaffolding: a temporary structure that is used to elevate a person while that individual is doing work above the ground

12 In paragraph 5, the author's description of the socket holes found in caves mentions which of the following?

- (A) They are believed to have been made to support scaffolding in caves.
- (B) They were created by the artists to add realism to some of their paintings.
- (C) They have been discovered in every cave in Europe with primitive artwork.
- (D) They were most likely created by people using hard flint-based tools.

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

In some cases, blood was also employed to make paint.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

A number of different types of ancient artwork that were made either by using primitive tools or paints have been found in many caves in Europe.

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-
-

Answer Choices

1. Lascaux Cave in France contains some of the most fascinating examples of cave art to be seen in all of Europe.
2. Artists utilized natural materials, such as plant or animal matter, to create the paints that they made their art with.
3. The Magdalenians were a group of people who lived in Europe and made cave art thousands of years ago.
4. It is highly likely that the artists were assisted by teams of individuals who had duties such as providing light for the artists.
5. By using both soft and hard stone tools, primitive men were able to make etchings in the walls of caves.
6. The majority of the cave art that has been discovered in Europe was created more than 10,000 years ago.

2-03

15 The word **imbibing** in the passage is closest in meaning to

- (A) limiting
- (B) preserving
- (C) consuming
- (D) perspiring

16 The word **coping** in the passage is closest in meaning to

- (A) survival
- (B) breathing
- (C) contraction
- (D) circulation

17 The author mentions **Thermoregulation** in order to

- (A) explain its connection with the body's abdomen
- (B) compare its effects on the body's internal organs
- (C) provide the definition of a physiological term
- (D) account for temperature loss in humans

18 According to paragraph 2, the body maintains different internal temperatures because

- (A) its extremities require more heat than other parts
- (B) a person's head is the most important part of the body
- (C) the blood closest to the heart is harder to keep cool
- (D) it keeps some organs at higher temperatures than others

Human Internal Body Temperatures

Humans are warm-blooded animals that produce heat through internal mechanisms. Like most mammals, humans do this by converting the food they eat into energy. While humans may be influenced by external temperatures, particularly in extreme heat and cold, the human body has ways to adapt to these conditions that enable it to survive. Additionally, humans can maintain their body temperatures through other means, including wearing clothing and using fire in cold weather and **imbibing** fluids in hot weather. Without these internal and external **coping** mechanisms, humans would not be able to survive in certain harsh environments.

² → **Thermoregulation** is the term used to describe the human body's ability to control its internal temperature. Although a human's average body temperature is around thirty-seven degrees Celsius, various parts of the body maintain different temperatures. At the body's core—the head, chest, and abdomen—the temperature is slightly higher than in the body's extremities, the arms and legs. The reason is that people's most vital organs are in their head, chest, and abdomen. The three most important organs for human survival are the brain, heart, and liver, so the body does everything it can to ensure that these three organs function as well as possible.

³ → As blood flows throughout the body, it carries heat through the **arteries** to the outer limbs and increases the temperature of the veins as the blood returns to the inner body. But, in very cold weather, the body contracts the outer blood vessels near the skin, which makes them receive less blood and thereby keeps the warm blood closer to the important inner organs. This can

- 19 In paragraph 2, the author implies that a person's arms and legs
- (A) require more blood than the chest and head
 - (B) lack organs critical to an individual's survival
 - (C) receive blood that contains fewer nutrients
 - (D) need a relatively small amount of blood
- 20 Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.
- (A) When parts of the body contract, this prevents blood from circulating as it instead remains closer to crucial organs.
 - (B) Blood vessels closer to the skin get less blood when the weather is cold, so more warm blood surrounds various organs.
 - (C) In times of cold weather, the body's inner organs require a larger supply of blood than they do in warm weather.
 - (D) The body's blood vessels begin to contract, so they continue pumping blood near the skin as well as the organs.
- 21 According to paragraph 3, why do people get goose bumps?
- (A) The body is actively attempting to counter the effects of severe frostbite.
 - (B) People become more sensitive to the cold and thus start shivering more often.
 - (C) Less blood flows throughout the body, so the skin begins to break out in them.
 - (D) Muscles close to the hair on the body contract in response to cold weather.

result in a person developing pale skin and frostbite once the moisture in the skin and the outer flesh freezes. Before this occurs, however, the body has two defensive mechanisms to make use of. First, the muscles near the hairs on the body contract, which causes the hairs to rise and the person's skin to get goose bumps. The rising hairs help trap heat in the body. Second, the brain sends signals to other muscles to begin contracting rapidly, which causes the person to shiver. Shivering helps produce more heat for the body.

Yet sometimes a person may be exposed to **frigid** temperatures for a long period of time and is additionally unable to gain access to an external heat source such as hot food or a fire. When no heat is available, the body begins to shut down. It pools as much warm blood as possible into the brain, heart, and liver, which gives the person the opportunity to survive for a longer period of time. Eventually, though, the person will experience hypothermia and will then become incoherent and unable to function. Unless drastic measures are taken to increase the amount of heat in the person's body, that individual will die.

5 ➡ The body has ways of dealing with extremely hot weather conditions as well. When a person exercises, that individual's inner body temperature rises. The hairs on the body lie flat to prevent heat from being trapped. The flowing of blood toward the surface of the skin increases, which thereby transfers more heat out of the body. The body also produces sweat to keep its temperature from rising too much. Fluids travel out of the sweat glands to the surface of the skin and then spread out. This causes a cooling effect as the inner heat evaporates more rapidly. However, there is a negative tradeoff in that the more the body sweats,

22 The word **pools** in the passage is closest in meaning to

- (A) collects
- (B) manufactures
- (C) protects
- (D) heats

23 The word **drastic** in the passage is closest in meaning to

- (A) advantageous
- (B) severe
- (C) instant
- (D) artificial

24 The word **its** in the passage refers to

- (A) the flowing of blood
- (B) the surface of the skin
- (C) more heat
- (D) the body

25 According to paragraph 5, heat can get transferred out of the body when

- (A) more blood in the body than usual flows closer to the person's skin
- (B) an individual is exposed to the sun's heat for an extended period of time
- (C) a person consumes enough fluids to replace those lost by sweating
- (D) the body's organs begin to use less of the blood flowing near them

the more fluids it loses. Unless these fluids are replaced, **dehydration** will result if the body's internal level of fluids becomes too low. In very hot places such as deserts, the body is exposed to massive doses of heat due to the effects of the radiant heat energy of the sun on the skin. Unless a person actively attempts to reduce the amount of heat he or she is exposed to, the internal organs may become so hot that they cease functioning properly.

⁶ ➔ The human body has limits in how cold or hot it can become. If a person's core body temperature falls beneath thirty-two degrees Celsius, unconsciousness will ensue. At around twenty-six degrees Celsius, death is almost always inevitable. As for heat, any temperature above forty degrees Celsius will lead to severe illness while few people have ever survived internal body temperatures that have risen above forty-four degrees Celsius.

Glossary

artery: one of the major blood vessels that carries blood throughout the body

frigid: extremely cold

dehydration: the loss of water from the body

26 In paragraph 6, the author's description of how the body responds to extreme weather conditions mentions all of the following EXCEPT:

- (A) the temperature at which a person might pass out
- (B) the temperature at which a person might die
- (C) the temperature at which a person might become ill
- (D) the temperature at which a person might vomit

27 **Directions:** Select the appropriate sentences from the answer choices and match them to the extreme weather condition to which they relate. TWO of the answer choices will NOT be used. **This question is worth 3 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**.

Answer Choices

1. A person's skin may become somewhat pale.
2. An individual may lose consciousness.
3. The body begins to sweat.
4. The brain may cause a person to shiver.
5. The body relies on thermoregulation.
6. The hair on a person's body may be flat.
7. The heart pumps blood to the body much faster.

EXTREME WEATHER CONDITION

Cold (Select 3)

-
-
-

Heat (Select 2)

-
-

PART III

TOEFL iBT Reading

CONTINUE

REVIEW
⏮

HELP
?

BACK
⏪

NEXT
⏩

Reading Directions

In this part of the Reading section, you will read 2 passages. You will have 40 minutes to read the passages and answer the questions.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

When you want to move to the next question, click on **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

Click on **Continue** to go on.

2-04

1 The word **situated** in the passage is closest in meaning to

- (A) established
- (B) positioned
- (C) proposed
- (D) considered

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

- (A) It has always served as the capital city of Russia.
- (B) It is the largest city in Russia at present.
- (C) It remains an important city for Russian communists.
- (D) Little trading is carried on in the city today.

3 The word **convergence** in the passage is closest in meaning to

- (A) transposition
- (B) delta
- (C) junction
- (D) reiteration

4 Which of the following can be inferred from paragraph 2 about Moscow?

- (A) No one is positive about exactly when the city was founded.
- (B) Moscow has one of the largest port complexes in present-day Russia.
- (C) The Volga River flows directly through a part of the city.
- (D) Moscow became an important city in Russia in the twelfth century.

The History of Moscow

1 ➡ The history of Moscow dates back many centuries to the time when it was a minor trading outpost situated on a wild frontier. Over the years, it expanded and served as the seat of power of the Rurik Dynasty of Russian tsars and eventually became the capital of a vast empire. It later lost its status as a capital city, yet it always remained the heart of old Russia. Then, when the communists took power, Moscow regained its position as a capital, one that it has not **relinquished** to this day, and it currently serves as Russia's greatest city in terms of size, economic power, and importance.

2 ➡ Moscow's origins are uncertain, but it is first mentioned in a document from the twelfth century. At that point, it was a small town with a fortress and a trading outpost. Moscow's name comes from the Moskva River, on which it is found. The Moscow region was at a convergence of the headwaters of the Volga River system, which runs to the south, and some river systems that flow northwest, which made it an ideal place for traders to convene.

3 ➡ But, soon afterward, for several centuries, much of Russia fell under the control of Mongol conquerors from East Asia. It was not until the late fifteenth century that Ivan III, the Rurik leader of Moscow, led a rebellion that broke the Mongols' control. Thanks to its newfound power, Moscow, with a vast fortress—or Kremlin—at its center, grew in size during the sixteenth century. Despite being relatively close to Europe, Moscow retained a distinctive Asiatic **flair** in both its architecture and customs.

- 5 According to paragraph 3, the Mongols lost control of Russia when
- (A) the citizens of Moscow rose up in rebellion against them
 - (B) Ivan III managed to defeat them in a revolution he took part in
 - (C) Mongol soldiers departed Moscow to return to East Asia
 - (D) the Mongol Empire was defeated elsewhere in Europe
- 6 The author discusses Peter the Great in paragraph 4 in order to
- (A) name him as the most important of all Russian tsars
 - (B) credit him for helping modernize the Russian economy
 - (C) mention how he made St. Petersburg greater than Moscow
 - (D) describe the reason why he reduced Moscow's power
- 7 The author's description of Peter the Great in paragraph 4 mentions all of the following EXCEPT:
- (A) a traumatic experience that affected him during his childhood
 - (B) the last name of the family to which he belonged
 - (C) his standing among all of the other tsars that ruled Russia
 - (D) the years during which he ruled Russia as the tsar
- 8 The word its in the passage refers to
- (A) Russian life
 - (B) St. Petersburg
 - (C) Moscow
 - (D) Russia

4 ➔ During the early seventeenth century, after a troubling period of rebellion and foreign occupation, the Romanov family was selected to rule Moscow and the territory it controlled. This began 300 years of Romanov rule over an empire that would eventually become the world's largest. One Romanov, Peter the Great, had more influence on Moscow than any other individual. When Peter was a boy, the imperial guards revolted and ran amuck in the Kremlin as they killed many nobles whom they suspected of treachery. This was unfortunate for Moscow because the terrorized young Peter grew up to become Russia's greatest tsar. He came to despise Moscow, so, after he ascended the throne, he founded a new city on the Baltic Sea. Known as St. Petersburg, it served as Russia's capital for more than two centuries and rivaled Moscow for power and influence.

5 ➔ In spite of this setback, Moscow remained first in the hearts of the Russian people as the traditional center of Russian life. Even foreign invaders such as Sweden's Charles XII, France's Napoleon Bonaparte, and Germany's Adolph Hitler mostly ignored St. Petersburg and marched straight for Moscow since they recognized that its defeat would let them control Russia. Nevertheless, only the French—in 1812—ever successfully captured Moscow during modern times. The fires that resulted from the occupation of Moscow by Napoleon's troops were among the most tragic disasters that Muscovites have ever dealt with. During the huge conflagration, which may have been set purposely, most of the city's wooden buildings were destroyed.

- 9 The word **conflagration** in the passage is closest in meaning to
- (A) destruction
 - (B) inferno
 - (C) bombing
 - (D) campfire
- 10 The author's description of foreign invasions of Russia in paragraph 5 mentions which of the following?
- (A) The soldiers of Charles XII caused the greatest amount of damage to Russia.
 - (B) The Germans under Adolph Hitler were able to occupy Moscow.
 - (C) The Russian winter helped defeat both the French and German invasions.
 - (D) Only the French troops of Napoleon managed to capture Moscow.
- 11 The word **toppled** in the passage is closest in meaning to
- (A) voted out
 - (B) convicted
 - (C) ousted
 - (D) arrested
- 12 According to paragraph 7, which of the following is true of Moscow after World War II ended?
- (A) It became an important city that many Westerners lived in.
 - (B) It was controlled by the communists for more than four decades.
 - (C) It became a city filled with buildings considered architectural wonders.
 - (D) It was recognized as the most influential city in Europe and Asia.

During the nineteenth century, industry and commerce grew in Moscow while St. Petersburg remained the glittering capital with its elegant palaces and court ceremonies. ■ In 1905, both cities were centers of revolutionary movements, and large numbers of people were massacred in them. ■ Yet it was St. Petersburg, renamed Petrograd during World War I, which was the center of the 1917 Communist Revolution. ■ Soon after seizing power, the Bolsheviks, fearful of counterrevolutionaries in Petrograd, transferred the government to Moscow, where it has remained to this day. ■

7 ➡ In modern times, the greatest danger faced by Moscow was the German invasion of 1941. Hitler's troops reached the city's outskirts, but they were repelled by Russian soldiers and severe winter weather. After World War II ended in 1945, Moscow served as the center of the communist world but one that few Westerners ever visited. The once-beautiful city became a forest of drab apartment blocks and massive monuments to communism. It was not until 1991, when the communist government was **toppled**, that Moscow received a new lease on life and once again became the center of a more vibrant Russia.

Glossary**relinquish:** to give up; to surrender**flair:** style; elegance**run amuck:** to run around wildly

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

This event would ultimately result in the end of the rule of Russia by the tsars.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Moscow has grown from a small trading outpost to the capital and most important city in Russia.

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-
-

Answer Choices

1. Peter the Great moved the capital from Moscow to St. Petersburg, a city which he founded.
2. The earliest tsars ruled Russia from Moscow, which was where their seat of power was maintained.
3. When the communists controlled Moscow, the city was bleak and declined in economic importance.
4. Today, Moscow is Russia's capital and is also its most important city in terms of economic power.
5. Moscow was founded by traders who made use of its location along a river system to meet with others.
6. The Mongols controlled Moscow for a few centuries, so, during that time, the city experienced little growth.

2-05

15 Why does the author mention the Mississippi River?

- (A) To note where in the Great Plains it flows
- (B) To compare its importance to the Great Plains with that of the Rocky Mountains
- (C) To point out that it is one boundary of the Great Plains
- (D) To state that it is the largest river in the United States

16 The word *precarious* in the passage is closest in meaning to

- (A) damaged
- (B) unstable
- (C) dynamic
- (D) altered

17 In paragraph 1, the author's description of the Great Plains mentions all of the following EXCEPT:

- (A) an ecological problem that it currently faces
- (B) its eastern and western boundaries
- (C) the countries through which it runs
- (D) the crops that are grown there

18 According to paragraph 2, the Great Plains lacks forests because

- (A) they were destroyed by fires that completely burned them
- (B) the area lacks enough rainfall to support entire forests
- (C) most of the land there is not fertile enough for forests
- (D) large parts of it were once covered by a saltwater sea

The Great Plains

¹ ➔ Across western North America, an enormous area of land lies flat beneath the blue sky and blazing sun. This region is the Great Plains, one of the largest areas of flatlands in the world. The Great Plains stretches from the north in Canada and goes south through the United States and down into Mexico. It starts at the Mississippi River and stretches westward to the Rocky Mountains. Once home to numerous tribes of Native Americans and millions of buffalo, the Great Plains today is one of the world's largest sources of grain; however, all of this cultivation has left the Great Plains ecosystem in a *precarious* state as it faces the threat of a long-term drought year after year.

² ➔ Millions of years ago, the Great Plains was the floor of a large inland sea. Over time, the sea disappeared, leaving behind a fertile plain. The Great Plains are not entirely flat though; instead, there are distinct rolling fields, **plateaus**, occasional hills, and stands of trees. For the most part, the Great Plains are too dry to sustain large forests, and it is also speculated that, in the past, wildfires destroyed any large clusters of trees that once existed. Rivers and streams cut through the land, but it is devoid of large lakes.

³ ➔ There are three distinct regions in the Great Plains. They are divided according to the amount of rainfall they receive and the height of the wild grasses that grow in them. In the western part of the Great Plains in the shadow of the Rocky Mountains, there is less rainfall, so, consequently, the grasses grow shorter, and the soil is looser. Some parts of this region get so little rainfall that they are suitable only for grazing animals, not for cultivating crops. Moving away from the Rockies further east, the amount of rainfall increases in

- 19 According to paragraph 3, which of the following is true of the Great Plains?
- (A) The easternmost part of it receives the greatest amount of rainfall.
 - (B) The best cropland to be found in it is located in the central region.
 - (C) The weather in its eastern and western parts is fairly similar.
 - (D) Most of the animals raised there live near the Rocky Mountains.

- 20 In paragraph 3, the author implies that the Great Plains
- (A) contains a diverse amount of plant and animal species
 - (B) is the largest distinct region in the entire United States
 - (C) has few farms that are located by the Rocky Mountains
 - (D) receives roughly the same type of weather everywhere

- 21 The author's description of the Great Plains in paragraph 4 mentions which of the following?
- (A) The Native Americans who lived there extensively farmed the land.
 - (B) The Great Plains have been inhabited by humans for only a few centuries.
 - (C) The first people who dwelled there mostly survived by hunting animals.
 - (D) The animal that lived there in the greatest numbers was the buffalo.

the central region, which has a combination of short and long grasses. Finally, the eastern section of the Great Plains is the wettest and has the tallest grasses and the strongest soil.

4 ➡ Prior to the arrival of humans around twelve thousand years ago, the Great Plains was home to many large types of **fauna**, including giant sloths, woolly mammoths, and saber-toothed tigers. The first humans, however, eliminated most of the large beasts, leaving behind no trace of them except for their bones in the soil. For thousands of years, these Native Americans lived as hunter-gatherers on the Great Plains and had much of their needs provided for by the vast herds of **buffalo** wandering there. As a result, these Native Americans never developed farming like the tribes to the east and south did. But when European explorers and, later, American hunters, ranchers, and farmers, arrived, the face of the Great Plains changed. The buffalo were hunted almost to extinction while the land itself began to be cultivated.

During the 1800s, tens of thousands of immigrants began making their way to the western United States and Canada, where they broke ground and started new lives. In times when rain frequently fell, they thrived, but rain was not always common on the Great Plains. Occasional years with little rain caused the soil to harden, dry up, and get blown away by the wind. Since there are few obstacles to deflect it, the wind tends to blow longer and stronger on the Great Plains. The worst drought lasted almost a decade during the 1920s and 1930s and reduced much of the southern Great Plains to a virtual desert. Huge dust storms ravaged the farms and forced many to abandon farming and move away. Slowly, the land recovered, but it is always in a fragile state

- 22 According to paragraph 4, when Europeans and Americans moved to the Great Plains, the region changed in that
- (A) many of the Native Americans sought new homes elsewhere
 - (B) large areas of land began to be farmed by people
 - (C) most of the animals on the Great Plains were killed
 - (D) the buffalo was wiped out by the hunters who arrived
- 23 The word **deflect** in the passage is closest in meaning to
- (A) exhaust
 - (B) reduce
 - (C) advance
 - (D) avert
- 24 The word **abandon** in the passage is closest in meaning to
- (A) quit
 - (B) restrict
 - (C) attempt
 - (D) enhance
- 25 Why does the author mention the Dust Bowl?
- (A) To remark about its effect on the Great Plains once it ended
 - (B) To name a period in history when a drought affected the Great Plains
 - (C) To explain the specific regions in which it primarily took place
 - (D) To comment on how it made farmers in the Great Plains modernize their methods

because it is at the mercy of the forces of nature.

6 ➡ Since that extended period of drought—often referred to as the **Dust Bowl**—the number of people engaged in farming in the Great Plains has decreased. Nevertheless, it is estimated that a quarter of the world's wheat, corn, barley, oats, sorghum, and rye are cultivated in the region. This is on account of modern farming methods, improved farming equipment, and the extensive use of irrigation. Much of the water for these irrigation systems comes from groundwater found far beneath the surface. This has some people worried, though, as they fear that using too much groundwater will cause the next period of extended drought to be even worse than the Dust Bowl ever was.

Glossary

plateau: a stretch of land that is relatively flat but is higher in altitude than the surrounding land

fauna: the animals that live in a particular region

buffalo: a large, ox-like animal; a bison

26 According to paragraph 6, which of the following is NOT true of the reasons why so many crops are grown in the Great Plains?

- (A) The farmers there utilize water that is located beneath the surface.
- (B) Farming methods that are sophisticated are utilized by the farmers there.
- (C) Farmers in the Great Plains have advanced machinery that they can use.
- (D) Specially modified seeds are used to grow crops suited for the Great Plains.

27 In paragraph 6, the author implies that the weather in the Great Plains

- (A) sometimes causes the rivers there to flood
- (B) is more likely to change than in other places
- (C) will result in more droughts in the future
- (D) has forced most of its inhabitants to depart

28 **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

The Great Plains is an enormous area of relatively flat grasslands that serves as an important farming region.

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-
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Answer Choices

1. The first inhabitants of the Great Plains were Native Americans, who mostly hunted on the land.
2. The Dust Bowl was a period of time when the Great Plains suffered from a decade-long drought.
3. Approximately a quarter of the world's supply of various grains is cultivated in the Great Plains.
4. The Great Plains sits on an area of land that was once submerged because of the presence of an inland sea.
5. Large parts of the Great Plains are suitable for agriculture thanks to modern irrigation methods.
6. The Great Plains covers a large amount of land in Canada, the United States, and Mexico.

**ACTUAL
TEST**

03

PART I

PART II

PART I

TOEFL iBT Reading

[CONTINUE](#)[REVIEW](#)[HELP](#)[BACK](#)[NEXT](#)

Reading Section Directions

This section measures your ability to understand academic passages in English.

The Reading section is divided into 2 separately timed parts.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

Within each part, you can go to the next question by clicking **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

You may now begin the Reading section. In this part you will read 1 passage. You will have 20 minutes to read the passage and answer the questions.

Click on **Continue** to go on.

3-01

1 The author's description of clouds in paragraph 1 mentions which of the following?

- (A) The greatest part of them consists of water vapor.
- (B) There is nowhere in the world that clouds have not been.
- (C) Clouds that drop rain and clouds that drop snow look different.
- (D) They all vary in the amount of water that they contain.

2 The word **converge** in the passage is closest in meaning to

- (A) evaporate
- (B) rise
- (C) unite
- (D) expand

3 The author's description of cloud formation in paragraph 2 mentions all of the following EXCEPT:

- (A) Clouds increase in size as they accumulate more water vapor.
- (B) The various shapes that clouds form depend on the weather.
- (C) Clouds may be created in all of the atmosphere's different layers.
- (D) The water vapor found in clouds can be seen after they form.

Cloud Components

¹ ➔ Clouds are regular sights in the sky in places all around the world. They are responsible for the rain, snow, and various other types of precipitation that fall to the ground at times. While clouds themselves are primarily comprised of water vapor, they attach themselves to tiny particles in the atmosphere. These particles themselves may be a variety of substances.

² ➔ Earth's atmosphere is filled with water vapor that manifests itself in extremely small droplets that people are mostly unable to see with the naked eye. However, when clouds form in the sky, the water vapor becomes visible. The reason is that the water vapor attaches itself to particles floating in the atmosphere. They are typically **notes** of dust. The water vapor droplets then converge and form clouds of varying shapes and sizes all throughout the different layers of the atmosphere. Over time, as more and more water vapor droplets come together, they increase the size of their cloud until it reaches a point that it is so heavy that it releases its water, which falls to the ground as precipitation.

The particles in the atmosphere that are primarily responsible for helping create clouds are common dust. There is a massive amount of dust in the atmosphere. It is often invisible, but, at times, it may be observed as smoke, smog, and haze. When the sun rises and sets, its reddish color is the result of its light passing through this dust and having some of its colored wavelengths blocked so that, as a result, people mostly see the red wavelength. This dust has both human and natural sources. The human sources can be anything that puts dust into the atmosphere, including farming, forestry, mining, and

- 4 In paragraph 2, the author of the passage implies that clouds
- (A) filled with water are likely to cause rain to fall
 - (B) typically form for only a short amount of time
 - (C) created in the upper atmosphere are more likely to be thin
 - (D) containing large amounts of dust drop very much rain
- 5 The word **it** in the passage refers to
- (A) The atmosphere
 - (B) Common dust
 - (C) A massive amount
 - (D) The sun
- 6 Why does the author mention **smoke, smog, and haze**?
- (A) To stress that they are found at fairly low altitudes
 - (B) To blame them for increasing air pollution around the world
 - (C) To name some manifestations of dust in the atmosphere
 - (D) To explain how they are responsible for forming clouds
- 7 The word **they** in the passage refers to
- (A) these ice nuclei
 - (B) ice crystals
 - (C) the lower atmospheric levels
 - (D) clouds

manufacturing. ■ The natural sources consist of forest fires, volcanic activity, and erosion that blows dust into the air, among others. ■ Additionally, the atmosphere contains organic matter. ■ For example, when forest fires occur, some organic matter from plants is sent into the atmosphere. ■ Likewise, pollen and seeds that blow off plants are sometimes found in the air, and they may become parts of clouds when water vapor attaches itself to them and rises into the atmosphere.

4 ➔ Clouds may also be partially formed of salt particles and ice **nuclei**. Salt particles are mostly found in the air near the oceans, and they are responsible for many of the clouds that form over oceans far from land and high levels of atmospheric dust. The salt enters the atmosphere through evaporation or in the guise of ocean spray when salt water collides with the shore. At sea, the convergence of hot and cold air can result in dense banks of fog that form from water vapor and salt particles. As for ice nuclei, they are super-cooled water droplets that have formed around a particle of dust, organic matter, or even bacteria. Forming high in the atmosphere, these ice nuclei create ice crystals that can fall as snow or ice or sometimes as rain if the lower atmospheric levels are warmer. In addition, **they** are responsible for much of the electrical **transference** between clouds that causes lightning.

5 ➔ Scientists have also learned that bacteria may be a part of cloud formations. More than twenty-five years ago, it was proposed that bacteria could form ice nuclei and then spread to other parts of the world by falling to the ground along with rain and snow. While this theory was at first **disregarded**, there is a growing body of evidence that this, in fact, happens. Various forms of

- 8 According to paragraph 4, fog is caused by
- (A) an excess amount of salt in the atmosphere
 - (B) the comingling of air of different temperatures
 - (C) cold winds blowing high in the atmosphere
 - (D) the effect of lighting being created in clouds
- 9 According to paragraph 4, which of the following is NOT true of ice nuclei?
- (A) They may be responsible when snow falls to the ground.
 - (B) They are a combination of water vapor and another substance.
 - (C) A part of them may sometimes be a living organism.
 - (D) The lightning that they cause can be particularly dangerous.
- 10 The word **disregarded** in the passage is closest in meaning to
- (A) criticized
 - (B) ignored
 - (C) approved
 - (D) adjusted
- 11 The word **farfetched** in the passage is closest in meaning to
- (A) measured
 - (B) alien
 - (C) inappropriate
 - (D) unbelievable

bacteria common to plants have been collected from ice samples in many different places, even in the Earth's Polar Regions in places where there are no plants. It seems that the bacteria are blown into the atmosphere, form ice nuclei, which then become ice crystals, and later fall as rain or snow and land in new areas. Despite sounding somewhat farfetched, many scientists have come to agree that this is happening. Indeed, considering how organisms frequently find ways to reproduce and spread to new territories, it seems logical for bacteria to use clouds to move into other regions. In doing so, they act as just another component—one of many—in the clouds that float high in the sky.

Glossary

mote: a small particle, often of dust; a speck

nucleus: a core; a center

transference: a change; a transmission

12 According to paragraph 5, which of the following is true of bacteria?

- (A) They sometimes get carried to new places by becoming parts of clouds.
- (B) Their role in the creation of some clouds is no longer in dispute.
- (C) They can move quickly around the world when they unite with water vapor.
- (D) They have been known to reproduce while they are floating in clouds.

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

Smoke that comes from factories is a major source of this dust.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Clouds are a combination of water vapor and other substances.

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-
-

Answer Choices

1. Scientists are conducting research in how bacteria can appear in places where they are not normally found.
2. In places near the oceans, salt can be a major component of the clouds that are created.
3. The sun appears to change in the evening because of the presence of dust in the air.
4. Some scientists argue that bacteria can form ice nuclei and thereby become parts of clouds.
5. Clouds assume many different shapes and sizes all throughout the Earth's atmosphere.
6. The most common substance that water vapor bonds with to form clouds is dust.

Reading Directions

In this part of the Reading section, you will read 2 passages. You will have 40 minutes to read the passages and answer the questions.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

When you want to move to the next question, click on **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

Click on **Continue** to go on.

3-02

- 1 Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.

- (A) Because so many Roman families were powerful, their members often engaged in various squabbles, which helped weaken the Roman Republic.
- (B) The Senate could not stop various powerful people from engaging in intrigue, which later caused its downfall in spite of all the power it had.
- (C) The Senate was responsible for taking care of Rome, but too many powerful families were only interested in how they themselves could benefit.
- (D) The Senate was finally removed from power when its members began to care less about running Rome than they did their various political intrigues.

- 2 The author's description of the Roman Republic in paragraph 1 mentions which of the following?

- (A) It was governed by people according to some democratic ideals.
- (B) The Senate wrote the constitution that helped govern the republic.
- (C) The Roman Republic was founded sometime around 500 B.C.
- (D) There were some senators who had more power than others.

Rome: From Republic to Empire

1 ➔ Rome emerged as a center of power on the Italian peninsula by the banks of the Tiber River sometime around 500 B.C. After an early period of monarchy, the Roman people overthrew their leaders and established a culture that employed a system of democratic beliefs and became known as the Roman Republic. These principles were based on an unwritten constitution that established a number of political offices with central powers and a system of checks and balances that limited those powers. At the apex of this system was the powerful Roman Senate, yet it too had limits on its authority. Over time, the Senate evolved into a representative body of the most powerful families in Rome. Despite controlling most aspects of Roman life, the Senate could never manage the political intrigue and infighting among its members and other powerful Roman families, which would prove to be its undoing. A power struggle in the first century B.C. led to a period of instability that eventually resulted in the death of the Roman Republic and the founding of the Roman Empire.

2 ➔ Julius Caesar was at the center of this period of conflict. One of Rome's greatest military commanders, Caesar was involved in several political **intrigues**, which made him numerous enemies in the Senate. When the Senate banned Caesar from entering Rome in 49 B.C., he led his veteran army from Gaul—modern-day France—to the Italian peninsula and advanced on Rome. With only a weak army of recruits who had no hope of defeating Caesar's **seasoned** veterans, the Senate and its military leaders fled the city. After a short civil war, Caesar defeated his enemies and became the ruler of Rome. He invested the power of many political offices in his own person and

- 3 The author discusses Julius Caesar in paragraph 2 in order to
- (A) explain why his assassination in 44 B.C. was justified
 - (B) blame him for abandoning his duty when he overthrew the republic
 - (C) show which of his actions led to the end of the Roman Republic
 - (D) describe the ill will that existed between him and the Senate
- 4 The word *virtual* in the passage is closest in meaning to
- (A) practical
 - (B) legitimate
 - (C) benevolent
 - (D) cruel
- 5 According to paragraph 2, which of the following is true of Julius Caesar?
- (A) He consolidated the power of Rome into one person's hands.
 - (B) He was assassinated in a plot by all of the members of the Senate.
 - (C) He conquered Gaul and other lands and then added them to the republic.
 - (D) He dissolved the Senate and ordered that it no longer meet.
- 6 Why does the author mention Actium?
- (A) To give the name of the first battle of the Roman civil war
 - (B) To explain when and where Mark Anthony was defeated
 - (C) To credit Octavian with achieving a great military victory
 - (D) To provide the date when the battle was fought

ruled as a virtual dictator for five years. Caesar's acts deprived the Senate of much of its authority and set in motion the process for all of Rome's power to be held by a single individual. In response, the Senate reacted violently to the loss of its power and prestige, and many of its members played a central role in Caesar's assassination in 44 B.C.

3 ➔ Following Caesar's death, a new period of instability and civil war started. Octavian, Caesar's nephew and adopted heir, established an alliance with Caesar's trusted friend and lieutenant Mark Anthony. Having expected to be named Caesar's heir instead of the young Octavian, Anthony managed to hold his jealousy in check while the two men worked together to defeat those who had been responsible for Caesar's assassination. Once this was accomplished, Anthony came out against Octavian by joining forces with the Egyptian queen Cleopatra, who had been romantically involved with Caesar prior to his death. ■ At the great naval battle of Actium in 31 B.C., Octavian's forces defeated Anthony and Cleopatra. ■ By 29 B.C., the civil war was over, and the way was clear for Octavian to complete Caesar's work. ■ He returned to Rome in triumph, adopted the name Augustus, and became Rome's first emperor. ■

4 ➔ Over the next few decades until his death in 14 A.D., Augustus transformed Rome from a republic to an empire and successfully concentrated power into the emperor's hands. Augustus set three precedents that were to become characteristic of future Roman emperors. First, Octavian appointed people who were loyal to him alone to positions of power throughout the empire. Second, he maintained the respect of the citizens of Rome, which provided him with a strong power base. Third, he ensured the loyalty of the Roman

- 7 The word triumph in the passage is closest in meaning to
- (A) achievement
 - (B) fashion
 - (C) victory
 - (D) dispute
- 8 According to paragraph 3, Octavian and Mark Anthony fought one another because
- (A) Octavian refused to share any of his power with Mark Anthony
 - (B) Mark Anthony had been involved in the assassination of Julius Caesar
 - (C) Octavian disliked the fact that Mark Anthony was allied with Cleopatra
 - (D) Mark Anthony had wanted to be selected as Julius Caesar's heir
- 9 The phrase characteristic of in the passage is closest in meaning to
- (A) possible to
 - (B) distinctive of
 - (C) required for
 - (D) imagined by
- 10 In paragraph 4, the author's description of Octavian's actions while emperor mentions all of the following EXCEPT:
- (A) He stopped the Senate from regaining power by using the military.
 - (B) He made sure that his supporters were given positions of power.
 - (C) He trained his son to assume the duties of emperor after he died.
 - (D) He managed to get the people of Roman to support him during his reign.

legions, so he used them to prevent the Senate from recapturing its former powers. Additionally, Augustus followed Caesar's example and adopted an heir, whom he trained to become the future emperor. In doing so, he guaranteed a smooth transition of power following his death.

So long as competent rulers sat on the throne, the Roman Empire was successful. The emperors who immediately followed Augustus imitated his custom of adopting heirs and training them well. But, eventually, the position became hereditary, and too many later emperors were weak and poorly trained. They relied excessively on the people and legions to maintain power. Still, the Roman Empire lasted for nearly five hundred years until barbarian hordes overran its borders and brought it to an end.

Glossary

intrigue: a conspiracy; a plot

seasoned: veteran; experienced

legion: a military unit in the Roman army



11 The word **competent** in the passage is closest in meaning to

- (A) eligible
- (B) forceful
- (C) educated
- (D) capable

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

They not only lost the battle but also lost their lives in the process.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

13 Directions: Select the appropriate sentences from the answer choices and match them to the period of Roman history to which they relate. TWO of the answer choices will NOT be used. **This question is worth 3 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**.

Answer Choices

1. Octavian and Mark Anthony joined forces in battle.
2. Eventually, rulers came to be determined by their parentage.
3. Rome became a great power on the Italian peninsula.
4. *The people of Rome* became loyal to Augustus.
5. Julius Caesar was assassinated by a conspiracy of senators.
6. Rome was governed primarily by democratic principles.
7. An heir was chosen and trained to become the next ruler of Rome.

PERIOD OF ROMAN HISTORY

Roman Republic (Select 2)

-
-

Roman Empire (Select 3)

-
-
-

3-03



- 14 The word **devour** in the passage is closest in meaning to
- (A) capture
(B) utilize
(C) seize
(D) consume
- 15 According to paragraph 1, why are some plants carnivorous?
- (A) They are unable to extract sufficient amounts of nitrogen from the soil.
(B) They need to create glucose and other nutrients from the bodies of insects.
(C) They require the nourishment that the animals they trap can provide them.
(D) They live in regions that lack enough sunlight for them to use photosynthesis.
- 16 The word **Some** in the passage refers to
- (A) A few plants
(B) These characteristics
(C) Botanists
(D) Enzymes
- 17 Why does the author mention **protocarnivorous plants**?
- (A) To provide the name for some plants which are not truly carnivorous
(B) To explain that they rely more upon photosynthesis than upon captured insects
(C) To claim that they contain enzymes that help them digest their prey
(D) To compare their numbers with those of other types of carnivorous plants

Carnivorous Plants

¹ ➔ Plants require nourishment just like all other living organisms, and most get this from the soil by absorbing nutrients such as nitrogen. They additionally convert the chlorophyll found in their leaves into glucose with the assistance of sunlight in the process known as photosynthesis. Nevertheless, some plants are carnivorous, so they **devour** small creatures such as insects to get the nourishment they need to sustain them. These carnivorous plants mostly accomplish this by attracting the animals, trapping them, digesting them, and then absorbing their nutrients.

² ➔ At present, botanists have identified and named more than 600 carnivorous plants. To be classified as one, the plant must have a means of trapping and holding prey, a method of digesting that prey, and a way of absorbing the nutrients that can be attained from the digesting of its prey. A few plants possess some, but not all, of these characteristics, so they are therefore not considered carnivorous. Botanists also disagree on the **mechanism** of digestion. Some think that a plant must utilize enzymes that it produces to digest the insects in order to be considered carnivorous. Yet one class of plants traps insects and uses bacteria that the plants themselves do not produce when they digest their prey, so some botanists insist that they are not actually carnivorous plants. There are more than 300 of these types of borderline carnivorous plants, which have been termed **protocarnivorous plants**.

In general, carnivorous plants grow in regions with poor soil conditions, such as **bogs** and areas with rocky terrain. Thus they have adapted and survived through the acquiring of nutrients from other sources—namely, insects. The methods



- 18 According to paragraph 2, some botanists consider a plant to be carnivorous when
- (A) it absorbs bacteria from the bodies of dead animals
 - (B) it both digests and absorbs the prey that it captures
 - (C) it makes use of the enzymes found in certain animals
 - (D) it eats either live or dead animals that it finds and captures
- 19 The word **enticing** in the passage is closest in meaning to
- (A) pleasant
 - (B) powerful
 - (C) appealing
 - (D) exotic
- 20 The word **it** in the passage refers to
- (A) the insect
 - (B) the plant
 - (C) its waxy surface
 - (D) the opening
- 21 The author's description of the pitfall trap in paragraph 4 mentions all of the following EXCEPT:
- (A) the method that the trap itself uses to catch insects
 - (B) the shape of the trap that the plants utilize
 - (C) the connection that it has with the Venus flytrap
 - (D) the type of plants that it is commonly employed by

utilized to lure insects vary from plant to plant. Some use sweet nectar to lure insects into their traps while others depend on enticing smells or their physical appearances to gain the attention of passing insects. Once attracted to the plants, the insects are typically **ensnared** by their traps.

4 ➡ There are five traps most commonly employed by carnivorous plants: pitfall traps, snapping traps, sticky traps, suction traps, and lobster pot traps. The pitfall trap is the one typically employed by carnivorous plants such as the pitcher plant. The pitcher plant is tube-like and has an opening that attracts insects in some manner. Once the insect is on the plant, its waxy surface causes it to fall down and to slip into the opening. Most of the time, the insect is unable to crawl out of the trap. Snapping traps, such as the Venus flytrap, have parts—like leaves—that can close rapidly and trap insects before they are able to escape. While the Venus flytrap is a relatively well-known carnivorous plant, it is in fact one of only two plants that utilize the snapping trap mechanism.

5 ➡ Instead, sticky traps are much more common. Plants that utilize sticky traps have a glue-like substance on their surface that ensnares the insect and prevents it from escaping. Suction traps are frequently utilized by plants near water. These create a vacuum when a bladder inside the plant is squeezed. Passing insects are literally sucked into the plant along with the water. Finally, lobster pot traps operate on the same principles as a lobster pot, hence the name. Insects can crawl into the plant but cannot crawl back out. Tiny hairs on the plants' surfaces point only in one direction, which allows insects to enter, but when they try to leave, the hairs prevent them from escaping. With the exception of the snapping trap, every type of trap, every type of trap that carnivorous plants employ

22 In paragraph 4, the author implies that snapping traps

- (A) are the least common method of ensnarement used by carnivorous plants
- (B) are highly effective, which is why the Venus flytrap is so famous
- (C) work much better against crawling insects than against flying ones
- (D) may become ineffective if the insect that gets trapped is very small

23 The author's description of suction traps in paragraph 5 mentions which of the following?

- (A) Some of them have been known to capture animals as big as lobsters.
- (B) They rely upon a substance that is like glue to ensnare their prey.
- (C) The plants that utilize them can grow to be enormous in size.
- (D) Carnivorous plants that live in watery regions are likely to have them.

24 The author discusses the cuticle in paragraph 6 in order to

- (A) note its importance concerning how carnivorous plants absorb nutrients
- (B) claim that a large number of carnivorous plants have no cuticle at all
- (C) explain how thick that particular layer usually is on most plants
- (D) mention that some cuticles have slits in them and are not solid

25 The word temporarily in the passage is closest in meaning to

- (A) conditionally
- (B) superficially
- (C) exclusively
- (D) momentarily

has a number of varieties.

6 ➔ Once an insect is trapped in a carnivorous plant, it is slowly digested by enzymes in the plant's interior. The nutrients enter the plant by one of three methods. Most carnivorous plants have a protective layer called a cuticle, which is waxy. But some carnivorous plants lack this waxy lining, so the nutrients are absorbed directly into them. Other carnivorous plants have specialized cell structures that open temporarily to permit the nutrients to pass through the cuticle. Finally, a third type of carnivorous plants has permanent breaks in the cuticle to allow for the passing of nutrients. Whatever the case, the nutrients are eventually absorbed, which permits the plants to obtain the nutrition that they need to continue living.

Glossary

mechanism: a process; a way of doing something

bog: a swampy area; an area of land that is wet and has spongy ground

ensnare: to trap; to catch

26 According to paragraph 6, some carnivorous plants have cuts in their cuticles because

- (A) a plant with a cuticle that totally surrounds it cannot get any nutrients
- (B) they do not get enough nutrition for their cuticles to be complete
- (C) the openings enable nutrients to be absorbed into the interiors of the plants
- (D) the cuts provide places for the plants' enzymes to digest the captured prey

27 **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Carnivorous plants rely upon a variety of methods to trap insects and then to digest them in order to absorb their nutrients.

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Answer Choices

1. Carnivorous plants typically employ one of the five primary types of traps to capture insects.
2. There are at least 600 species of carnivorous plants and another 300 species of protocarnivorous plants.
3. Botanists frequently disagree over what qualifies a plant to be considered truly carnivorous in nature.
4. Carnivorous plants must often ensnare organisms because they live in places with unsuitable growing conditions.
5. The Venus flytrap is the most famous of all carnivorous plants, but it uses a trap that is quite uncommon.
6. When a plant digests an animal, the nutrients in that animal's body are then absorbed into the plant and used to support it.

ACTUAL

T E S T

04

PART I

PART II

PART III

PART I

TOEFL iBT Reading

[CONTINUE](#)[REVIEW](#)[HELP](#)[BACK](#)[NEXT](#)

Reading Section Directions

This section measures your ability to understand academic passages in English.

The Reading section is divided into 2 separately timed parts.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

Within each part, you can go to the next question by clicking **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

You may now begin the Reading section. In this part you will read 1 passage. You will have 20 minutes to read the passage and answer the questions.

Click on **Continue** to go on.

4-01

- 1 Why does the author mention scientific management?
- (A) To provide another name for the term Taylorism
- (B) To describe some of the faults in Taylor's theories
- (C) To explain the controversial aspects of Taylorism
- (D) To credit Taylor for devising the entire process
- 2 According to paragraph 1, which of the following is true of Taylorism?
- (A) It was designed to make factory workers increase their production.
- (B) It had more benefits for managers than it did for regular workers.
- (C) It achieved its greatest popularity and usage during the 1930s.
- (D) It employed a scientific approach to the making of new inventions.
- 3 The word **they** in the passage refers to
- (A) steelworks
- (B) the managers
- (C) the workers
- (D) the slowest among them
- 4 The phrase **weed out** in the passage is closest in meaning to
- (A) punish
- (B) fine
- (C) remove
- (D) suspend

Frederick Taylor and Taylorism

1 ➡ Taylorism is a method of running businesses that was developed by American Frederick Winslow Taylor during the late nineteenth century. The purpose of Taylorism, which is also known as scientific management, is to improve the efficiency of industry by **enhancing** the productivity of both managers and workers through the implementation of scientific analysis in the workplace. Taylor's methods were controversial during his day and were not employed much after the 1930s, but his idea of taking a scientific approach to business took root and exists in many forms today.

2 ➡ Taylor was a mechanical engineer who worked his way up from the factory floor to become the chief engineer at a steelworks in Pennsylvania in the late nineteenth century. During his time at the factory, he often observed how efficient the workers and managers were. Taylor came to believe that the workers only worked as fast as the slowest among them because they were all getting paid the same. Thus none of them wanted to work any harder than the others. ■ His solution to this problem was to base pay rates on the amount of work accomplished rather than on the amount of time spent doing it. ■ This method, often referred to as piece work, encouraged skilled workers to toil harder to earn more money. ■ It was also controversial because the workers saw it as a way for management to **weed out** the worst workers and to get rid of them. ■ Piece work was undoubtedly effective, yet it was not always practical for assembly production as it often provoked the **ire** of workers.

- 5 According to paragraph 2, which of the following is NOT true of Frederick Taylor?
- (A) He wanted to pay workers for the amount of work that they accomplished.
 - (B) He tried to come up with ways to improve the efficiency of workers.
 - (C) He worked as an engineer in a steel mill in Pennsylvania at one time.
 - (D) He used the methods that he devised at the factory which he managed.
- 6 In paragraph 3, the author implies that Frederick Taylor's system of management
- (A) required managers to have a great amount of expertise
 - (B) resulted in increasing profits for the companies that used it
 - (C) was able to be implemented swiftly at most factories
 - (D) needed the presence of trained employees to work properly
- 7 According to paragraph 3, implementing Taylorism was difficult in some places because
- (A) the managers were unwilling to learn all of the skills they required
 - (B) the workers disliked the type of management style that was used
 - (C) most of the workers were not sufficiently trained as craftsmen
 - (D) a lot of the blue-collar employees worked as slowly as possible
- 8 The word **output** in the passage is closest in meaning to
- (A) production
 - (B) sale
 - (C) design
 - (D) distribution

3 ➔ The workers also opposed any kind of managerial interference on the factory floor. In Taylor's day, managers mostly left the work on the factory floor to the **foremen** and workers. But Taylor felt that managers should be in control of all aspects of production to the point that they were micromanaging it. Taylor further believed that managers should understand all aspects involved in the making of a product and that they should teach factory workers their jobs. So managers needed to select the workers, train them, and then supervise them during their shifts. However, the floor workers regarded themselves as craftsmen who understood the secrets of their jobs and felt that managers had no place on the factory floor. So, when this idea of Taylor's was implemented, it resulted in clashes between the blue-collar factory floor workers and the white-collar managers.

Despite opposition to Taylor's ideas on piece work and managerial supervision, some of his theories clearly benefitted workers. Taylor utilized time and motion studies to understand production. By observing the flow of raw materials into a factory and the output of products at the other end, Taylor determined where the inefficiencies lay. One of these concerned the lack of rest periods for workers, which gradually led to a decrease in productivity as their shifts went on. By mandating that workers be given rest periods during their working hours, Taylor managed to increase production. While this is a given in modern business management, it was uncommon to give workers rest periods during Taylor's time.

5 ➔ The granting of rest time may seem a humanitarian gesture on Taylor's part, but he was interested solely in improving efficiency, not in placating employees. Taylor actually believed that most workers were unintelligent and could not

9 The word **placating** in the passage is closest in meaning to

- (A) hiring
- (B) rewarding
- (C) appeasing
- (D) training

10 According to paragraph 5, people criticized Frederick Taylor because

- (A) he never tried to teach employees some of their most basic duties
- (B) he was unable to believe that some workers were intelligent
- (C) he refused all attempts to improve working conditions for employees
- (D) the system that he devised suffered from a lack of creativity

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

- (A) Too many workers were inefficient, so Taylor forced them to increase their rate of production.
- (B) Taylor made the manufacturing of goods more efficient, so products were made faster and better.
- (C) It became possible to make products faster by implementing the new ideas that Taylor had come up with.
- (D) Because Taylor recognized how people were wasting time and energy, he made manufacturing products easier.

learn much more than the relatively simple tasks they were assigned. What he failed to take into account was the individual nature of each worker. While some were assuredly far from clever, many were quite intelligent and could learn more than their basic duties. Critics of Taylorism see his narrow-minded views as one of his greatest failings.

Taylor also recognized that many work methods wasted both time and energy, so he streamlined the manufacturing process, which led to faster production rates and improved product quality. Ultimately, Taylor's methods were tried in factories both in the United States and overseas. The results varied. Sometimes, there were strikes as the workers rebelled against his unyielding methods. In other cases, when only some of his theories were put into practice, factories improved their production and efficiency. Still, by the 1930s, Taylorism was no longer in vogue, yet its legacy is the many scientific methods that are in use today.

Glossary

enhance: to improve; to increase

ire: anger

foreman: a person who is in charge of managing factory workers

12 The word **unyielding** in the passage is closest in meaning to

- (A) unbending
- (B) innovative
- (C) insufferable
- (D) punishing

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

Simply put, they had no incentive to do their best work.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Frederick Winslow Taylor devised scientific management, a controversial method that sought to make factory workers more efficient.

-
-
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Answer Choices

1. Taylor was once employed as an engineer at a steelworks, and that proved to be a formative period in his life.
2. Some of Taylor's methods were tried in the United States and abroad, but they were used less often after the 1930s.
3. Taylor had a very low opinion of most factory workers, so he believed that they could only do fairly simple jobs.
4. Thanks to Taylor's keen eye, factories that used his methods often saw their rates of production increase.
5. Taylor came up with his theories by watching workers and determining how they could do their jobs more efficiently.
6. When Taylorism was implemented in some places, there were problems between the employees and the managers.

PART II

TOEFL iBT Reading

CONTINUE

REVIEW

HELP

BACK

NEXT

Reading Directions

In this part of the Reading section, you will read 2 passages. You will have 40 minutes to read the passages and answer the questions.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

When you want to move to the next question, click on **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

Click on **Continue** to go on.

4-02



- 1 The word **susceptible** in the passage is closest in meaning to
- (A) resistant
(B) exposed
(C) reactive
(D) vulnerable
- 2 The word **exceedingly** in the passage is closest in meaning to
- (A) apparently
(B) appropriately
(C) extremely
(D) interestingly
- 3 The word **one** in the passage refers to
- (A) progeria
(B) the average age of death
(C) this disease
(D) a cure
- 4 The author discusses Lamin A in paragraph 2 in order to
- (A) focus on the genetic makeup of that particular protein
(B) describe what doctors believe causes a person to get progeria
(C) mention that it is only found in the bodies of some individuals
(D) explain why there are so few cases of progeria around the world

Premature Aging

Many people eventually grow old and die. But there are some children who age at such a rapid rate that their bodies exhibit signs of aging while they are still in their youth. This is the result of a disease known as progeria. People who suffer from progeria do not develop in the same manner as the vast majority of children. Instead, children with this disease exhibit various features of the elderly and are particularly **susceptible** to maladies that afflict the old, such as **cardiovascular** ones. Very few individuals who suffer from progeria succeed at living past the age of twenty-one as the average age of death from this disease is thirteen. Unfortunately, since it is exceedingly rare, few funds are being spent on finding a cure for it, which makes it likely that **one** will not be found for quite some time.

² ➡ Fewer than fifty cases of progeria have been diagnosed anywhere in the world. The disease is caused by a defect in a person's genetic code in the protein Lamin A. This protein holds the nuclei of cells together, but the defect makes the nuclei unstable, which results in a person rapidly aging. Because so few people suffer from this disease, medical experts are uncertain exactly how or why the Lamin A protein becomes defective. It is not believed that progeria is **hereditary** despite the fact that there are two cases in which a family has more than one child with it. Instead, most cases seemingly strike at random. Likewise, there is no ethnicity or nation that has many more cases than others; this is unlike other rare diseases, which frequently affect a particular ethnic or racial group more than others. As a result, it is impossible to create a test for early detection to determine who is likely to bear a child with progeria.



5 According to paragraph 2, which of the following is true of Lamin A?

- (A) The protein typically begins to break down in people in certain ethnic groups.
- (B) Scientists are unaware of the reason why it develops a problem in some people.
- (C) It can cause the genetic makeup of the cells in some people to fall apart.
- (D) People who lack enough of this protein are more likely to develop progeria.

6 In paragraph 2, the author implies that progeria

- (A) behaves differently from other rare diseases that affect people
- (B) will likely become a more common disease in the future
- (C) requires an accurate test before scientists can understand it better
- (D) probably affects more people than doctors are aware of

7 Why does the author mention hip dislocations, heart disease, and strokes?

- (A) To name some of the problems that people with progeria often have
- (B) To blame these health issues for the deaths of many people with progeria
- (C) To claim that the elderly have these problems more than progeria sufferers
- (D) To explain why most progeria sufferers die at young ages

8 The word **Most** in the passage refers to

- (A) The elderly
- (B) Doctors
- (C) Progeria sufferers
- (D) Healthy children

3 ➡ A family with a normal healthy child therefore has no way of knowing if progeria will afflict the boy or girl. The reason is that progeria's symptoms do not **manifest** until a child is between ten and twenty-four months old. At that time, certain features of rapid aging become noticeable. These include limited growth, a loss of body fat and hair, stiffness in the joints, and the appearance of aging skin. Children with progeria also appear to have pinched faces and develop small facial features with more rounded bald heads, which give them the appearance of elderly people. Common health issues for children with progeria are hip dislocations, heart disease, and strokes, all of which are problems that the elderly typically suffer from. Doctors estimate that progeria sufferers age at a rate eight to ten times faster than healthy children. Most die between the ages of eight and twenty-one while only a few live any longer than that.

4 ➡ Once a child starts exhibiting the signs of progeria, a genetic test can determine if this is indeed the disease the child has. While doctors can determine its existence, they cannot cure it, so all of its sufferers eventually succumb to death. Currently, researchers looking for a cure are concentrating on reversing the abnormality that affects the nuclei of cells. One method under consideration is the use of drugs that help eliminate some types of cancer. These tests are only in their initial stages though, so it will likely take at least several more years before a viable cure exists. In the meantime, those children presently dealing with progeria are attempting to extend their lives through controlled diets and the taking of medication to treat heart disease.

- 9 In paragraph 3, the author's description of the features of progeria mentions all of the following EXCEPT:
- (A) the ages when most of its sufferers pass away
 - (B) the facial appearances of the people who have it
 - (C) the pain that people with the disease must endure
 - (D) the age period people are in when it begins to affect them
- 10 The word **viable** in the passage is closest in meaning to
- (A) feasible
 - (B) transparent
 - (C) respectable
 - (D) immediate
- 11 According to paragraph 4, doctors lack a cure for progeria because
- (A) finding a cure for it is more difficult than finding a cure for cancer
 - (B) the genetic makeup of the disease is too complex for them
 - (C) taking heart disease medicine is sufficient for those with progeria
 - (D) they have just begun to conduct tests in order to find one

5 ➡ Part of the reason why medical researchers have been unable to find a cure for progeria is that it happens so infrequently. Because there are but a handful of progeria cases, neither expert medical researchers nor funds are attracted to the cause. The lion's share of expertise and research money instead goes to diseases such as cancer, which affects an exponentially greater number of people. Nevertheless, progeria has recently gained interest among some members of the medical community because research on it may offer clues into why people age. Some speculate that if researchers find a way to cure progeria, they might also be able to slow advanced aging in adults.

Glossary**cardiovascular:** relating to the heart and blood vessels**hereditary:** genetic; transmissible**manifest:** to appear; to become obvious or apparent

- 12 According to paragraph 5, progeria has attracted little funding because
- (A) most people believe a cure for it will never be found
 - (B) the disease affects an extremely limited number of people
 - (C) the top researchers in medical science are uninterested in it
 - (D) the cost of finding a cure for it is believed to be too high
- 13 Which of the following can be inferred from paragraph 5 about progeria?
- (A) Larger amounts of money will be spent researching it in the future.
 - (B) Some doctors are abandoning cancer research to begin studying it.
 - (C) There is a hospital being built that will be used only for progeria patients.
 - (D) A few of the medical profession's top researchers are working on it.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Progeria is a rare disease that causes rapid aging in children and is thus far incurable.

-
-
-

Answer Choices

1. Because there is no cure for progeria, everyone who gets it eventually dies.
2. A problem with a protein in the body is believed to be the cause of progeria.
3. Scientists are aware of fewer than fifty cases of progeria in the world.
4. Doctors argue that more money needs to be spent on finding a cure for progeria.
5. Progeria does not appear to affect people of one ethnicity more than any other.
6. People who suffer from progeria begin to take on the appearance of elderly individuals.

15 According to paragraph 1, people in the past watched the stars because

- (A) it let them keep track of time passing in small units
- (B) they utilized them in order to measure the passage of time
- (C) they needed to determine the accuracy of their clocks
- (D) few of them had watches that they could use to check the time

16 In paragraph 1, the author implies that the stars

- (A) move almost as much as the planets do during a year
- (B) remain in the same positions all throughout the night sky
- (C) inspired people to create inventions such as clocks
- (D) are useless for telling what time it is during the day

17 The author uses sundials as an example of

- (A) an ideal method of measuring time in daylight
- (B) a type of clock that replaced primitive water clocks
- (C) the best that human ingenuity could do in ancient times
- (D) an early type of clock that had many disadvantages

Early Types of Clocks

¹ ➔ Clocks are **ubiquitous** in the present day and range from simple wristwatches to atomic clocks that people use to keep accurate time. However, clocks were not always that common, so early men frequently relied upon the movements of heavenly bodies and the passing of the seasons to measure time. But stargazing and keeping track of the seasons were employed to measure large units of time—months and years. As life became more complex and civilizations arose, though, it gradually became necessary to keep track of time on a daily basis. Accordingly, throughout human history, a number of different types of clocks have been used.

² ➔ Among the earliest clocks made by humans were **sundials**. They were limited in that they could not be used after the sun had set and the shadows that sundials cast depend upon the latitude at which a person is. Resultantly, sundials could only be utilized to keep track of the local time during daylight hours, which made them unreliable and relatively ineffective. These limitations inspired humans to attempt to develop clocks of a mechanical nature. The first dependable mechanical clock was the water clock. It was a relatively simple device that measured the passage of time with flowing water. A water clock was either an inflow or outflow type. An inflow water clock introduced water into a container that was marked in order to indicate how much time had passed as determined by the rising level of the water. An outflow clock made use of the same concept except for the fact that the water level in the container fell. Water clocks were created by the ancient Egyptians thousands of years ago, and many other early societies either independently

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

- (A) People in many old civilizations, including ancient Egypt, either invented water clocks or were taught about them by others.
- (B) The ancient Egyptians first invented water clocks, and then they taught people in other cultures how to build them.
- (C) By building water clocks during ancient times, people such as the Egyptians were able accurately to measure time.
- (D) A lot of past civilizations learned about water clocks, which increased their knowledge of machinery and made them more advanced.

19 The author's description of sundials in paragraph 2 mentions which of the following?

- (A) Only people in certain cultures ever used them.
- (B) They were not always able to measure the exact time.
- (C) They were used to measure time longer than any other clock.
- (D) They were ineffective at measuring time at certain longitudes.

20 According to paragraph 2, which of the following is NOT true of water clocks?

- (A) They were first made thousands of years in the past.
- (B) Some of them measured time according to rising water levels.
- (C) Most had several intricate parts that made them complex machines.
- (D) People used them to keep track of when to hold various ceremonies.

invented them or learned about them from other civilizations. During ancient times, water clocks were most commonly used to time astronomical events for religious ceremonies, particularly those that occurred at night.

3 ➡ For centuries, water clocks were the most advanced types of timekeeping mechanisms that humans managed to construct. It was not until the 1400s that a new type of clock, one which used spring power, was developed. Power from a mechanical spring that was wound tightly and then unleashed was able to move gears that turned the hands on a clock face. Spring-powered clocks had several advantages over water clocks. First, by employing spring power, smaller clocks—even those that people could carry—were able to be made. Additionally, spring-powered clocks did not need to be filled and unfilled with water. Yet they also had two **drawbacks**. First, spring-powered clocks had to be rewound once the spring unwound. Second, as the spring was unwinding, its power progressively diminished, so the force of the spring was less than it was at the beginning of the process. This led to spring-powered clocks becoming inaccurate. Various attempts were made at providing mechanical solutions, but spring-powered clocks were not perfected until the mid-1700s.

4 ➡ During the 1600s, some clockmakers began to use swinging weights in the form of a pendulum to move gears. Pendulum clocks depended on accurate mathematical formulas that judged the desired length of the swinging arm and the amount of weight at the end. By this motion, the gears were moved, and the clock recorded the time. Pendulum clocks proved to be so accurate that minute hands—and eventually second hands—were added to clock faces. This was not the

21 The word **those** in the passage refers to

- (A) gears
- (B) several advantages
- (C) water clocks
- (D) smaller clocks

22 The word **diminished** in the passage is closest in meaning to

- (A) abated
- (B) halted
- (C) removed
- (D) stalled

23 According to paragraph 3, spring-powered clocks were better than water clocks because

- (A) they were not subject to rusting like all water clocks were
- (B) their springs permitted them always to tell time accurately
- (C) it was possible to build them small enough to become portable
- (D) they contained much fewer moving parts than water clocks

24 The word **judged** in the passage is closest in meaning to

- (A) determined
- (B) replaced
- (C) impaired
- (D) proposed

case for early spring-powered clocks; however, pendulum clocks could only be utilized for large timekeeping devices, so clockmakers did not **abandon** using spring power for smaller clocks and watches.

Spring-powered watches became popular during the 1600s and 1700s. At first, they looked like small clocks, but these proved to be too cumbersome, so, over time, watches that were flat and could fit into a man's pocket were made. These pocket watches, as they were called, were fashionable for men but not for women. Eventually, by the late 1800s, small watches with a strap on them were being worn by women on their wrists whereas most men refused to wear them. Then, during World War I, which lasted from 1914 to 1918, many soldiers found wristwatches to be practical while they were fighting, so the wristwatch took off in popularity after the war.

Glossary

ubiquitous: everywhere; omnipresent

drawback: a disadvantage

abandon: to give up; to quit

25 According to paragraph 4, pendulum clocks often had second hands because

- (A) the mathematical formulas pendulum clocks used kept track of seconds
- (B) clockmakers felt that measuring seconds increased the clocks' values
- (C) people were interested in knowing precisely what time it was
- (D) it was possible for them to keep track of time down to the second

26 The word cumbersome in the passage is closest in meaning to

- (A) intricate
- (B) costly
- (C) bulky
- (D) advanced

27 **Directions:** Select the appropriate statements from the answer choices and match them to the type of clock to which they relate. TWO of the answer choices will NOT be used. **This question is worth 3 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**.

Answer Choices

1. Could be either an inflow or an outflow device
2. Was used as a time-measuring device in ancient Egypt
3. Had minute and second hands in its earliest form
4. Had to be rewound at certain times to ensure accuracy
5. Was worn by women on their wrists in the 1800s
6. Was the first mechanical clock that was reliable
7. Contained a pendulum that swung back and forth

TYPE OF CLOCK

Water Clock (Select 3)

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Spring-Powered Clock (Select 2)

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Reading Directions

In this part of the Reading section, you will read 2 passages. You will have 40 minutes to read the passages and answer the questions.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

When you want to move to the next question, click on **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

Click on **Continue** to go on.

4-04

- 1 The author mentions Mexico City in paragraph 1 in order to
- (A) claim that it was the capital city of the entire Aztec Empire
 - (B) stress its historical importance to the Aztec Empire
 - (C) state where the heart of the Aztec Empire once existed
 - (D) discuss the city's history during pre-Columbian times
- 2 The word *slaughtered* in the passage is closest in meaning to
- (A) murdered
 - (B) imprisoned
 - (C) wounded
 - (D) harmed
- 3 According to paragraph 2, which of the following is true of Templo Mayor?
- (A) Thousands of worshippers could fit inside it at one time.
 - (B) It was used as a base by the Spanish under Hernan Cortez.
 - (C) Aztec citizens were sacrificed by the priests in the temple.
 - (D) It was a place of worship for two separate Aztec gods.
- 4 In paragraph 2, the author of the passage implies that Tenochtitlan
- (A) served as the capital city of the Aztecs for half a millennium
 - (B) was the only place where the Aztecs built temples to their gods
 - (C) was located in the same place that Mexico City was founded
 - (D) was the last Aztec city to be captured by the Spanish conquistadors

The Aztec Temple in Mexico City

¹ ➔ In pre-Columbian America, there were three great empires: the Aztec, Maya, and Inca. The Aztec Empire, which was centered on the land occupied by present-day Mexico City, was by far the most violent of the three. The Aztecs expanded their territory and influence on other tribes through conquest. During battles, Aztec soldiers frequently sought to capture, not kill, their enemies. These prisoners were later slaughtered by the thousands in ritual human sacrifices in Aztec temples. The greatest of these was Templo Mayor, located in the heart of the Aztec capital Tenochtitlan.

² ➔ Templo Mayor was approximately fifty meters high and served as the centerpiece of a large plaza in Tenochtitlan. At its **apex** stood two temples, one to the Aztec god of rain and the other to the Aztec god of the sun and war. In front of both temples, captured enemies were ritualistically sacrificed to appease the two gods. When the Spanish conquistadors under Hernan Cortez conquered the Aztecs in 1521, they tore down the temple. Over time, its foundation and many artifacts were covered up, and Mexico City eventually rose around it. Lost for more than 500 years, the ruins of the temple were finally unearthed in 1978. Despite encountering numerous difficulties working in the middle of a sprawling metropolis, since its discovery, archaeologists have been digging on the temple site and have uncovered many impressive Aztec remains and relics.

³ ➔ One major discovery the archaeologists made was that Templo Mayor was not the only temple to have been built there. In fact, the remains of seven temples, all of which are pyramid shaped with steep steps, have been excavated. The first temple was constructed around 1325, and later Aztec

- 5 The word **razed** in the passage is closest in meaning to
- (A) captured
 - (B) reconstructed
 - (C) demolished
 - (D) appropriated
- 6 According to paragraph 3, Templo Mayor became larger over time because
- (A) the gold the Aztecs won in their battles was used to pay for the renovations
 - (B) it was destroyed by the Spanish and then subsequently rebuilt
 - (C) the temple had to be made larger to permit human sacrifices
 - (D) Aztec rulers sought to enlarge it to prove how strong they were
- 7 The phrase **bedecked in** in the passage is closest in meaning to
- (A) comprised of
 - (B) concealing
 - (C) decorated with
 - (D) made by
- 8 The word **them** in the passage refers to
- (A) birds and mammals
 - (B) the lowest levels
 - (C) archaeologists
 - (D) luxurious jewels

rulers sought to show off their power and prestige by rebuilding and expanding Templo Mayor. The final design—the one that the Spanish razed—consisted of the main temple with the two shrines on top and many smaller pyramids and outer buildings in the plaza.

4 ➡ Thus far, the greatest find at the Templo Mayor site has been a chamber located at the foot of the main temple. It was covered by a large stone slab upon which was carved an image of the Aztec earth goddess. Underneath the stone was found a multilayered chamber where each layer had several items placed on it to serve as offerings to the gods. Included in these items were animal **carcasses**, gold and jade jewelry, and seashells. ■ The sacrificed animals were birds and mammals, particularly eagles and dogs. ■ In one of the lowest levels, archaeologists found a dog bedecked in luxurious jewels, which prompted them to dub the beast Aristo-Dog. ■ At first, the archaeologists thought that they had discovered a royal tomb and that the dog had been placed there to serve as a companion and guide for its dead master on his journey in the afterlife; however, no human remains have been found there, so the purpose of Aristo-Dog remains a mystery. ■

5 ➡ For the archaeologists, working on a dig site in the middle of Mexico City with its millions of people brings its own set of problems. In 1978, when the decision was made to unearth the temple, thirteen modern buildings stood on the site. The Mexican government paid off the owners and knocked the buildings down, which cleared the site. However, diggers have had to contend with sewers, gas lines, electrical cables, and the ruins of other buildings from the past. During the past three decades, progress has been slow but steady, and enough artifacts have been found to

9 In paragraph 4, the author's description of the chamber found in Templo Mayor mentions which of the following?

- (A) The remains of several dogs wearing jewels were found in a lower level.
- (B) Every layer in the chamber contained either dead birds or mammals.
- (C) A variety of sacrificial items were found placed in the chamber's levels.
- (D) The remains of Aztec rulers were discovered alongside Aristo-Dog.

10 According to paragraph 5, the Mexican government purchased some buildings in 1978 in order to

- (A) construct a museum where the buildings had once been located
- (B) clear an area to enable the excavation of Templo Mayor to start
- (C) allow archaeologists to avoid electrical lines while they were digging
- (D) let experts examine the area as they searched for Templo Mayor

11 According to paragraph 6, the Mexican government is focused on excavating the Templo Mayor site because

- (A) the Mexican people voted to conduct research on the Templo Mayor site
- (B) they are interested in attaining valuable relics from the dig site
- (C) many Mexicans believe that they have a connection with the Aztecs
- (D) it is the most important of all ancient Aztec sites located thus far

fill a small museum nearby.

6 ➡ The Mexican government has made an enormous effort to **excavate** Templo Mayor. One reason for this is the mystical attachment that many Mexicans feel toward their Aztec ancestors. To them, the Aztecs represent a connection to the past prior to the arrival of the Spanish. Yet some question whether the Aztecs should be revered or even if the temple should be excavated at all. Templo Mayor served an evil purpose, some say, and the sacrifice of humans was morally reprehensible. Indeed, chemical analyses of the temple's stones prove that a great deal of blood was shed there. Nevertheless, many Mexicans argue that Aztec society should not be judged based on the sentiments of modern-day people, so, they claim, the digging at the site needs to continue.

Glossary

apex: the highest point; the top of a place

carcass: the corpse of a dead animal

excavate: to dig up; to unearth

12 The author of the passage implies that the Mexican people

- (A) are divided in their opinions on the excavating of Templo Mayor
- (B) believe that the expense of unearthing Templo Mayor is too great
- (C) are hopeful that the Aztec Empire may one day be founded again
- (D) have disavowed the Aztecs because of the human sacrifices they made

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

Archaeologists have some theories about it but have not proven anything yet.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Templo Mayor, an important place of worship in the Aztec Empire, has been undergoing excavations since its discovery in 1978.

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Answer Choices

1. The archaeologists working at the temple have found many relics, including ones made of jewels and seashells.
2. Mexico City was built on the site of Tenochtitlan, which has made finding Aztec buildings somewhat difficult.
3. Some Mexicans oppose the unearthing of Templo Mayor because of the bloodthirsty habits of the Aztec people.
4. A museum full of relics found at the site of the temple has been established for people to learn about Aztec culture.
5. Prisoners captured by the Aztecs in battle were taken to Templo Mayor and sacrificed to various Aztec gods.
6. The Mexican government facilitated the examination of the temple site by purchasing the buildings that were on top of it.

4-05

15 The word **them** in the passage refers to

- (A) their citizens
- (B) many forces
- (C) national economies
- (D) a well-educated workforce

16 The word **pronounced** in the passage is closest in meaning to

- (A) superficial
- (B) arguable
- (C) noticeable
- (D) solitary

17 According to paragraph 2, the United States managed to become the world's largest economy because

- (A) its people worked much harder than those in other countries
- (B) the country's schools produced a highly educated workforce
- (C) a number of different factors combined to enable this to happen
- (D) the GI Bill permitted everyone to attend universities for free

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

- (A) The U.S. economy was strong in the early 1900s, but it would not have grown much more unless its educational system changed.
- (B) Because the U.S. kept teaching students in the same manner, it became an economic powerhouse in the early 1900s.
- (C) In the twentieth century, the U.S. went from being a country with a strong economy to one with the world's largest economy.
- (D) It was due solely to improvements in the American educational system that it was able to have such a powerful economy.

The Economics of Education

There is a great disparity in the economies of the world's nations. The strongest, such as those found in North America, Europe, and parts of Asia, tend to be those with the best-educated workforces. Meanwhile, the countries whose economies lag behind the others typically have educational systems in which the majority of their citizens fail to advance beyond the elementary level. While there are many forces that combine to determine whether or not national economies are successful, having a well-educated workforce is clearly one of the most important of **them**.

² ➔ In most cases, the government of a nation determines its educational policies and also invests in education. Decisions on education made at the top **trickle down** to the lowest levels of society, where they have a **pronounced** influence on a country's people and economy. By looking at one country—the United States—it is easy to recognize several factors in its educational policy during the past century that benefitted the nation as a whole and enabled it to develop the world's largest economy. Among these factors are the expansion of high school education, the **implementation** of the GI Bill, and the explosion of secondary education that took place during the late twentieth century.

³ ➔ In the early years of the twentieth century, the United States was already an economic powerhouse, but had the country maintained its educational system at that time, its growth ultimately would have been restricted. In the early 1900s, most people were engaged in agriculture, and their children only received an elementary education. In 1900, for instance, seventy-one percent of children ages five to seventeen were

19 According to paragraph 3, which of the following is NOT true of education in the United States around 1900?

- (A) Most American students only attended elementary school.
- (B) Educators started to encourage students to attend high school.
- (C) The majority of children who were of school age attended schools.
- (D) Fewer than 100,000 students graduated from high school.

20 According to paragraph 3, which of the following is true of American education in the 1980s?

- (A) Governments started to spend money to build schools and to pay teachers.
- (B) There was a reduction in the number of children going to school.
- (C) More students attended private schools than at any other time.
- (D) Roughly one third of American children attended high school.

21 Which of the following can be inferred from paragraph 3 about American education in the 1980s?

- (A) The quality of private schools let more students get accepted to colleges.
- (B) The number of students in high school was larger than what statistics showed.
- (C) The salaries of teachers decreased in some states yet increased in others.
- (D) The homeschooling movement began to attract a large number of students.

enrolled in school. The majority never advanced past elementary school. In 1900, only 62,000 students graduated from American high schools. Two decades later, in the 1920s, a movement to establish new high schools across the country and to ensure that children attended them began. This push for more high schools came primarily from national, state, and local governments, which also provided funds to build the schools and to train and pay the teachers. By 1940, twenty-six percent of all American children were enrolled in high school, and, by the 1980s, that number had increased to thirty-two percent. Additionally, those numbers only take into account students in public schools and not the thousands of others attending private schools and getting homeschooled.

4 ➡ The same trend has occurred in university education. Few Americans attended college in the early twentieth century. In 1940, American universities had a total enrollment of fewer than 200,000 students. But, after World War II in the 1940s, the American government introduced the GI Bill. It permitted **servicemen** and women to attend university while the government paid their tuition. Suddenly, by 1940, there were almost 400,000 students enrolled in American universities. During the latter half of the twentieth century, the numbers continued to rise until by 2000, more than one million American students matriculated to universities each year. A construction explosion took place around the country during the latter half of the 1900s. Hundreds of new campuses were built, and existing ones were expanded. Today, American universities are widely considered the world's best in terms of students, faculty, and facilities, and tens of thousands of foreigners come to the country to study every year.

22 The author discusses the GI Bill in paragraph 4 in order to

- (A) prove that it helped increase the number of Americans attending colleges
- (B) credit the American government for improving the educations of its soldiers
- (C) account for the reason why colleges are currently expanding their facilities
- (D) note why American universities and colleges have such outstanding students

23 The phrase **matriculated to** in the passage is closest in meaning to

- (A) were accepted by
- (B) considered
- (C) enrolled in
- (D) applied to

24 According to paragraph 4, more universities were built in the United States because

- (A) they were required in order to attract students from other countries
- (B) the number of students getting a higher education rose dramatically
- (C) more people were interested in becoming university faculty members
- (D) governments needed to spend the money they had budgeted for education

25 The word **prosperity** in the passage is closest in meaning to

- (A) benefits
- (B) importance
- (C) frugality
- (D) affluence

5 ➔ The impact on the economy of this educational explosion has been felt in many areas. First, many of these high school and university graduates became managers, engineers, teachers, doctors, and business leaders. They paid taxes, and the increased tax revenues helped further expand the country's educational facilities. The rise in the number of people with a higher education paved the way for the United States to become the global leader in many fields, including engineering, medicine, aerospace technology, and business. Without these educated masses, the American economy would not have expanded to such a level. The same is true for other nations that have also heavily emphasized higher education. These countries, particularly ones in Europe and Northeast Asia, have found that having a highly educated populace has led to increased economic prosperity. At the other extreme, poorer nations, such as many of those in Africa, have trouble merely providing their young with an elementary education. It should come as no surprise that many of them are faced with bleak economic conditions.

Glossary

trickle down: to move from top to bottom in a slow manner

implementation: a usage; an execution of a program

soldier: a member of the military; a warrior

26 The word **bleak** in the passage is closest in meaning to

- (A) dismal
- (B) distinctive
- (C) optimal
- (D) reprehensible

27 In paragraph 5, the author's description of the results of the increase in American education mentions which of the following?

- (A) The increasing number of university graduates led to more tax revenues.
- (B) Most universities focused on training doctors, engineers, and other professionals.
- (C) The United States has more universities than any other country in the world.
- (D) More than fifty percent of high school graduates study at universities.

28 **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

In the 1900s, the economy of the United States became the world's largest thanks in part to the focus on education in the country.

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Answer Choices

1. As more Americans attended colleges, the people trained at them got high-paying jobs and paid more in taxes.
2. Governments in the United States started opening more schools and paying for teachers in the 1920s.
3. People in countries in both Europe and Asia stress education, so their national economies have improved.
4. The GI Bill enabled a large number of soldiers to attend college for free starting in the 1940s.
5. Many people from countries all around the world go to the United States to enroll in the country's colleges and universities.
6. Few Americans got more than an elementary school education during the early years of the 1900s.

ACTUAL

T E S T

05

PART I

PART II

PART I

TOEFL iBT Reading

[CONTINUE](#)[REVIEW](#)[HELP](#)[BACK](#)[NEXT](#)

Reading Section Directions

This section measures your ability to understand academic passages in English.

The Reading section is divided into 2 separately timed parts.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

Within each part, you can go to the next question by clicking **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

You may now begin the Reading section. In this part you will read 1 passage. You will have 20 minutes to read the passage and answer the questions.

Click on **Continue** to go on.

5-01

- 1 The word **perilous** in the passage is closest in meaning to
- (A) ubiquitous
(B) extensive
(C) dangerous
(D) transparent
- 2 The author's description of blue holes in paragraph 1 mentions which of the following?
- (A) They are positioned in areas that are close to the ocean.
(B) They contain a diverse number of ocean creatures.
(C) They are filled entirely with salt water from the ocean.
(D) They have taken the lives of some people exploring them.
- 3 In paragraph 1, the author implies that blue holes
- (A) should be off limits to divers because they are not safe
(B) are situated in regions in both the Bahamas and Cuba
(C) have more life in them than the average coral reef
(D) do not exist on a permanent basis but are only temporary
- 4 The word that in the passage refers to
- (A) the top layer
(B) the middle layer
(C) a mixture of fresh and salt water
(D) the bottom layer

The Blue Holes of the Bahamas

1 ➔ In the Bahamas, a group of islands east of Florida and north of Cuba, lies an extensive series of unique caves known as blue holes. From the surface, they are deceptively beautiful as most of them are dark blue in color. These caves extend down from the land's surface and are filled mostly with salt water but have a layer of fresh rainwater on top. This is a result of their location near the ocean yet not precisely in it. As a result, blue hole caves have developed distinctive ecosystems. They present experts with many insights into various fields of science but also provide challenges to divers, for while blue holes may be beautiful, they are also **perilous**. Nevertheless, dive teams willingly accept these risks as they hurry to investigate the depths of blue holes since they may not be around for much longer.

2 ➔ The Bahamian blue holes formed as a result of cave-ins on land. They are types of **sinkholes** with openings to the sky and underground passages that are connected to the ocean. Many have a depth of around thirty meters, but one descends 180 meters beneath the surface, making it one of the world's deepest underwater caves. So far, more than 2,000 blue holes have been identified, yet a mere 200 have been explored extensively. The exposure to rain from the sky and sea water from below gives blue holes a special composition because they have a layer each of fresh and salt water. In a typical blue hole, the top layer, which is approximately ten meters, is fresh water. Meanwhile, the middle layer, which is between ten and thirty meters, is composed of a mixture of fresh and salt water while the bottom layer below that is pure salt water.

- 5 According to paragraph 2, which of the following is NOT true of the layers that make up Bahamian blue holes?
- (A) The bottom layer of a blue hole contains salt water.
 - (B) The uppermost layer is filled only with fresh water.
 - (C) The lowest of the three layers is always the largest.
 - (D) The middle layer is usually at least as big as the top layer.
- 6 The word **toxic** in the passage is closest in meaning to
- (A) harmful
 - (B) poisonous
 - (C) contagious
 - (D) slow-moving
- 7 Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.
- (A) Because divers want to avoid any kind of exposure to the harmful gas, they do not swim anywhere near it.
 - (B) The divers who insist upon swimming in water with hydrogen sulfide almost always wind up dying due to their actions.
 - (C) One characteristic of hydrogen sulfide is that it can cause a number of health problems in anyone exposed to it.
 - (D) The gas may result in all sorts of problems to passing divers, so they swiftly move through the layer in which it is found.

3 ➔ The fresh water on the top prevents the bottom layer of salt water from getting oxygen from the atmosphere. In the lower levels, bacteria that do not depend on oxygen for survival thrive. They form a layer just beneath the freshwater level. These bacteria need light from the sun but cannot **tolerate** oxygen. As a byproduct of the form of photosynthesis that they utilize, the bacteria produce hydrogen sulfide, a toxic gas. This gas represents the greatest danger to divers exploring blue holes since it is lethal to humans, who can only handle it in small doses. Divers must quickly pass through the layer of hydrogen sulfide, for if they linger too long, the gas will penetrate their suits, enter their skin, and eventually make it to both their lungs and bloodstream, where it can cause serious health problems and even death.

4 ➔ Yet divers persist in exploring blue holes since their unique ecosystems can provide scientists with knowledge of how life formed on Earth billions of years ago. Their oxygen-deprived environments are similar to what Earth was like when it formed. The world in its infancy had no **free-standing** oxygen, and, for its first billion years, all life forms existed in the oceans and did not breathe oxygen. Thus by studying the bacteria found in Bahamian blue holes, scientists hope to attain a better understanding of how life evolved from organisms that did not breathe oxygen to those that required it to survive. ■ Additionally, by examining blue hole ecosystems, scientists may also be able to learn how life could evolve on planets that have no oxygen. ■ Another advantage of blue holes is that their oxygen-deprived environments preserve fossils exceptionally well. ■ So far, scientists have discovered 3,000-year-old fossils of the extinct Cuban crocodile, fossils of extinct birds, and even the remains of humans belonging to tribes that

- 8 In paragraph 3, the author implies that the bacteria found in blue holes
- (A) will suffer harm if they become exposed to oxygen
 - (B) are not found anywhere else in the world
 - (C) are responsible for the deaths of divers every year
 - (D) function properly even when not exposed to light
- 9 The word **persist** in the passage is closest in meaning to
- (A) continue
 - (B) await
 - (C) presume
 - (D) revel
- 10 According to paragraph 4, scientists can learn about the past when studying blue holes because
- (A) some animals once thought to be extinct have been seen living in them
 - (B) their lack of oxygen makes their circumstances similar to those on other planets
 - (C) the conditions in them are similar to those on Earth billions of years ago
 - (D) bacteria that existed in Earth's infancy sometimes make their homes in them
- 11 The word **delicate** in the passage is closest in meaning to
- (A) temporary
 - (B) exquisite
 - (C) fragile
 - (D) sustained

disappeared once the Europeans came to the New World. ■

5 ➔ Scientists are rushing to complete their studies, however, because they fear that life in the blue holes may not last much longer. When the level of the ocean rises, blue holes become subjected to an influx of sea water from the top. Many are located near the sea, so they will soon be underwater. When this occurs, the delicate balance of fresh and salt water, which creates that conditions required for the blue hole ecosystem, will be destroyed. Over time, if the ocean level continues to rise, then blue holes will eventually become pure saltwater caves.

Glossary

sinkhole: a hole that forms in solid rock due to the action of water

tolerate: to abide; to stand; to handle

free-standing: independent

12 According to paragraph 5, blue holes may be destroyed in the future because

- (A) cave systems are causing some of the blue holes to collapse
- (B) the blue holes are being eroded by the water in them
- (C) not enough rain is falling to keep parts of them filled with fresh water
- (D) the water in the ocean is reaching a higher level

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

This makes blue holes of interest to individuals in the field of astronomy.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Bahamian blue holes are unique ecosystems that are important scientifically but are in danger of no longer existing soon.

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Answer Choices

1. Most blue holes are fairly shallow, but there are some that are more than 100 meters deep.
2. Scientists fear that future environmental conditions may cause some blue holes to disappear.
3. By studying blue holes, experts hope to learn about what Earth was like soon after it was created.
4. The combination of fresh and salt water creates an ecosystem unlike anything else on the planet.
5. Divers must be wary when they are investigating blue holes because they are filled with dangers.
6. Some unique fossils have been found in blue holes, and these have increased people's knowledge of the past.

PART II

TOEFL iBT Reading

[CONTINUE](#)[REVIEW](#)[HELP](#)[BACK](#)[NEXT](#)

Reading Directions

In this part of the Reading section, you will read 2 passages. You will have 40 minutes to read the passages and answer the questions.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

When you want to move to the next question, click on **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

Click on **Continue** to go on.

5-02

Egyptology

- 1 The author discusses Herodotus in paragraph 1 in order to
- (A) stress that the Greeks felt Egyptian history was important
 - (B) mention that he is widely considered the father of history
 - (C) provide the years when he was born and died
 - (D) state that he had written about Egypt during his lifetime
- 2 The word *emulated* in the passage is closest in meaning to
- (A) studied
 - (B) imitated
 - (C) approved of
 - (D) discovered
- 3 According to paragraph 1, people have long visited Egypt because
- (A) individuals such as Herodotus have encouraged them to go
 - (B) it is easy to become wealthy by finding treasure there
 - (C) they are interested in learning about its history and culture
 - (D) the museums in the country exhibit a great number of relics
- 4 The word *exploited* in the passage is closest in meaning to
- (A) utilized
 - (B) desired
 - (C) uncovered
 - (D) stole

¹ ➔ Egyptology refers to the study of the remains of ancient Egyptian civilization. Due to Egypt's geographical location in the midst of a desert, the hot, dry climate there has left it with one of the best-preserved of all ancient civilizations. Its myriad monuments, temples, pyramids, and tombs have attracted explorers, treasure hunters, and tourists since ancient times. Even prior to the end of the ancient period, it was the subject of study. The Greek historian Herodotus, who lived from 484 to 430 B.C., wrote about the ancient Egyptians, and countless others have emulated him over the years. However, it was not until the nineteenth century that Egyptology began in earnest and professional archaeologists began unlocking many of ancient Egypt's long-kept secrets.

Egypt was fought over and passed from one conqueror to the next for more than 2,000 years following the decline of the ancient kingdom of the pharaohs. Its early conquerors—the Persians, Macedonians, Romans, and Arabs—all explored and exploited ancient Egypt's remains. In addition, grave robbers have been a constant problem for centuries even into the modern era as they are more interested in finding treasure for the sake of becoming wealthy than for preserving the relics and learning more about ancient Egyptian culture and history. Finally, as time passed, the language of ancient Egypt was forgotten, many of its sites were buried beneath the sand, and new buildings were constructed over old ones.

³ ➔ As a result, much of Egypt's past seemed lost forever. Yet this changed in 1798 with the arrival of a French invasion force led by Napoleon Bonaparte. Along with his army, Napoleon brought a scientific team whose sole purpose was to

- 5 Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.

- (A) Knowledge of Egyptian culture has increased slowly due to the work of grave robbers, who have stolen numerous invaluable artifacts.
- (B) A large number of grave robbers search for tombs throughout Egypt in order to find their contents so that they can steal anything of value.
- (C) Archaeologists recognize the importance to Egyptian culture of preventing grave robbers from stealing treasures from ancient tombs.
- (D) For hundreds of years, grave robbers have engaged in looting to make money rather than to improve people's knowledge of Egypt.

- 6 Why does the author discuss the Rosetta Stone?

- (A) To explain its connection to Thomas Young and Jean-Francois Champollion
- (B) To acknowledge its role in teaching people to read hieroglyphics
- (C) To describe the three languages that were found inscribed on it
- (D) To mention the manner in which it was discovered by French soldiers

explore Egypt. The team's greatest find was the Rosetta Stone, a stone slab that was inscribed with three languages: ancient Greek, Coptic, and **hieroglyphics**. The writing on the Rosetta Stone contained the same message composed in all three languages. This became the key to interpreting the hieroglyphics of ancient Egypt. Two men, Thomas Young of England and Jean-Francois Champollion of France, were instrumental in unlocking the secrets of hieroglyphics. By comparing the hieroglyphic symbols to the Greek and Coptic texts, they gradually learned how to read the ancient language. Their work enabled those who came after them to interpret the hieroglyphics carved on many of Egypt's monuments and temples. This has led to a greater understanding of both the history of ancient Egypt as well as the ancient world in general.

4 ➡ During the 1800s, the study of Egyptology increased as many explorers—mostly from Europe and the United States—visited places all over Egypt. Unfortunately, many of them were amateurs with limited funds, so they were forced to use low-paid unskilled local laborers at dig sites. As a result, many sites were damaged, and relics were lost through **negligence** and haste. One man, William Flinders Petrie of England, set a high standard for Egyptologists though. While an amateur, he was **meticulous** in his explorations and employed a scientific approach to archaeology. He refused to rush, and he taught the workers at his sites how to dig carefully and to uncover remains without causing damage. Flinders Petrie's greatest work was the exploration and excavation of the great Pyramid of Giza in the early 1880s. He spent most of his later years in Egypt and was the mentor of Howard Carter, who discovered the most renowned of Egyptian sites, the tomb of King

- 7 According to paragraph 3, which of the following is true of the Rosetta Stone?
- (A) A message was written on it in three languages, including hieroglyphics.
 - (B) The stone was taken to France when Napoleon's army returned home.
 - (C) It was discovered by the French archaeologist Jean-Francois Champollion.
 - (D) The hieroglyphics carved on it differed from those carved on many temples.
- 8 The word **them** in the passage refers to
- (A) many explorers
 - (B) Europe and the United States
 - (C) limited funds
 - (D) low-paid unskilled local laborers
- 9 The word **meticulous** in the passage is closest in meaning to
- (A) slow
 - (B) skilled
 - (C) precise
 - (D) regulated
- 10 The author's description of William Flinders Petrie in paragraph 4 mentions all of the following EXCEPT:
- (A) He worked slowly in order to keep from damaging any artifacts.
 - (B) He refused to hire any local diggers who were unskilled.
 - (C) He introduced the use of scientific methodology to archaeology.
 - (D) He made sure that the people working on his sites were careful.

Tutankhamen, in 1922. Flinders Petrie is often considered the father of modern Egyptology and the scientific archaeological method. The standards he set have been **rigorously** followed and improved upon ever since he began employing them.

5 ➡ Most modern Egyptologists have been French, British, and Americans, not Egyptians, so many of the artifacts that they uncovered are displayed in museums in their home countries. Now that Egypt is free of foreign occupiers, the Egyptians have begun to reassert their rights over their ancient ancestors. While foreign archaeologists are still permitted to dig, the Egyptians are applying pressure to foreign museums and collectors to return many of their artifacts. Some items have been returned, but many remain in other countries. The Egyptians have responded by refusing permits for some foreign archaeologists who want to dig in the country. This has led to something of a slowdown in archaeological excavations in recent years.

Glossary

hieroglyphics: a pictographic script that was utilized by the ancient Egyptians

negligence: carelessness; the act of not being cautious or careful

rigorously: thoroughly; carefully

- 11 Which of the following can be inferred from paragraph 4 about Howard Carter?
- (A) He became famous following his discovery of King Tutankhamen's tomb.
 - (B) He made more important discoveries in Egypt than William Flinders Petrie.
 - (C) His methods of archaeology sometimes damaged the sites he was examining.
 - (D) There were some people who considered him to be a grave robber.
- 12 The word many in the passage refers to
- (A) the Egyptians
 - (B) foreign museums
 - (C) collectors
 - (D) items
- 13 According to paragraph 5, some foreign archaeologists are being refused permits to dig in Egypt because
- (A) a few of them have been accused of stealing artifacts and then selling them
 - (B) they were caught using improper digging methods on their previous visits
 - (C) museums from the archaeologists' countries refuse to return relics to Egypt
 - (D) the Egyptian government prefers that Egyptian archaeologists do more digging

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Egyptology concerns the study of ancient Egyptian history and is often carried out through archaeological digs.

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Answer Choices

1. Herodotus was one of the first people to be concerned about ancient Egypt and to write about it.
2. Howard Carter and William Flinders Petrie were two of the more noted men who explored ancient Egyptian ruins.
3. Thanks to the Rosetta Stone, experts can now read hieroglyphics and thus learn more about Egypt's past.
4. William Flinders Petrie introduced methods to archaeology that helped preserve sites that were being excavated.
5. Because the Egyptian government will not let some archaeologists dig in the country, there are few excavations going on at the present.
6. By examining ancient tombs, temples, and other sites, people have learned a great deal about ancient Egypt.

5-03

15 The word **innumerable** in the passage is closest in meaning to

- (A) varied
- (B) indisputable
- (C) individual
- (D) countless

16 The author's description of the outer solar system in paragraph 1 mentions all of the following EXCEPT:

- (A) The effect of the sun's gravity on it is minimal.
- (B) It exists beyond the orbits of the eight planets.
- (C) It contains a great number of small frozen objects.
- (D) Dwarf planets and their moons are located there.

17 According to paragraph 2, which of the following is true of the Kuiper Belt?

- (A) Some of the planets travel through it as they orbit the sun.
- (B) There are many objects within it that revolve around the sun.
- (C) It extends all the way out to sixty-eight AU from the sun.
- (D) It covers an area spanning approximately 150 million kilometers.

18 Why does the author mention Eris?

- (A) To state that it is one of the five dwarf planets in the solar system
- (B) To claim that nothing else visible in the solar system is farther from the sun
- (C) To compare its characteristics with those of the known dwarf planets
- (D) To emphasize the number of years it takes to complete one orbit of the sun

The Outer Solar System

¹ ➔ The inner solar system consists of the sun, eight planets, their moons, and the countless other **celestial** bodies that orbit the sun between the planets. There are also **innumerable** objects in the realm beyond the last planet in the region that has been termed the outer solar system. These objects include several dwarf planets and their moons, comets, and various small icy and rocky objects that are too small to be classified as either.

² ➔ The boundary of the solar system is the limit of the sun's gravitational pull since any objects that get caught by its gravity will begin to orbit the sun. So far, the most distant object discovered that orbits the sun is approximately sixty-eight astronomical units (AU) from the sun, yet some astronomers believe that the sun's pull may extend even further than that. One AU is equivalent to the distance of Earth from the sun—roughly 150 million kilometers. Astronomers refer to the region of space where the majority of these faraway objects orbit the sun as the Kuiper Belt.

³ ➔ The most distant visible object that is still a part of the solar system is Eris, the largest dwarf planet, which is sixty-three AU from the sun. It is so far from the sun that it completes a single orbit in 560 Earth years. Astronomers have thus far identified five dwarf planets, which have been given that **moniker** since they are large celestial objects that do not fit the criteria to be considered an actual planet. Pluto, which was once called the ninth planet, had its status downgraded to that of a dwarf planet in 2006 and belongs to the outer solar system. Yet Pluto is not always so distant from the sun, and its elliptical orbit at times—like the present—places it closer to the sun than Neptune, the farthest from the sun of the eight

19 The word *it* in the passage refers to

- (A) the solar system
- (B) Eris
- (C) sixty-three AU
- (D) the sun

20 According to paragraph 3, Pluto is currently closer to the sun than Neptune because

- (A) the sun's gravity has caused a permanent change in Pluto's orbit
- (B) the elliptical orbit of Neptune has brought it into the outer solar system
- (C) it has an oval orbit that sometimes takes it into the inner solar system
- (D) it has an orbit that forces it to pass several of the planets in the solar system

21 In paragraph 3, the author implies that Ceres

- (A) is the dwarf planet the most similar to Makemake
- (B) is large enough to be considered a planet
- (C) is different from the other four dwarf planets
- (D) has a gravitational force stronger than Pluto's

22 The author's description of the Kuiper Belt in paragraph 4 mentions which of the following?

- (A) There are many comets that partially orbit the sun within it.
- (B) There is enough material in it to create another planet.
- (C) It contains more objects than the inner solar system.
- (D) Comets are formed from the material that exists there.

planets. Besides Pluto and Eris, the other dwarf planets are Ceres, Haumea, and Makemake. Ceres actually resides in the asteroid belt between Mars and Jupiter. Haumea, meanwhile, is approximately forty-three AU from the sun and completes a single orbit in 285 years while Makemake is around forty-six AU from the sun and takes 310 years to orbit it. Every distant dwarf planet is small, rocky, cold, and covered in frozen substances, most likely methane.

4 ➡ Pluto, Haumea, and Makemake are all located within the Kuiper Belt. The Kuiper Belt, astronomers theorize, is a donut-shaped region between thirty and fifty AU from the sun. It contains around 70,000 objects, many of which are merely small icy bodies. ■ Astronomers believe that they are the remains of the materials that were used during the creation of the solar system billions of years ago. ■ Comets continually move into and out of the Kuiper Belt as they orbit the sun. ■ Some of their orbits are very long and irregular, but others, such as Halley's Comet, engage in relatively short orbits that can be predicted with some regularity. ■

As for Eris, it exists slightly outside of the Kuiper Belt although some astronomers claim it is located inside that area. Others, however, believe that Eris is in the Oort Cloud. This is a region that theoretically extends up to 50,000 AU from the sun. Its existence was first proposed by Dutch astronomer Jan Oort in the 1950s. Oort believed that all comets had to have originated from somewhere, so he theorized a region where they formed, were subsequently diverted from their courses by gravitational forces, and then moved into the inner solar system. The majority of objects that may be in the Oort Cloud are too small and distant to be seen with modern telescopes.

23 The word **theoretically** in the passage is closest in meaning to

- (A) potentially
- (B) supposedly
- (C) apparently
- (D) definitely

24 The word **diverted** in the passage is closest in meaning to

- (A) extended
- (B) reconsidered
- (C) redirected
- (D) distracted

25 In paragraph 6, the author discusses the Oort Cloud in order to

- (A) argue that it is the outer limit of the solar system
- (B) propose the possibility that it does not exist
- (C) claim that humans have not been able to visit it
- (D) explain that very little is known about it yet

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

For example, Halley's Comet takes seventy-five years to orbit the sun.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

6 ➡ In fact, the actual existence of the Oort Cloud is mostly based upon a theoretical belief since the long-term comets that orbit the sun must come from somewhere. Beyond the Oort Cloud lies the vast emptiness of space that leads to other stars located light years away from the solar system. How far past the Oort Cloud the sun's gravitational pull extends is uncertain. It is a question that cannot be answered until modern science makes more technological advances.

Glossary

celestial: heavenly; relating to the sky or outer space

moniker: a name

orbit: to revolve around; to go around something in a circle

27 Directions: Select the appropriate statements from the answer choices and match them to the region of the outer solar system to which they relate. TWO of the answer choices will NOT be used. **This question is worth 3 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**.

Answer Choices

1. Lies adjacent to the inner solar system
2. Contains the eight planets as well as their moons
3. Is a theoretical place where comets are formed
4. Holds unused material from when the solar system formed
5. May extend tens of thousands of AU from the sun
6. Is the location of the asteroid belt
7. Presently contains three dwarf planets

REGION OF THE OUTER SOLAR SYSTEM

Kuiper Belt (Select 3)

-
-
-

Oort Cloud (Select 2)

-
-

ACTUAL

T E S T

06



PART I



PART II



PART III

PART I

TOEFL iBT Reading

[CONTINUE](#)[REVIEW](#)[HELP](#)[BACK](#)[NEXT](#)

Reading Section Directions

This section measures your ability to understand academic passages in English.

The Reading section is divided into 2 separately timed parts.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

Within each part, you can go to the next question by clicking **Next**. You may skip questions and go back to them later. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any questions you have already seen in the Reading section.

You may now begin the Reading section. In this part you will read 1 passage. You will have 20 minutes to read the passage and answer the questions.

Click on **Continue** to go on.

6-01

- 1 According to paragraph 1, which of the following is true of the whitetail deer?
- (A) There are a number of different countries in which it makes its home.
 - (B) People tend to notice its antlers more often than its long white tail.
 - (C) Both males and females can weigh more than 100 kilograms at times.
 - (D) It is the largest North American land mammal that is not a predator.
- 2 The author uses cows, sheep, and goats as examples of
- (A) some of the members of the Cervidae family of animals
 - (B) mammals that possess antlers similar to those of deer
 - (C) animals that have horns on the tops of their heads
 - (D) species of animals in which the females have antlers
- 3 The word *them* in the passage refers to
- (A) the whitetail deer
 - (B) horns
 - (C) cows, sheep, and goats
 - (D) deer antlers

Whitetail Deer Antlers

¹ ➔ One of the most common large mammals in the Americas is the whitetail deer. Although it lives primarily in the United States, its territory covers parts of Canada, Mexico, Central America, and even some regions in South America. The North American whitetail deer population stands at approximately twenty-five million while it exists in lesser numbers in other places. Males of the species can grow to around 120 kilograms in weight and frequently stand about 1.3 meters high at the shoulder. In addition to the long white tail that gives the animal its name, the whitetail deer is also known for the antlers found on its head.

The whitetail deer belongs to the Cervidae family of animals, which includes the elk, moose, and caribou. Like all other species of deer except for the musk deer and the Chinese water deer, the whitetail deer has antlers. These are sometimes mistakenly referred to as horns, such as those found on cows, sheep, and goats, but deer antlers are different from them. The antlers that grow on deer's heads are made of bone and are comprised mostly of calcium and phosphorous. Interestingly, the antlers are deciduous, so they grow during the spring and summer and are subsequently shed during winter, leaving the deer bereft of antlers until they begin to grow once more in the spring of the following year.

³ ➔ Not all whitetail deer have antlers however. For instance, female whitetail deer rarely possess them. ■ There have been some documented cases of female whitetail deer with antlers, but these have all been anomalies. ■ Indeed, of all the members of the Cervidae family, only female caribou regularly develop antlers. ■ One likely reason that females lack antlers is evolutionary in

- 4 Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.

- (A) Deer have antlers that develop during two seasons and fall off in another, so the deer do not have any antlers for a while until they grow back again.
- (B) It takes two entire seasons for a deer's antlers to grow, but they may fall off somewhat rapidly as soon as winter starts.
- (C) Because deer do not have any antlers on their heads from winter to spring, they have no way to protect themselves from predators in the winter.
- (D) Some deer keep their antlers all year round, but most deer shed their antlers during winter and regrow them during spring.

- 5 The word **anomalies** in the passage is closest in meaning to

- (A) protuberances
- (B) irregularities
- (C) transformations
- (D) appearances

- 6 According to paragraph 3, female deer lack antlers because

- (A) they have no particular need to develop them
- (B) female deer with antlers cannot attract mates
- (C) they are rarely forced to fight other deer
- (D) the antlers weigh too much for them to handle

nature: Bucks regularly use their antlers to attract females and to fight other bucks when they compete for mates. ■ Neither of those are activities that females engage in, so, without a demonstrated need for antlers, female whitetail deer virtually never develop them.

4 ➔ Some male whitetail deer may occasionally lack antlers themselves. As a general rule, the antlers on a male whitetail deer begin growing when it is ten months old. Every following year, the deer will grow a new set of antlers which it sheds during the winter; however, sometimes, the region in which a deer is living may have an insufficient supply of food. In that case, its antlers may develop either extremely slowly or perhaps not at all. Starting in April, a buck requires a larger-than-normal amount of nutrition since its antlers can grow about 0.6 centimeters per day. After a month, its antlers split apart and develop individual **tines**. For most deer, their antlers become fully developed within four months of the onset of growth. Nevertheless, in areas suffering from droughts, famines, or other problems that decrease the food supply, an inordinate number of bucks may not grow antlers.

5 ➔ When deer suffer harm to their legs, the growth of their antlers may likewise be affected. For most bucks, an injury to a back leg will cause the antler on the opposite side to develop in a **deformed** manner. Hence a back right leg injury will result in the antler on the deer's left-hand side to appear unusual. These deformations typically appear every year even after the deer's wound heals. Additionally, deer that incur injuries to their heads may experience stunted antler growth, so their antlers will be much shorter than those of healthy bucks. Finally, deer sometimes suffer damage to their antlers, which can break off, for instance, when they are fighting one another. On those

- 7 The word **inordinate** in the passage is closest in meaning to
- (A) excessive
 - (B) impressive
 - (C) assumed
 - (D) apparent
- 8 According to paragraph 4, some deer may develop antlers that are smaller than normal because
- (A) they have a genetic defect that stunts the growth of their antlers
 - (B) their antlers suddenly stop growing for some unknown reason
 - (C) they eat too little, so their bodies are not provided with enough nutrition
 - (D) their antlers fall off too late in the winter for new ones to grow well
- 9 Which of the following can be inferred from paragraph 4 about deer antlers?
- (A) Most antlers fall off after growing for eleven months.
 - (B) Deer that are older develop fairly large sets of antlers.
 - (C) It is possible for some antlers to grow more than one meter long.
 - (D) They often begin growing during the month of April.
- 10 The word **incur** in the passage is closest in meaning to
- (A) attempt
 - (B) respond to
 - (C) sustain
 - (D) feature

occasions, the antlers almost always grow again the following year.

⁶ ➡ Finally, there is a period of time during which all deer are without antlers. Female deer commonly **go into heat** sometime in November, and the mating season lasts for several weeks after that. Upon ending, the testosterone levels in male deer decrease, so, during the middle of January, they begin to lose their antlers. It takes about two or three weeks for the antlers to fall off. From that time until April, when the bucks' antlers regenerate, it becomes more difficult to differentiate between the males and females as none of them has any antlers.

Glossary

tine: a projecting point on a deer's antler; a prong

deformed: shaped in an odd or unusual manner

go into heat: to experience a time when the female of a species is fertile and ready to reproduce

11 According to paragraph 5, why do some deer's antlers look misshapen?

- (A) Their antlers started to grow too late in the year.
- (B) The deer failed to get enough nutrition.
- (C) Parts of their antlers may have broken in a fight.
- (D) Sometimes their back legs may get hurt.

12 In paragraph 6, the author implies that testosterone

- (A) is closely related to the development of antlers in deer
- (B) exists in higher quantities in females than in males
- (C) can prevent a deer's antlers from becoming deformed
- (D) is an effective substitute for some types of nutrition for deer

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

In addition, bucks may use them to protect themselves from wolves, coyotes, and other predators.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Though most male whitetail deer grow antlers, they may sometimes experience problems with the development of their antlers.

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-
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Answer Choices

1. Bucks with a large number of tines, or points, on their antlers are highly prized by sportsmen and hunters.
2. Most bucks begin to develop their antlers during spring, and they can grow at a fairly rapid rate each day.
3. The antlers that whitetail deer grow are actually bone and thus are different from the horns found on some other animals.
4. If a deer experiences some kind of an injury, as a result, its antlers may not grow well in all of the following years.
5. Female caribou frequently grow antlers, but female whitetail deer almost never have antlers on their heads.
6. If a deer fails to eat enough during the spring, its antlers may not grow or may simply be much smaller than is typical.

PART II

TOEFL iBT Reading

[CONTINUE](#)[REVIEW](#)[HELP](#)[BACK](#)[NEXT](#)

Reading Directions

In this part of the Reading section, you will read 2 passages. You will have 40 minutes to read the passages and answer the questions.

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

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

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Click on **Continue** to go on.

6-02



- 1 The word **extract** in the passage is closest in meaning to

(A) locate
(B) assist
(C) eliminate
(D) remove

- 2 Which of the following can be inferred from paragraph 1 about airplanes?

(A) Some of them are able to take off and land vertically.
(B) The majority of them are larger than the average helicopter.
(C) They have more limited uses than most helicopters.
(D) The cost of purchasing one is greater than that of a helicopter.

- 3 The author's description of the functions of helicopters in paragraph 1 mentions all of the following EXCEPT:

(A) They can be utilized to save people who are in dangerous situations.
(B) They may often transport gear to remote and hard-to-reach places.
(C) They are employed to conduct certain types of covert military missions.
(D) They deliver equipment to groups or individuals that are in need of it.

The Helicopter

¹ ➔ Helicopters differ from the vast majority of airplanes in that they have vertical takeoff and landing capabilities and can also **hover** in the air over a fixed point. These features enable them to play significant roles in certain aspects of civilian and military life. Helicopters are used to transport people and things into tight, congested spots where heavy-lifting power and stability are required. In wartime, they provide platforms for weapons and can swiftly bring soldiers to battlefields, resupply them, and extract wounded individuals. They also serve as search-and-rescue vehicles and save many people from certain death in rough terrain, burning buildings, and sinking ships. These unique machines owe their capabilities to their design and special features, which took a long time to perfect.

Man has dreamed of flying since ancient times, but it was not until the modern era that *practical* machines were built to enable this. The helicopter was one of the last flying devices made by man. It followed balloons, gliders, and airplanes primarily due to the difficulty involved in creating a machine that could take off and land vertically, fly straight, and hover. Many inventors—mostly in the United States and Europe—worked to develop practical helicopters throughout the twentieth century. Several of their models managed to get off the ground and fly for a few minutes, but most were unstable, and crashes were more common than instances of sustained flight.

³ ➔ Nevertheless, by the mid-1930s, the stability issues had been overcome. In 1936, German aviation engineer Heinrich Focke built the first practical helicopter, which saw some limited service in the 1940s during World War II. Russian-



- 4 The author uses balloons, gliders, and airplanes as examples of
- (A) machines that employ similar mechanics as the helicopter
 - (B) inventions that were created at times during the modern era
 - (C) aircraft that were utilized in times prior to the helicopter's invention
 - (D) the most advanced flying machines that have been made by humans
- 5 The word **their** in the passage refers to
- (A) balloons, gliders, and airplanes
 - (B) many inventors
 - (C) the United States and Europe
 - (D) practical helicopters
- 6 Why does the author mention Igor Sikorsky?
- (A) To give him credit for the inventing of a type of helicopter
 - (B) To point out both his nationality and country of origin
 - (C) To compare his achievements with those of Heinrich Focke
 - (D) To stress the unique design of the helicopter that he made
- 7 According to paragraph 3, which of the following is true of the first helicopters?
- (A) Their civilian roles were more important than their military ones.
 - (B) Some of them had two rotors that were different in their sizes.
 - (C) Heinrich Focke and Igor Sikorsky worked together to invent them.
 - (D) They were widely used in a war that was fought during the 1940s.

American aircraft designer Igor Sikorsky, however, is credited with inventing the first large-scale helicopter in 1942. His machine utilized the single main rotor and smaller tail rotor that are common in most helicopters today. The helicopter Sikorsky developed was for the American military, so, at first, most helicopters had military roles rather than civilian ones.

4 ➔ The helicopter first gained prominence during the Korean War, which lasted from 1950 to 1953. In Korea, helicopters were regularly used for observation, the search and rescue of downed fliers, and the ferrying of wounded soldiers quickly from the battlefield to medical care centers. It was in this last task that helicopters played their most significant role in Korea as they greatly reduced the time it took for wounded soldiers to receive proper treatment. The transportation time decreased even further from 1965 to 1973, which was the period in which the United States participated in the Vietnam War. During that conflict, casualties were often speedily **plucked** from the battlefield and transported to modern hospitals in thirty minutes or less.

The helicopter assumed another role in the Vietnam War. It was most frequently utilized as a troop and equipment carrier, so it airlifted men, weapons, and equipment rapidly to anywhere they were needed. But the helicopters were noisy, so the enemy typically heard them long before they saw them, and helicopters were vulnerable to antiaircraft fire. The American military lost thousands of helicopters during the war. This weakness is still a significant problem for helicopters employed in war, but more modern machines have stronger protection in the form of armor as well as a greater **array** of weapons to deal with enemy air and ground forces.

- 8 The word **prominence** in the passage is closest in meaning to
- (A) distinction
 - (B) employment
 - (C) notoriety
 - (D) effectiveness
- 9 According to paragraph 4, during the Korean War, the primary use of helicopters was to
- (A) engage enemy targets in order to eliminate them from the field of battle
 - (B) transport large numbers of troops to places where they were needed to fight
 - (C) search for invading enemy soldiers to watch for their movements
 - (D) carry injured soldiers away from harm and take them to places of safety
- 10 The phrase **vulnerable to** in the passage is closest in meaning to
- (A) attacked by
 - (B) destroyed by
 - (C) susceptible to
 - (D) responsible for
- 11 The author's description of the use of helicopters in the Vietnam War mentions which of the following?
- (A) Large numbers of them were destroyed by opposing forces.
 - (B) Their technological capabilities greatly improved then.
 - (C) They were the fastest flying machines used during the war.
 - (D) The amount of noise they made slowly reduced over time.

6 ➡ While military helicopters dominated the early years of the helicopter industry, civilian helicopters were slowly developed by companies, most particularly Bell Aviation in the United States. These early helicopters were mainly two-seaters with limited carrying capacities. Most early helicopters—both military and civilian—relied on gasoline-powered internal combustion engines. Then, in the 1950s, engineers developed turbine engines for helicopters that were lighter and more powerful than internal combustion engines. This enabled designers to create larger and more powerful helicopters.

Over time, a wide variety of extremely versatile helicopters, including massive ones capable of carrying huge loads and ones able to fly in adverse weather conditions, started to be manufactured all around the world. Today, these helicopters are used for numerous civilian purposes. Some are building skyscrapers, fighting forest fires, rescuing people in dangerous situations, finding and apprehending criminals, and reporting on traffic conditions and news events. At present, the helicopter is a vital part of human life and does jobs that were virtually impossible prior to its development.

Glossary

hover: to remain suspended in the air under one's own power

pluck: to pick up, often from the ground; to grab; to snatch

array: a collection; an arrangement

- 12 According to paragraph 6, people began building stronger helicopters because
- Ⓐ they were made with composite materials that reduced their overall weight
 - Ⓑ they were constructed with turbine engines that gave them more power
 - Ⓒ they were designed to be able to carry more than two people at one time
 - Ⓓ they were manufactured with civilian rather than military uses in mind
- 13 Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.
- Ⓐ Companies in many of the world's countries have begun to manufacture helicopters.
 - Ⓑ Some of the most unique helicopters can bear much and fly in the worst possible weather.
 - Ⓒ By making creative designs, the helicopter industry has expanded and popularized the flying machines.
 - Ⓓ All types of helicopters with various functions were eventually made in many countries.

- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

The helicopter is a multipurpose flying machine that has both military and civilian applications.

-
-
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Answer Choices

1. While the first helicopters were almost exclusively military vehicles, their functions expanded to the civilian world over time.
2. Armies utilize helicopters to ferry troops to places and also to evacuate wounded soldiers from battle.
3. Thousands of helicopters have been destroyed during events such as the Korean and Vietnam wars.
4. It took many decades of designing and redesigning before the first helicopters could actually fly.
5. Igor Sikorsky and Heinrich Focke are two of the most notable names in the field of helicopter design.
6. Helicopters today are frequently seen engaging in the search and rescue of people in precarious situations.

6-03

15 The word **seminal** in the passage is closest in meaning to

- (A) well-researched
- (B) extensive
- (C) influential
- (D) groundbreaking

16 The author's description of Charles Darwin in paragraph 1 mentions which of the following?

- (A) He studied with Jean-Baptiste Lamarck but had different ideas than he did.
- (B) He considered himself to be a naturalist rather than an evolutionary scientist.
- (C) He was unable to describe precisely how evolution took place in organisms.
- (D) He believed that some species were created through spontaneous generation.

17 In paragraph 2, why does the author mention gradualism?

- (A) To provide an alternative name for natural selection
- (B) To emphasize how slowly it happens in most organisms
- (C) To claim that Darwin spent most of his life studying it
- (D) To point out that Darwin was not a great believer in it

18 The author's description of natural selection in paragraph 2 mentions all of the following EXCEPT:

- (A) the manner in which species manage to reproduce
- (B) the speed with which the process of evolution takes place
- (C) the effect that a changing environment can have on evolution
- (D) the organisms that have evolved the most over time

Competing Theories of Evolution

1 ➔ In 1859, Charles Darwin published his seminal work *On the Origin of Species*, which detailed his theories about how living organisms gradually evolve. Due to his observations as a naturalist, Darwin was certain that what he had written was correct, yet he had trouble explaining the actual process through which species changed. This lack of an explanation and the absence of solid evidence suggested that, instead of gradual evolution occurring, there was instead an **instantaneous** leap from one species to another. Prior to Darwin's time, another evolutionary theorist, Jean-Baptiste Lamarck, postulated that species were created by spontaneous generation and evolved through a series of steps. Eventually, it was thanks to scientific inquiry that the process of genetic inheritance, which explains how evolution works, was discovered.

2 ➔ Darwin's theory of evolution centers on natural selection. It posits that all species are designed to survive by producing offspring. In an environment with limited resources, only those offspring that have the abilities which allow them to survive will live long enough to produce offspring themselves. Therefore, in each succeeding generation, the survivors are the strongest members of the species, and they pass on their abilities to the following generations. Over time, a new species—one better able to adapt and survive—evolves. This is especially true if the environment changes since only those organisms that can adapt to the new conditions will survive. Due to the slow and steady process of change, this theory of natural selection is sometimes referred to as gradualism.

19 According to paragraph 3, some people criticized Darwin's theory of natural selection because

- (A) the fossil record proved that most animals had never evolved
- (B) Darwin was never able to prove how evolution happened
- (C) many of them supported the theories of Jean-Baptiste Lamarck instead
- (D) some fossils were found that disproved Darwin's ideas

20 In stating that Darwin's inability to prove his theory of gradualism lent weight to a competing theory, the author means that the competing theory was

- (A) revised
- (B) supported
- (C) accepted
- (D) proved

21 In paragraph 4, the author implies that spontaneous generation

- (A) is much more likely to be true than is gradualism
- (B) was considered plausible by Darwin for some time
- (C) has been believed in much longer than natural selection
- (D) was proven to be true by Aristotle many centuries ago

22 The word **they** in the passage refers to

- (A) simple life forms
- (B) natural life-enhancing fluids
- (C) complex creatures
- (D) new organs

3 → Darwin based his theory of natural selection on both observations and inferences since he had no solid evidence to explain how it actually took place. This left Darwin open to attack. ■ For instance, some critics pointed out that in the **fossil record** there are periods during which entire species disappeared and then similar—yet in some ways different—species emerged later despite there being no fossils suggesting any kind of link between the two. ■ One example of this was the lack of fossils linking land animals and whales. ■ Darwin himself was positive that whales had evolved from some land animal, yet he could not prove it through the fossil record. ■

4 → Darwin's inability to prove his theory of gradualism lent weight to a competing theory, one which stated that all living things **derive** from spontaneous generation and are created from the elements of the Earth through some sort of mystical force. This theory dates back as far as Aristotle, who lived more than two thousand years ago in ancient Greece, and it has had supporters throughout history. One of its strongest enthusiasts was Frenchman Jean-Baptiste Lamarck, who lived from 1744 to 1829.

Lamarck believed in spontaneous generation yet also felt that species evolved through a series of planned steps. According to Lamarck, species began as simple life forms through spontaneous generation, but natural life-enhancing fluids in their bodies pushed them to transform into more complex creatures. These fluids created new organs, and, as time passed, **they** became more complex, which allowed for even further evolution of the organisms. Lamarck's theories additionally stated that a second force influenced living species. This was the adaptive force, which enabled a species to adjust so that it could survive

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

- (A) Every species that had the adaptive force managed to evolve, so they did not die out but changed instead.
- (B) While some organisms changed, for various reasons, others did not, so they never evolved but instead went extinct.
- (C) A lot of animals evolved in improper ways or simply failed to evolve at all, so they quickly disappeared from the Earth.
- (D) Some species adapted, yet others did not because their environments remained the same, so there was no need to change.

24 The word **erroneous** in the passage is closest in meaning to

- (A) mistaken
- (B) outrageous
- (C) offbeat
- (D) inane

25 According to paragraph 6, which of the following is true of genes?

- (A) They are responsible for the various traits that organisms possess.
- (B) They were discovered by Darwin but remained unknown to Lamarck.
- (C) Without genes, organisms are unable to undergo any kind of evolution.
- (D) Darwin mentioned genes in his work but had little understanding of them.

changes in its environment. Some species were able to adapt and therefore survived while others lacked this adaptive force—or had it but used it improperly—so they failed to change and accordingly died out.

6 ➔ Lamarck's support of spontaneous generation as the creative force in life was the major weak point in his theory. However, his thoughts on the mechanism of change were not so erroneous as to result in the outright dismissal of his theories. What was missing from both his and Darwin's theories was an understanding of how organisms operate at the genetic level. There is a life force inside all living things that causes them to change: genes. Genes determine the traits of organisms and are passed from parent to offspring. Organisms evolve by inheriting these genetic traits from their parents and by then passing them on to successive generations of offspring. Over time, a species will change its characteristics, particularly if it must adapt to a new environment. But without any knowledge of genes, which were not discovered until after both Lamarck's and Darwin's time, both men's theories were flawed.

Glossary

instantaneous: instant; immediate

fossil record: all of the fossils ever discovered and the information that has been learned from them

derive: to come from; to originate from

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

It was not until decades later that advanced scientific methods proved whales had an ancestor that had once walked on land.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

- 27 **Directions:** Select the appropriate statements from the answer choices and match them to the scientist to which they relate. TWO of the answer choices will NOT be used. **This question is worth 3 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**.

Answer Choices

1. Was supported by many leading scientists of his time
2. Believed in a theory that had been proposed in ancient Greece
3. Was attacked because his work was not supported by the fossil record
4. Felt that organisms took a long time to change
5. Had trouble explaining the process of evolution
6. Incorporated information about genes into his work
7. Thought that fluids in organisms made them change

SCIENTIST

Charles Darwin (Select 3)

-
-
-

Jean-Baptiste Lamarck (Select 2)

-
-

Reading Directions

In this part of the Reading section, you will read 2 passages. You will have 40 minutes to read the passages and answer the questions.

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Click on **Continue** to go on.

6-04

- 1 The word *Buoyed* in the passage is closest in meaning to
- (A) Sustained
(B) Accelerated
(C) Reported
(D) Approved
- 2 According to paragraph 1, the economies of countries in Southeast Asia improved because
- (A) the nations that colonized them provided them with economic assistance
(B) they were able to sell their products to places all around the world
(C) the laborers who worked in them proved to be very efficient
(D) they utilized advanced technology to improve their manufacturing base
- 3 According to paragraph 2, which of the following is true of the European countries that had colonies in Southeast Asia?
- (A) Most of them lost possession of their colonies to the United States.
(B) The smallest area of land was possessed by the Spanish.
(C) The British had colonies in both Hong Kong and Macau.
(D) France controlled land that became three independent nations.
- 4 In paragraph 2, the author implies that Thailand
- (A) resisted invasions by both the French and Spanish
(B) fought against and lost to the Japanese in World War II
(C) became the most powerful country in Southeast Asia
(D) built ports from which it exported many exotic goods

Economic Success in Southeast Asia

1 ➔ One of the world's most vibrant economic zones is in Southeast Asia in the region that includes Hong Kong, Macau, Vietnam, Cambodia, Laos, Myanmar, Singapore, Malaysia, Thailand, the Philippines, and Indonesia. While they were once providers of wealth for European colonial empires, a number of these nations have developed strong economies of their own during the past fifty years. Buoyed by low-cost labor, abundant natural resources, and access to global markets, these countries are poised to enjoy continued growth in the decades to come.

2 ➔ Southeast Asia was first explored by Europeans during the sixteenth century, and many remained there to build trading ports to export valuable spices and other exotic goods to their homes. By the nineteenth century, the Dutch, Portuguese, British, Spanish, and French had all founded colonies there. The Dutch occupied the Indonesian **archipelago**, the Portuguese set up a trading port in Macau, the British did the same in Singapore and Hong Kong, the Spanish occupied the Philippines, and the French established a large colony in the modern-day states of Vietnam, Laos, and Cambodia. With the exception of the Philippines, which became an American possession in the late nineteenth century, these lands remained firmly in European hands until after World War II ended in 1945. Thailand alone remained independent of foreign control. However, like most of the region, it was occupied by Japanese troops during World War II.

Economically, these colonies were vital cogs in the Europeans' empires since they served as sources of raw materials such as spices, rubber, and oil and also provided cheap sources of labor.

- 5 Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.

- (A) The colonies were important sources of materials and labor for the Europeans.
- (B) The Europeans needed more colonies to get free raw materials and workers.
- (C) It was cheaper for the Europeans to import raw materials from their colonies.
- (D) Most of the colonists in Southeast Asia acquired raw materials and laborers.

- 6 The word **they** in the passage refers to

- (A) different experiences
- (B) its rulers
- (C) the foreign colonizers
- (D) the lands

- 7 The author discusses Hong Kong and Macau in paragraph 4 in order to

- (A) mention that they are currently economic colonies of the Chinese
- (B) point out that they serve as invaluable ports in Southeast Asia
- (C) contrast their post-World War II history with that of other colonies
- (D) describe the types of governments that they currently have

Singapore and Hong Kong became Southeast Asia's greatest ports and served as entry points for products from around the world to reach the interior of the continent. Locally, most economies were based on agriculture as the majority of the population lived off the land. Each colony had different experiences depending upon its rulers, but it is clear that the foreign colonizers exploited the lands for as much wealth as they could.

4 ➔ One result of what was widely regarded by the natives as **oppression** by their colonial masters was that independence movements sprang up almost everywhere. The majority of them were successful as, after World War II, the colonies became independent states one by one. The sole exceptions were Hong Kong and Macau, which remained European possessions until they were returned to China at the end of the twentieth century. In most places, the transfer of power from colonizer to colony was peaceful. Democracy was practiced in these newly independent nations except for in Vietnam, which turned to communism after a long, bloody struggle.

5 ➔ All of the nations remained poor after gaining their independence, but they maintained strong ties to their former colonial masters, which served as trading partners. ■ While Southeast Asian countries continued to rely heavily on agriculture, they improved their economies by engaging in various types of industries. ■ As a result, they became major centers of manufacturing for electronics, textiles, and automobiles. ■ Many also successfully marketed themselves as tourist destinations, so they earned millions or billions of dollars from tourists coming to see their beautiful landscapes, sandy beaches, and religious and historical sites. ■

- 8 According to paragraph 4, Vietnam failed to become a democracy because
- (A) the Vietnamese people were more interested in being ruled by a monarchy
 - (B) it began practicing another form of government after it had a civil war
 - (C) the European colonizers, particularly France, did not permit it
 - (D) there was no tradition of democracy for the Vietnamese to draw upon
- 9 According to paragraph 5, which of the following is NOT true of how Southeast Asian countries improved their economies?
- (A) They developed their infrastructure to make transportation easier.
 - (B) They manufactured a number of different types of products.
 - (C) They made money from people visiting them from other countries.
 - (D) The majority of their people continued to farm the land.
- 10 The word **robust** in the passage is closest in meaning to
- (A) adequate
 - (B) improving
 - (C) dominant
 - (D) strong
- 11 The author's description of ASEAN in paragraph 6 mentions which of the following?
- (A) Indonesia quit the organization when it joined the G-20.
 - (B) Every country in Southeast Asia currently belongs to it.
 - (C) It strives to improve the economies of nations in Southeast Asia.
 - (D) It has become Asia's most powerful economic bloc.

6 → These various industries combined to create **robust** economies in several nations. More confident in their economic power, many Southeast Asian countries organized themselves into the economic bloc called the Association of Southeast Asian Nations (ASEAN). One of ASEAN's primary goals is to stimulate economic growth in the region. Of its members, Indonesia has the largest economy and is the only ASEAN country that belongs to the international G-20 group of top economic nations in the world.

One troubling aspect of the economic growth in Southeast Asia concerns how workers there are treated. Most employees receive **significantly** lower wages than workers in European and North American nations. For example, American factory workers typically make three times as much per hour as Singaporean factory workers and over twenty times more than Filipino factory workers. Thus numerous foreign companies have moved their manufacturing operations to Southeast Asia. This lets them reduce their manufacturing costs and increase their profits. Unfortunately, some products made there are the result of child labor. Also, lots of workers endure long shifts in poor working conditions. Yet many countries are making **concerted** efforts to reduce these negative aspects and to make working a safer and more profitable venture for their people.

Glossary

archipelago: a large chain of islands

oppression: the exercising of authority over another in a manner that is often harsh or unjust

concerted: determined; strenuous

12 The word **significantly** in the passage is closest in meaning to

- Ⓐ primarily
- Ⓑ considerably
- Ⓒ appropriately
- Ⓓ reputably

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

Some of their largest manufacturers have even managed to become global suppliers.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.



- 14 Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas of the passage. Some sentences do not belong because they express ideas that are not presented in the passage or are minor ideas in the passage. **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**.

Many of the nations in Southeast Asia have become independent and have improved their economies in the past fifty years.

-
-
-

Answer Choices

1. Countries in the region have profited by diversifying their economies, which has earned them more money.
2. Following World War II, most of the countries in Southeast Asia were granted their independence.
3. The plight of workers in Southeast Asia is a source of concern for people all over the world.
4. While agriculture is still important in Southeast Asia, manufacturing and tourism are lucrative as well.
5. England, France, and other European countries had large numbers of colonies in Southeast Asia.
6. Many of the raw materials found in the region were taken by colonizers in order to make into manufactured products.

6-05

- 15 The word **adverse** in the passage is closest in meaning to

(A) surprising
(B) inappropriate
(C) unfavorable
(D) diverse

- 16 In paragraph 1, the author's description of plants mentions all of the following EXCEPT:

(A) how the soil may be poor for plants to grow in
(B) what soil must have for plants to be able to survive
(C) what most plants need in order to live
(D) how plants' roots have adapted through evolution

- 17 The word **they** in the passage refers to

(A) the size and depth of a plant's roots
(B) the soil conditions
(C) dry regions
(D) a plant's roots

- 18 According to paragraph 2, in dry places, plants have deep roots because

(A) there are usually abundant supplies of water deep underground
(B) this allows them to search large areas for water as well as nutrients
(C) the rocky soil at the top is poor and does not let the plants grow well
(D) they must have strong taproots to keep them anchored in the ground

Plant Adaptations

¹ ➔ The Earth contains a wide variety of plant species, virtually all of which require three things to survive: sunlight, a sufficient supply of water, and soil with nutrients. Regrettably, these three necessities—quality soil in particular—are not available everywhere. For instance, soil can be too wet, dry, rocky, or frozen to allow many plants to grow. Nevertheless, some plants have managed to adapt to these **adverse** conditions by developing root systems that enable them to survive the harshest and most difficult of terrains.

² ➔ All plants are either vascular or nonvascular. The majority are vascular, so they have internal systems that channel water, nutrients, and other necessities throughout their various parts. The roots belong to these internal systems and are typically found underground although they may be exposed to the air, particularly in exceptionally wet environments. The size and depth of a plant's roots depend on both the plant and the soil conditions. In dry regions, a plant's roots may extend far underground as **they** search for water and nutrients. Some plants have roots that extend more than sixty meters beneath the surface. However, in tundra zones, where only the soil's upper layer remains unfrozen, a plant's roots may merely descend a few centimeters. Besides facing freezing conditions, the roots of plants growing in tundra may be restrained from descending far by the presence of rocky layers beneath the ground.

³ ➔ Because plants can face a wide variety of unique environments, many have developed specialized root systems. In deserts, tree roots often grow far beneath the surface. Plants such as the mesquite tree have a single long, straight root, called a taproot, which descends up to thirty

19 The word **these** in the passage refers to

- (A) some plants
- (B) botanists
- (C) aerating roots
- (D) some species

20 According to paragraph 3, which of the following is NOT true of tree roots?

- (A) They may sometimes grow above the ground rather than beneath it.
- (B) The roots of plants in watery areas may grow horizontally close to the surface.
- (C) Some use parasitic methods to extract nutrients from other organisms.
- (D) It is possible for a single root to grow straight down for many meters.

21 In paragraph 3, the author's description of aerating roots mentions which of the following?

- (A) They develop in plants that grow near areas with lots of water.
- (B) They grow in shallow ground to take advantage of the fertile soil.
- (C) They effectively absorb gases such as nitrogen from the soil.
- (D) They can grow to be almost thirty meters in length on occasion.

22 The word **drawing** in the passage is closest in meaning to

- (A) extracting
- (B) transforming
- (C) identifying
- (D) attracting

meters belowground. Other desert plants, including a number of cactus species, have shallow yet extensive root systems that stretch horizontally to absorb as much moisture from as wide an area as possible. In watery areas, such as bogs, swamps, marshes, and places near lakes and seashores, some plants have roots that grow above the ground. Botanists call these aerating roots. Some species with these seem able to absorb the gases that plants need to survive from the atmosphere itself. Mangrove and cypress trees both have aerating roots. Finally, in cases where plants grow in soil with a rich upper layer, their roots typically grow along the surface or just beneath it. Even in environments with fertile soil and adequate water, some plants have adapted in unusual ways. Mistletoe, for instance, is a **parasitic** plant with a root system that attaches to other plants to absorb their water and nutrients.

4 ➡ One of the harshest places where plants grow is the tundra found in the Arctic. In tundra conditions, the ground is frequently entirely frozen to a great depth. The unfrozen soil also contains a small amount of nutrients since the bacteria that help produce nitrogen in the soil exist in low numbers. Furthermore, strong winds make it difficult for plants to remain attached to the ground. Resultantly, plants that grow in tundra are small, grow low to the ground, and have shallow roots. Nevertheless, their roots are quite strong and can **anchor** the plant in windy conditions. They are also excellent at drawing moisture and nutrients from poor soil. During the summer months, when the ground thaws to a greater depth, the roots grow deeper, which grants them access to more nutrients. Thanks to their root systems, plants in tundra can survive even in freezing conditions.

23 According to paragraph 4, which of the following is true of plants in tundra conditions?

- (A) Some of their roots grow deep underground to gain access to more nutrients.
- (B) They develop more rapidly in the winter months than in the summer months.
- (C) Their strong roots prevent the wind from ripping them out of the ground.
- (D) It is possible for some of them to grow to heights of a few meters above the ground.

24 The word **deposited** in the passage is closest in meaning to

- (A) planted
- (B) dropped
- (C) unearthed
- (D) threw

25 The author uses the ohia lehua tree as an example of

- (A) a unique plant that has the ability to grow inside lava tubes
- (B) one of the plants that transformed Hawaii into a place filled with life
- (C) a plant whose seeds are often transported by birds from place to place
- (D) the only plant that is able to grow quickly on volcanic land

26 According to paragraph 5, lava tubes help some plants grow because

- (A) they contain water that some plants roots can utilize
- (B) many of the nutrients that plants require are found in them
- (C) they have more fertile soil than other areas near volcanoes
- (D) they enable plants with aerating roots to grow swiftly

5 ➔ Occasionally, the root systems of some plants can modify an environment to make it more suitable for other plants. When the Hawaiian Islands first formed, they were mostly covered by hard volcanic rock. In those harsh conditions, few plants could grow. But strong winds carried the seeds of plants great distances over water and **deposited** them on the islands. One of these plants, the ohia lehua tree, has a unique root system that gives it the ability to **burrow** deep into the lava rocks, where there are nutrients and moisture in lava tubes, which are hollow spaces created by fast-flowing lava during a volcanic eruption. Inside these lava tubes, moisture gathered, which the trees' roots used to enable the trees to survive. Over time, these roots began breaking down the lava. As more trees grew, the hard lava further transformed into rich soil, thereby allowing the Hawaiian Islands to become the lush tropical paradise they are today.

Glossary

parasitic: relating to an organism that lives on or inside another organism and gets nutrients from its host

anchor: to fasten; to attach

burrow: to dig

- 27 Directions:** Select the appropriate sentences from the answer choices and match the plant adaptation to the location to which they relate. TWO of the answer choices will NOT be used. **This question is worth 4 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**.

Answer Choices

1. Plants have shallow roots that extend very far horizontally.
2. Some plants can cause an entire environment to change.
3. Plants may have strong roots that are very shallow.
4. The roots of some plants can take in gases from the air.
5. A few plants can transform hard ground into rich soil.
6. Some plants develop taproots that grow straight down.
7. The roots of some plants grow deeper during the summer.
8. A few plants are able to absorb water from a large area.
9. Some of the roots of plants may grow above the ground.

LOCATION**Desert** (Select 3)

-
-
-

Watery Area (Select 2)

-
-

Tundra (Select 2)

-
-



Answers and Explanations

ANSWERS

Part I

1. (A) 2. (C) 3. (D) 4. (B) 5. (B) 6. (B) 7. (A)
8. (A) 9. (C) 10. (C) 11. (A) 12. (A) 13. 2nd
14. [2], [3], [4]

Part II

1. (D) 2. (C) 3. (B) 4. (A) 5. (A) 6. (D) 7. (B)
8. (D) 9. (C) 10. (A) 11. (C) 12. (C) 13. (A)
14. [3], [5], [6]
15. (C) 16. (D) 17. (D) 18. (B) 19. (A) 20. (B)
21. (A) 22. (A) 23. (D) 24. (B) 25. (B) 26. (D)
27. Cause: [3], [5], [7] Effect: [2], [4]

PART I

Page 15

EXPLANATIONS

- [Reference Question]** The “This” that comes from fossils that paleontologists have uncovered is evidence.
- [Factual Question]** The author mentions, “A close examination of these fossils has proven that an ancient species of whales once had both legs and a number of similarities to the modern-day hippopotamus. As a result, scientists today accept that a hippopotamus-like creature moved into the ocean around fifty million years ago and, over the course of millions of years, evolved into the modern whale.”
- [Vocabulary Question]** When something comes to light, it means that it appears or is discovered.
- [Rhetorical Purpose Question]** The author discusses fossils of whales being discovered on land when writing, “In the 1980s, American paleontologists working in Pakistan and Egypt found some fossils of whales with legs. They unearthed these fossils on ancient sea beds. Once in the past, the area that is Pakistan and Egypt today was covered by a large body of water known as the Tethys Ocean.”
- [Factual Question]** It is written, “Paleontologists digging in Egypt found a collection of more than 1,000 whale fossils in Wadi Hitan.”
- [Reference Question]** The “They” that made a conclusion were the investigating paleontologists.

Of all the answer choices, only one—the investigating paleontologists—is able to arrive at a conclusion.

- [Negative Factual Question]** The author writes, “Finally, in 2000, some paleontologists noticed that the ankle bones of the fossilized whale were practically identical to those of animals in the family of mammals that hippopotamuses belong to.” But this refers to fossilized whales, not modern-day whales. There is nothing in the passage about whales presently having ankle bones.
- [Inference Question]** In the paragraph, the author writes about paleontologists and molecular biologists studying whales. Also, other scientists conducted studies of whale blood. So it can be inferred that whales are studied by scientists in a wide range of fields.
- [Vocabulary Question]** When food sources are abundant, they are ample or plentiful.
- [Factual Question]** The author includes, “Its body shape likely changed to help it adapt to aquatic life. For instance, its nostrils moved back toward the top of its head and became a blowhole while its legs gradually evolved into webbed fins, and its tail transformed into a fluke.”
- [Sentence Simplification Question]** The highlighted sentence mentions that changes in the environment brought nutrients up to the surface of the water, which provided a lot of food for whales. As a result they did not need to live on land anymore. This is best explained in answer choice (A).
- [Vocabulary Question]** When animals such as whales thrive in their environment, they prosper and do well there.
- [Insert Text Question]** The sentence before the second square mentions “the order of mammals that includes pigs, deer, camels, and hippopotamuses.” The sentence to be inserted notes how all of “these animals” look similar to one another in various ways.
- [Prose Summary Question]** According to the passage, whales adapted from animals living on land to those living in the water over millions of years. In support of this, the author notes that when paleontologists discovered fossilized whales with legs, they proved that whales’ bodies had changed over a long period of time. In addition, the author

writes, "As a result, scientists today accept that a hippopotamus-like creature moved into the ocean around fifty million years ago and, over the course of millions of years, evolved into the modern whale." And the author also notes how whales' bodies changed. For instance, they developed blowholes, fins, and flukes. These changes made it easier for whales to live in the water.

PART II

Page 21

EXPLANATIONS

- 1 [Vocabulary Question] When an event is in its heyday, it is at its peak.
- 2 [Reference Question] The "they" that were transporting cargoes were ships on the ocean.
- 3 [Factual Question] According to the author, "English pirates were the scourges of the oceans as they seized cargoes from countless ships. This frequently brought them into conflict with others, especially the Spanish Empire, and it was even a principal cause of a war between England and Spain."
- 4 [Vocabulary Question] When the privateering captains were intrepid, they acted in a daring manner.
- 5 [Vocabulary Question] When privateering captains were searching for Spanish treasure to plunder, they were looking to rob the Spanish of their valuables.
- 6 [Factual Question] The author writes, "Being far from the center of power in London and often operating with the tacit consent of the local authorities, the pirates mostly operated with impunity. Indeed, the kings and queens of England frequently relied upon pirate ships to act as privateering vessels in a form of legal piracy that was both a necessary and legitimate part of warfare during that age. English privateers were regularly given letters from the monarchy that legalized their actions during wartime. Thus they were permitted to attack and take ships in the waters around England."
- 7 [Rhetorical Purpose Question] About the Spanish Armada, the author writes, "Yet in the sixteenth century, first under King Henry VIII and then under his daughter Elizabeth, the English navy became better established. Its defeat of the immense Spanish Armada in 1588 enhanced its reputation." So the author mentions it to note how the defeat of the Spanish Armada made the English navy improve in status.
- 8 [Sentence Simplification Question] The highlighted sentence notes that the English monarchs became less interested in using privateers as they came to rely more on the navy to fight for them. This is best explained in answer choice (D).
- 9 [Inference Question] About the English navy, the author mentions, "In previous centuries, the English navy had expanded during times of war but subsequently disappeared during times of peace. Yet in the sixteenth century, first under King Henry VIII and then under his daughter Elizabeth, the English navy became better established." So it can be inferred that the English navy was not permanent prior to the sixteenth century.
- 10 [Negative Factual Question] About the Barbary pirates, the author comments, "The Barbary Coast pirates were different from European pirates in one major way: They enslaved the people they captured. They typically sailed in galleys, which used sails and oars and were mostly rowed by slaves. There were also slave markets in the Middle East that the pirates filled by capturing people from ships and on coastal raids." So the pirates seemed to prefer to capture people rather than to kill them since they could sell captured individuals as slaves.
- 11 [Factual Question] It is written, "In the early seventeenth century, the pirates began boldly raiding the southwestern English coast, including the once-safe havens of English pirates. Dozens—sometimes hundreds—of men, women, and children were captured during these raids, which greatly disrupted English piracy and helped lead to its decline."
- 12 [Vocabulary Question] When the privateers were sanctioned for warfare, they were authorized by the British authorities to conduct their activities.
- 13 [Factual Question] The author notes, "By the time the nineteenth century arrived, the use of sanctioned privateers in warfare had been abolished, and English piracy and privateering disappeared for good."
- 14 [Prose Summary Question] According to the passage, the rulers of England once permitted pirates to operate, but piracy eventually declined and then disappeared. In support of this, the author notes that English monarchs frequently commissioned pirates to become privateers, which legalized their actions against foreign shipping. In addition, the Barbary pirates contributed to the decline of English piracy. And English rulers

began to build up their navy rather than to employ privateers during wars.

- 15 **[Factual Question]** The author writes, "Role-playing helps foster children's imaginations, aids in the developing of language skills, and provides opportunities for children to learn how to plan and perform actions in sequence. Additionally, when role-playing is done by a group of children, those involved engage in social interaction, which also permits them to learn about leadership, negotiation, compromise, and fairness while helping them become more emotionally developed." So the author mentions many of the different skills children learn from role-playing.
- 16 **[Inference Question]** The author describes many different ways in which children role-play. So it can be inferred that they may do so in a wide variety of manners.
- 17 **[Reference Question]** The "their" that are engaging in their daily tasks are mothers.
- 18 **[Vocabulary Question]** When role-playing situations are elaborate, they are complicated.
- 19 **[Negative Factual Question]** The passage mentions that children may reenact stories for others, but it includes nothing about children creating their own stories.
- 20 **[Vocabulary Question]** When a person devises plans, that individual is creating or coming up with new plans or ideas.
- 21 **[Factual Question]** It is written, "Sometimes, they must solve puzzles, work out steps that need to be taken to complete a task, and devise plans to act out an adventure or story. In order to do these activities, children may need to make costumes, gather materials, decide on colors and decorations, and put everything together in a cohesive manner."
- 22 **[Vocabulary Question]** When children's social skills are enhanced, they are improved. So they become better than they were before.
- 23 **[Negative Factual Question]** The paragraph contains no information mentioning that children think of the best ways to utilize their resources.
- 24 **[Factual Question]** The author notes, "They can enhance their vocabulary, develop their sentence structure, and gradually improve other verbal skills."
- 25 **[Sentence Simplification Question]** The highlighted sentence notes that role-playing activities let children overcome their fears of various encounters that could possibly cause them emotional pain. This is best explained in answer choice (B).
- 26 **[Vocabulary Question]** When children master their fears, they are able to overcome them so that they are no longer afraid.
- 27 **[Fill in a Table Question]** According to the passage, one cause of role-playing is that children want to act like their parents. Additionally, many children have good imaginations, which makes them want to role-play, and some children have emotional problems that lead them to role-play. As for the effects of role-playing, it makes children more interested in the world around them, and it teaches children negotiating skills.

ANSWERS

Part I

1. (C) 2. (D) 3. (A) 4. (C) 5. (A) 6. (C) 7. (C)
 8. (D) 9. (C) 10. (A) 11. (D) 12. (B) 13. 3rd
 14. [1], [2], [3]

Part II

1. (B) 2. (D) 3. (B) 4. (A) 5. (D) 6. (B) 7. (A)
 8. (B) 9. (B) 10. (C) 11. (C) 12. (A) 13. 3rd
 14. [2], [5], [6]
 15. (C) 16. (A) 17. (C) 18. (D) 19. (B) 20. (B)
 21. (D) 22. (A) 23. (B) 24. (D) 25. (A) 26. (D)
 27. Cold: [1], [2], [4] Heat: [3], [6]

Part III

1. (B) 2. (B) 3. (C) 4. (A) 5. (B) 6. (D) 7. (D)
 8. (C) 9. (B) 10. (D) 11. (C) 12. (B) 13. 3rd
 14. [2], [4], [5]
 15. (C) 16. (B) 17. (D) 18. (A) 19. (A) 20. (C)
 21. (C) 22. (B) 23. (D) 24. (A) 25. (B) 26. (D)
 27. (C) 28. [3], [5], [6]

PART I

Page 33

EXPLANATIONS

- 1 [Sentence Simplification Question] The highlighted sentence notes that Jules Verne planned his novels well, included science in his novels to make them more believable, and was one of the founders of the science fiction genre. These ideas are best expressed in answer choice (C).
- 2 [Vocabulary Question] When a person has a fertile imagination, he or she is very creative and is able to come up with new ideas and situations.
- 3 [Factual Question] The author writes, "Yet Verne often struggled with his publishers on account of his dark, negative tone and the political messages he included in his works."
- 4 [Reference Question] The "They" that disliked Verne's tendency to include his political ideas in his works were Verne's publishers.
- 5 [Inference Question] The author remarks that Verne wrote operas, travel tales, and adventure stories, so it can be inferred that he wrote and published works in several different genres.
- 6 [Vocabulary Question] When a person's writing style is brooding, the writing is gloomy and rather dark.
- 7 [Inference Question] The author writes, "Between 1864 and 1875, Verne published five novels that have come to be considered classics of the science fiction and adventure genres. The first was *Journey to the Center of the Earth*. It was followed by *From the Earth to the Moon*, *Twenty Thousand Leagues Under the Sea*, *Around the World in Eighty Days*, and *The Mysterious Island*." Since these five books were published between 1864 and 1875 and the first was *Journey to the Center of the Earth*, it can be inferred that that book was first published in 1864.
- 8 [Rhetorical Purpose Question] The passage includes, "Soon after being published, Verne's works were translated into more languages than almost any other author in history; however, his reputation suffered in the English-speaking world due to the rather poor translations of his works. American and British translators chopped off entire paragraphs, deleted sections on a whim, and had trouble converting Verne's precise scientific calculations from the metric system used in most of the world into the imperial system used in the United States and the British Empire."
- 9 [Vocabulary Question] When translators deleted sections on a whim, they were deleting sections on impulse. They were not giving much thought into why they deleted certain passages. They merely deleted them "on a whim."
- 10 [Factual Question] Since the translators "deleted sections on a whim," the translations of Jules Verne's books were shorter than the originals.
- 11 [Rhetorical Purpose Question] The author writes, "In spite of these problems, Verne's works were regarded as pioneering in many aspects of science and technology, and they served to inspire both scientists and adventurers alike. One of his first novels, *Paris in the Twentieth Century*, even predicted a future world in which people lived in skyscrapers, drove gasoline-powered vehicles, and communicated by a worldwide network." In this section, the author focuses on the accuracy of the predictions Verne made in *Paris in the Twentieth Century*.
- 12 [Factual Question] The author remarks, "However, Hetzel had felt that the novel was too pessimistic,

so the book was set aside and not published until the manuscript was found by Verne's great-grandson in the late twentieth century."

- 13 **[Insert Text Question]** The sentence before the third square notes that some of Verne's works "have frequently been adapted for film versions and other forms of media." The sentence to be inserted mentions that among these "other forms of media" are "TV programs and adaptations for the stage."
- 14 **[Prose Summary Question]** According to the passage, the works written by Jules Verne were creative and predicted future technology. In support of this, the author notes that Jules Verne wrote several novels that employed scientific descriptions from 1864 to 1875. He also wrote about many futuristic inventions in *Paris in the Twentieth Century*. And he became successful thanks to the work of his publisher, Pierre-Jules Hetzel.

PART II

Page 39

EXPLANATIONS

- 1 **[Vocabulary Question]** When experts were baffled by the cave art, they were confused by it.
- 2 **[Factual Question]** It is written, "These works of art comprise three main types: etchings in soft stone, etchings in hard stone, and paintings."
- 3 **[Inference Question]** The passage reads, "At first, who made the works of art and why were mysteries that baffled experts. Over time, however, thanks to archaeological methods and scientific analysis, many of the answers have progressively been revealed." The author notes, "Many of the answers have progressively been revealed." However, there is no mention that all of the answers have been revealed. So it can be inferred that experts in cave art still need to learn more about it.
- 4 **[Vocabulary Question]** When people believed that the cave art was an elaborate hoax, they thought that it was a deception. They did not truly believe that the cave art had been painted thousands of years ago.
- 5 **[Factual Question]** The author writes, "Radiocarbon dating of the materials used in the artwork and organic material found in the caves established the time of its creation to have been between 40,000 and 10,000 B.C. The majority of the art was determined to have been made from 18,000 to 10,000 B.C."
- 6 **[Reference Question]** The "them" that were enabled to shape harder rocks thanks to the flint-based tools were early men.
- 7 **[Vocabulary Question]** When something protrudes, it sticks out. Also, a bas-relief is a kind of artwork that sticks out. Knowing this fact can help one solve this question.
- 8 **[Negative Factual Question]** The passage mentions that tools were used to cut into rock, but there is nothing mentioned about using hard rocks to cut into softer rocks.
- 9 **[Rhetorical Purpose Question]** The passage includes, "What has survived, however, are hollow bone tubes through which paint was blown onto the rock in a fine spray to make it spread evenly." So the author is writing about tools that artists used to make the cave art.
- 10 **[Factual Question]** The passage reads, "The artists then utilized vegetable and animal oils to make the paint bind to their rocky canvases."
- 11 **[Vocabulary Question]** When some facts lend credence to a theory, then the theory is supported, so it becomes believable.
- 12 **[Factual Question]** It is written, "Like modern painters, prehistoric artists likely employed some type of scaffolding to help them reach high places on the cave walls. The socket holes found in the walls of some caves were probably made for this purpose, and the heights of the nearby paintings lend credence to that theory."
- 13 **[Insert Text Question]** The sentence before the third square notes some of the materials that were used to make paint. The sentence to be inserted names an additional material—blood—that was also used to make paint.
- 14 **[Prose Summary Question]** According to the lecture, many caves in Europe contain artwork made by primitive tools or paints. In support of this, the author notes that natural materials were used to make the paints. In addition, primitive men used soft and hard stone tools to make etchings in the cave walls. And most of the art that was made was created more than 10,000 years in the past.
- 15 **[Vocabulary Question]** When people imbibe fluids, they drink, or consume, them.
- 16 **[Vocabulary Question]** When people's bodies employ coping mechanisms, they are using methods that will ensure the survival of their bodies.
- 17 **[Rhetorical Purpose Question]** When the author writes, "Thermoregulation is the term used to describe the human body's ability to control its

internal temperature," the author is defining a term.

- 18 **[Factual Question]** The passage reads, "Although a human's average body temperature is around thirty-seven degrees Celsius, various parts of the body maintain different temperatures. At the body's core—the head, chest, and abdomen—the temperature is slightly higher than in the body's extremities, the arms and legs."
- 19 **[Inference Question]** The author remarks, "The reason is that people's most vital organs are in their head, chest, and abdomen. The three most important organs for human survival are the brain, heart, and liver, so the body does everything it can to ensure that these three organs function as well as possible." In noting that the "most important organs for human survival are the brain, heart, and liver" and mentioning that they are in the "head, chest, and abdomen," the author implies that organs critical to an individual's survival are not found in a person's arms and legs.
- 20 **[Sentence Simplification Question]** The highlighted sentence notes that when the weather is cold, more warm blood stays around certain organs, so blood vessels closer to the skin get less blood. This is best explained in answer choice (B).
- 21 **[Factual Question]** It is written, "First, the muscles near the hairs on the body contract, which causes the hairs to rise and the person's skin to get goose bumps. The rising hairs help trap heat in the body."
- 22 **[Vocabulary Question]** When the body pools warm blood into certain areas, it is collecting the blood so that it can protect the body's vital organs.
- 23 **[Vocabulary Question]** Drastic measures are severe ones. They are typically used only when there are no other options available.
- 24 **[Reference Question]** The "its" whose temperature is being kept from rising is the body.
- 25 **[Factual Question]** The author notes, "The hairs on the body lie flat to prevent heat from being trapped. The flowing of blood toward the surface of the skin increases, which thereby transfers more heat out of the body."
- 26 **[Negative Factual Question]** The author writes nothing about a person vomiting due either to extreme hot or cold weather.
- 27 **[Fill in a Table Question]** According to the passage, exposure to extreme cold may turn a person's skin pale, cause a person to lose consciousness, and result in the brain making a person shiver. As for exposure to extreme heat, the body may sweat in

response to it, and the hair on a person's body may lie flat.

PART III

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EXPLANATIONS

- 1 **[Vocabulary Question]** When a place is situated somewhere, it is positioned or located in that spot.
- 2 **[Factual Question]** The author writes, "Moscow regained its position as a capital, one that it has not relinquished to this day, and it currently serves as Russia's greatest city in terms of size, economic power, and importance."
- 3 **[Vocabulary Question]** A convergence of two separate rivers or river systems is the junction where they run into one another.
- 4 **[Inference Question]** When the author notes that "Moscow's origins are uncertain," the author is implying that no one knows exactly when Moscow was founded.
- 5 **[Factual Question]** The passage reads, "It was not until the late fifteenth century that Ivan III, the Rurik leader of Moscow, led a rebellion that broke the Mongols' control."
- 6 **[Rhetorical Purpose Question]** About Peter the Great, the author writes, "One Romanov, Peter the Great, had more influence on Moscow than any other individual. When Peter was a boy, the imperial guards revolted and ran amuck in the Kremlin as they killed many nobles whom they suspected of treachery. This was unfortunate for Moscow because the terrorized young Peter grew up to become Russia's greatest tsar. He came to despise Moscow, so, after he ascended the throne, he founded a new city on the Baltic Sea. Known as St. Petersburg, it served as Russia's capital for more than two centuries and rivaled Moscow for power and influence." The majority of the information about Peter the Great focuses on why he reduced Moscow's power.
- 7 **[Negative Factual Question]** The author never mentions the exact years when Peter the Great ruled Russia as the tsar.
- 8 **[Reference Question]** The "its" whose defeat was sought by foreign invaders was Moscow's.
- 9 **[Vocabulary Question]** A conflagration is a big fire. An inferno is a type of huge fire.
- 10 **[Factual Question]** The author notes, "Nevertheless, only the French—in 1812—ever

successfully captured Moscow during modern times."

- 11 **[Vocabulary Question]** When the communist government was toppled, it was ousted and replaced by another type of government.
- 12 **[Factual Question]** The author notes, "After World War II ended in 1945, Moscow served as the center of the communist world but one that few Westerners ever visited. The once-beautiful city became a forest of drab apartment blocks and massive monuments to communism. It was not until 1991, when the communist government was toppled, that Moscow received a new lease on life and once again became the center of a more vibrant Russia."
- 13 **[Insert Text Question]** The sentence before the third square notes that the 1917 Communist Revolution took place. The sentence to be inserted begins with "this event" and then proceeds to detail additional information about the revolution.
- 14 **[Prose Summary Question]** According to the passage, Moscow has grown from a small trading outpost to become Russia's greatest city. In support of this, the passage notes that the earliest tsars ruled from Moscow, which was their power base. In addition, Moscow is Russia's capital and most powerful city in terms of the economy. And it was originally founded along a river system by traders.
- 15 **[Rhetorical Purpose Question]** The author writes, "It starts at the Mississippi River and stretches westward to the Rocky Mountains." In mentioning the Mississippi River, the author names one of the boundaries of the Great Plains.
- 16 **[Vocabulary Question]** When an ecosystem is a precarious state, it is unstable, so it may face various threats to its stability.
- 17 **[Negative Factual Question]** In the first paragraph, the author notes that grains are grown in the Great Plains, but the exact crops that are grown there are not named.
- 18 **[Factual Question]** It is written, "For the most part, the Great Plains are too dry to sustain large forests, and it is also speculated that, in the past, wildfires destroyed any large clusters of trees that once existed."
- 19 **[Factual Question]** The author writes, "Finally, the eastern section of the Great Plains is the wettest and has the tallest grasses and the strongest soil."
- 20 **[Inference Question]** The passage includes, "In the western part of the Great Plains in the shadow of the Rocky Mountains, there is less rainfall, so, consequently, the grasses grow shorter, and the soil is looser. Some parts of this region get so little rainfall that they are suitable only for grazing animals, not for cultivating crops." Since there is little rainfall near the Rocky Mountains and the land there is "suitable only for grazing animals, not for cultivating crops," it can be inferred that this part of the Great Plains has few farms.
- 21 **[Factual Question]** The author remarks, "For thousands of years, these Native Americans lived as hunter-gatherers on the Great Plains and had much of their needs provided for by the vast herds of buffalo wandering there."
- 22 **[Factual Question]** It is written, "But when European explorers and, later, American hunters, ranchers, and farmers, arrived, the face of the Great Plains changed. The buffalo were hunted almost to extinction while the land itself began to be cultivated."
- 23 **[Vocabulary Question]** When the wind gets deflected, it is averted.
- 24 **[Vocabulary Question]** When people abandoned farming during the Dust Bowl, they quit doing it.
- 25 **[Rhetorical Purpose Question]** The author describes how a drought in the 1920s and 1930s affected the Great Plains. Then, the author writes, "Since that extended period of drought—often referred to as the Dust Bowl—the number of people engaged in farming in the Great Plains has decreased." So the author mentions the Dust Bowl to give the name of that period of history.
- 26 **[Negative Factual Question]** The author mentions nothing about farmers using modified seeds when they grow crops.
- 27 **[Inference Question]** The passage reads, "This has some people worried, though, as they fear that using too much groundwater will cause the next period of extended drought to be even worse than the Dust Bowl ever was." In this section, the author implies that there will be more droughts in the future by writing about "the next period of extended drought."
- 28 **[Prose Summary Question]** According to the passage, the Great Plains is a large grassy area that is important to farming. In support of this, the passage notes that around a quarter of the world's supply of some grains is grown there. In addition, the use of modern irrigation methods has let much of the Great Plains be turned into fertile farmland. And the Great Plains is so large that it covers parts of Canada, the United States, and Mexico.

ANSWERS

Part I

1. (A) 2. (C) 3. (B) 4. (A) 5. (B) 6. (C) 7. (A)
8. (B) 9. (D) 10. (B) 11. (D) 12. (A) 13. 1st
14. [2], [4], [6]

Part II

1. (B) 2. (A) 3. (C) 4. (A) 5. (A) 6. (B) 7. (C)
8. (D) 9. (B) 10. (C) 11. (D) 12. 2nd
13. Roman Republic: [3], [6] Roman Empire: [2], [4], [7]
14. (D) 15. (C) 16. (C) 17. (A) 18. (B) 19. (C)
20. (A) 21. (C) 22. (A) 23. (D) 24. (A) 25. (D)
26. (C) 27. [1], [4], [6]

PART I

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EXPLANATIONS

- [Factual Question]** The author mentions, "Clouds themselves are primarily comprised of water vapor."
- [Vocabulary Question]** When water vapor droplets converge, they unite, which then enables them to form clouds.
- [Negative Factual Question]** The author does not write anything mentioning that the shapes which clouds form depend upon the weather.
- [Inference Question]** The author writes, "Over time, as more and more water vapor droplets come together, they increase the size of their cloud until it reaches a point that it is so heavy that it releases its water, which falls to the ground as precipitation." This implies that clouds filled with water are likely to cause rain to fall.
- [Reference Question]** The "It" that is often invisible is common dust.
- [Rhetorical Purpose Question]** The author notes, "There is a massive amount of dust in the atmosphere. It is often invisible, but, at times, it may be observed as smoke, smog, and haze."
- [Reference Question]** They "they" that are responsible for the electronic transference between clouds that causes lightning are the ice nuclei.
- [Factual Question]** The author writes, "At sea, the convergence of hot and cold air can result in dense banks of fog that form from water vapor and salt particles."
- [Negative Factual Question]** There is nothing mentioned about how dangerous the lightning caused by ice nuclei is.
- [Vocabulary Question]** When scientists disregarded a theory, they ignored it.
- [Vocabulary Question]** A farfetched idea is an unbelievable one.
- [Factual Question]** It is written, "Scientists have also learned that bacteria may be a part of cloud formations. More than twenty-five years ago, it was proposed that bacteria could form ice nuclei and then spread to other parts of the world by falling to the ground along with rain and snow. While this theory was at first disregarded, there is a growing body of evidence that this, in fact, happens. Various forms of bacteria common to plants have been collected from ice samples in many different places, even in the Earth's Polar Regions in places where there are no plants. It seems that the bacteria are blown into the atmosphere, form ice nuclei, which then become ice crystals, and later fall as rain or snow and land in new areas."
- [Insert Text Question]** The sentence before the first square notes that there are numerous human sources of dust. The sentence to be inserted adds that smoke from factories, which are made by humans, are major sources of dust.
- [Prose Summary Question]** According to the passage, clouds are comprised of water vapor and other substances. In support of this, the passage notes that salt is a component of clouds that form near oceans. In addition, bacteria can become parts of clouds. And dust is the most common substance that bonds with water vapor.

PART II

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EXPLANATIONS

- [Sentence Simplification Question]** The highlighted sentence notes that the Roman Senate was unable to stop the powerful Roman families from engaging in various intrigues, and this would lead to its eventual downfall. This is best explained in answer choice (B).
- [Factual Question]** The author writes, "After an early period of monarchy, the Roman people

overthrew their leaders and established a culture that employed a system of democratic beliefs and became known as the Roman Republic."

- 3 **[Rhetorical Purpose Question]** About Julius Caesar, the author first notes, "Julius Caesar was at the center of this period of conflict." Then, the author focuses on the actions that Caesar took that brought about the downfall of the Roman Republic.
- 4 **[Vocabulary Question]** A virtual dictator is a person who is practically one even though he might not be called a dictator.
- 5 **[Factual Question]** It is written, "After a short civil war, Caesar defeated his enemies and became the ruler of Rome. He invested the power of many political offices in his own person and ruled as a virtual dictator for five years. Caesar's acts deprived the Senate of much of its authority and set in motion the process for all of Rome's power to be held by a single individual."
- 6 **[Rhetorical Purpose Question]** About Actium, the author notes, "At the great naval battle of Actium in 31 B.C., Octavian's forces defeated Anthony and Cleopatra."
- 7 **[Vocabulary Question]** A triumph is a victory, so Octavian returned to Rome in victory.
- 8 **[Factual Question]** The passage includes, "Having expected to be named Caesar's heir instead of the young Octavian, Anthony managed to hold his jealousy in check while the two men worked together to defeat those who had been responsible for Caesar's assassination. Once this was accomplished, Anthony came out against Octavian by joining forces with the Egyptian queen Cleopatra, who had been romantically involved with Caesar prior to his death."
- 9 **[Vocabulary Question]** Something that is characteristic of others is distinctive of them.
- 10 **[Negative Factual Question]** The author comments, "Additionally, Augustus followed Caesar's example and adopted an heir, whom he trained to become the future emperor." The author writes that Augustus adopted an heir; there is nothing mentioned about Augustus training his own son to become the emperor after his death.
- 11 **[Vocabulary Question]** When rulers are competent, they are capable and do their jobs well.
- 12 **[Insert Text Question]** The sentence before the second square notes that Anthony and Cleopatra were defeated at Actium. The sentence to be inserted further notes that "they not only lost the battle but also lost their lives" as it continues to describe the results of the fight at Actium.
- 13 **[Fill in a Table Question]** According to the passage, the Roman Republic was the time during which Rome became a great power on the Italian peninsula. Also, Rome was ruled by democratic principles then. As for the Roman Emperor, its rulers were sometimes determined by their parentage, the people of Rome became loyal to Augustus, and heirs were sometimes chosen and trained to become the next rulers of Rome.
- 14 **[Vocabulary Question]** When plants devour small creatures such as insects, they consume, or eat, them.
- 15 **[Factual Question]** The passage reads, "Nevertheless, some plants are carnivorous, so they devour small creatures such as insects to get the nourishment they need to sustain them."
- 16 **[Reference Question]** The "Some" that think about plants are botanists. The key word is the verb "think." Of all the answer choices, only botanists are capable of thinking.
- 17 **[Rhetorical Purpose Question]** About protocarnivorous plants, the author writes, "Yet one class of plants traps insects and uses bacteria that the plants themselves do not produce when they digest their prey, so some botanists insist that they are not actually carnivorous plants. There are more than 300 of these types of borderline carnivorous plants, which have been termed protocarnivorous plants." So the author is giving the name used for plants that are not truly carnivorous.
- 18 **[Factual Question]** The author mentions, "Botanists also disagree on the mechanism of digestion. Some think that a plant must utilize enzymes that it produces to digest the insects in order to be considered carnivorous."
- 19 **[Vocabulary Question]** An enticing smell is an appealing one.
- 20 **[Reference Question]** The "it" that falls down is the insect.
- 21 **[Negative Factual Question]** The Venus flytrap has no connection to the pitfall trap since the plant relies upon a different method to trap insects.
- 22 **[Inference Question]** It is written, "While the Venus flytrap is a relatively well-known carnivorous plant, it is in fact one of only two plants that utilize the snapping trap mechanism." So the author implies that snapping traps, which are possessed by only two plants, are the least common entrapment

method used.

- 23 **[Factual Question]** The author writes, "Suction traps are frequently utilized by plants near water."
- 24 **[Rhetorical Purpose Question]** About the cuticle, the author mentions, "The nutrients enter the plant by one of three methods. Most carnivorous plants have a protective layer called a cuticle, which is waxy. But some carnivorous plants lack this waxy lining, so the nutrients are absorbed directly into them. Other carnivorous plants have specialized cell structures that open temporarily to permit the nutrients to pass through the cuticle." So the author focuses on the importance of the cuticle in how carnivorous plants absorb nutrients.
- 25 **[Vocabulary Question]** When something opens temporarily, it opens for a short time. So it is only open momentarily.
- 26 **[Factual Question]** The passage reads, "Other carnivorous plants have specialized cell structures that open temporarily to permit the nutrients to pass through the cuticle."
- 27 **[Prose Summary Question]** According to the passage, carnivorous plants use various methods to trap and then digest insects. In support of this, the passage notes that there are five traps typically used by these plants. In addition, these plants become carnivorous because they live in regions where the poor soil cannot provide them with enough nutrients. And after a plant digests an animal, the nutrients are absorbed by the plant and used to support it.

ANSWERS

Part I

1. (A) 2. (A) 3. (C) 4. (C) 5. (D) 6. (A) 7. (B)
8. (A) 9. (C) 10. (B) 11. (B) 12. (A) 13. 1st
14. [4], [5], [6]

Part II

1. (D) 2. (C) 3. (D) 4. (B) 5. (B) 6. (A) 7. (A)
8. (C) 9. (C) 10. (A) 11. (D) 12. (B) 13. (A)
14. [1], [2], [6]
15. (B) 16. (D) 17. (D) 18. (A) 19. (B) 20. (C)
21. (D) 22. (A) 23. (C) 24. (A) 25. (D) 26. (C)
27. Water Clock: [1], [2], [6] Spring-Powered Clock: [4], [5]

Part III

1. (C) 2. (A) 3. (D) 4. (C) 5. (C) 6. (D) 7. (C)
8. (C) 9. (C) 10. (B) 11. (C) 12. (A) 13. 4th
14. [1], [5], [6]
15. (B) 16. (C) 17. (C) 18. (A) 19. (B) 20. (D)
21. (B) 22. (A) 23. (C) 24. (B) 25. (D) 26. (A)
27. (A) 28. [1], [2], [4]

PART I

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EXPLANATIONS

- 1 [Rhetorical Purpose Question] When discussing Taylorism, the author notes, "The purpose of Taylorism, which is also known as scientific management," so the author is providing another name for Taylorism.
- 2 [Factual Question] The passage reads, "The purpose of Taylorism, which is also known as scientific management, is to improve the efficiency of industry by enhancing the productivity of both managers and workers through the implementation of scientific analysis in the workplace."
- 3 [Reference Question] The "they" that were all getting paid the same were the workers.
- 4 [Vocabulary Question] When the worst workers were weeded out, they were removed, or fired, from their jobs.
- 5 [Negative Factual Question] The author never writes anything about Taylor using his own methods at the factory that he managed.
- 6 [Inference Question] It is written, "But Taylor felt that managers should be in control of all aspects of production to the point that they were micromanaging it. Taylor further believed that managers should understand all aspects involved in the making of a product and that they should teach factory workers their jobs. So managers needed to select the workers, train them, and then supervise them during their shifts." So the author implies that managers needed to have a great deal of expertise in order to do their jobs well.
- 7 [Factual Question] The passage notes, "So, when this idea of Taylor's was implemented, it resulted in clashes between the blue-collar factory floor workers and the white-collar managers."
- 8 [Vocabulary Question] The output of products refers to their production in factories.
- 9 [Vocabulary Question] When management attempts to placate employees, the employees are being appeased.
- 10 [Factual Question] The author remarks, "While some were assuredly far from clever, many were quite intelligent and could learn more than their basic duties. Critics of Taylorism see his narrow-minded views as one of his greatest failings."
- 11 [Sentence Simplification Question] The highlighted sentence notes that Taylor's methods made manufacturing more efficient, which resulted in better-made products that were manufactured faster. This is best explained in answer choice (B).
- 12 [Vocabulary Question] Unyielding methods are rigid, so they are unbending.
- 13 [Insert Text Question] The sentence before the first square notes that no workers wanted to work harder than the others. The sentence to be inserted follows up by explaining the reason for this: The workers had no incentive to do their best work.
- 14 [Prose Summary Question] According to the passage, Frederick Taylor came up with scientific management, which was designed to make workers more efficient. In support of this, the author notes that when Taylor's methods were used, factories saw their production rates increase. In addition, Taylor devised his theories by watching workers do their jobs. And Taylorism was controversial, so utilizing it sometimes caused problems between workers and managers.

EXPLANATIONS

- 1 [Vocabulary Question] People who are susceptible to maladies are vulnerable to them. So it is easy for them to get these maladies.
- 2 [Vocabulary Question] Something that is exceedingly rare is extremely uncommon.
- 3 [Reference Question] The "one" that will not be found for quite some time is a cure for the disease. All of the other three answer choices are either known or have been found.
- 4 [Rhetorical Purpose Question] About the cause of progeria, the author writes, "The disease is caused by a defect in a person's genetic code in the protein Lamin A."
- 5 [Factual Question] The author mentions, "Because so few people suffer from this disease, medical experts are uncertain exactly how or why the Lamin A protein becomes defective."
- 6 [Inference Question] The passage reads, "Likewise, there is no ethnicity or nation that has many more cases than others; this is unlike other rare diseases, which frequently affect a particular ethnic or racial group more than others." So it can be inferred that progeria acts differently from other rare diseases.
- 7 [Rhetorical Purpose Question] The author notes, "Common health issues for children with progeria are hip dislocations, heart disease, and strokes."
- 8 [Reference Question] The "Most" that die at early ages are progeria sufferers. The others do not die when they are very young.
- 9 [Negative Factual Question] The author writes nothing about how much or how little pain people with progeria must endure.
- 10 [Vocabulary Question] A viable cure is one that is feasible in that it might work.
- 11 [Factual Question] The author writes, "These tests are only in their initial stages though, so it will likely take at least several more years before a viable cure exists."
- 12 [Factual Question] It is written, "Part of the reason why medical researchers have been unable to find a cure for progeria is that it happens so infrequently. Because there are but a handful of progeria cases, neither expert medical researchers nor funds are attracted to the cause. The lion's share of expertise and research money instead goes to diseases such as cancer, which affects an exponentially greater number of people."
- 13 [Inference Question] The author remarks, "Nevertheless, progeria has recently gained interest among some members of the medical community because research on it may offer clues into why people age. Some speculate that if researchers find a way to cure progeria, they might also be able to slow advanced aging in adults." So it can be inferred that, as more researchers begin to study progeria, larger amounts of money will be spent on it in the future.
- 14 [Prose Summary Question] According to the passage, progeria is an incurable disease that causes children to age rapidly. In support of this, the author notes that without a cure, all people who suffer from it die. In addition, it is a problem with a protein that causes progeria. And people who suffer from it begin to look like they are very old.
- 15 [Factual Question] The author writes, "Early men frequently relied upon the movements of heavenly bodies and the passing of the seasons to measure time."
- 16 [Inference Question] The passage reads, "But stargazing and keeping track of the seasons were employed to measure large units of time—months and years." The author mentions that stargazing can be used to measure months and years. However, it includes nothing about keeping track of short periods of time, such as what hour of the day it is.
- 17 [Rhetorical Purpose Question] About sundials, the author writes, "Among the earliest clocks made by humans were sundials. They were limited in that they could not be used after the sun had set and the shadows that sundials cast depend upon the latitude at which a person is. Resultantly, sundials could only be utilized to keep track of the local time during daylight hours, which made them unreliable and relatively ineffective." Much of the information about sundials focuses upon their disadvantages.
- 18 [Sentence Simplification Question] The highlighted sentence notes that water clocks were either invented by people in ancient civilizations, such as Egypt, or the people were taught about the clocks by others. This is best explained in answer choice (A).
- 19 [Factual Question] The passage notes, "They were limited in that they could not be used after the sun had set and the shadows that sundials cast depend upon the latitude at which a person is. Resultantly, sundials could only be utilized to keep track of the local time during daylight hours, which made them unreliable and relatively ineffective."

- 20 **[Negative Factual Question]** About water clocks, the author writes, "It was a relatively simple device that measured the passage of time with flowing water." So water clocks were simple and thus did not have several intricate parts.
- 21 **[Reference Question]** The "those" that people could carry are smaller clocks.
- 22 **[Vocabulary Question]** When the spring's power became diminished, it abated.
- 23 **[Factual Question]** The author remarks, "Spring-powered clocks had several advantages over water clocks. First, by employing spring power, smaller clocks—even those that people could carry—were able to be made."
- 24 **[Vocabulary Question]** When the formulas judged the desired length and weight, they determined what both of them were.
- 25 **[Factual Question]** The author mentions, "Pendulum clocks proved to be so accurate that minute hands—and eventually second hands—were added to clock faces."
- 26 **[Vocabulary Question]** When something such as a watch is too cumbersome, it is bulky, so it is difficult to carry around.
- 27 **[Fill in a Table Question]** According to the passage, water clocks could be inflow or outflow devices. Also, they were used to measure time in ancient Egypt, and they were the first reliable type of mechanical clock. As for spring-powered clocks, they needed to be rewound in order to be accurate, and women wore them on their wrists in the 1800s.

PART III

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EXPLANATIONS

- 1 **[Rhetorical Purpose Question]** The author discusses the location of the Aztec Empire in writing, "The Aztec Empire, which was centered on the land occupied by present-day Mexico City, was by far the most violent of the three."
- 2 **[Vocabulary Question]** When the Aztecs slaughtered their prisoners, they murdered them.
- 3 **[Factual Question]** About Templo Mayor, the author mentions, "At its apex stood two temples, one to the Aztec god of rain and the other to the Aztec god of the sun and war. In front of both temples, captured enemies were ritualistically sacrificed to appease the two gods."
- 4 **[Inference Question]** First, the author mentions that Templo Mayor was in Tenochtitlan. Then, the author writes, "Over time, its foundation and many artifacts were covered up, and Mexico City eventually rose around it."
- 5 **[Vocabulary Question]** When the Spanish razed the Templo Mayor, they demolished it. That is, they destroyed it.
- 6 **[Factual Question]** The author notes, "The first temple was constructed around 1325, and later Aztec rulers sought to show off their power and prestige by rebuilding and expanding Templo Mayor."
- 7 **[Vocabulary Question]** When something is bedecked in luxurious jewels, it is decorated with them.
- 8 **[Reference Question]** The "them" that dubbed the beast Aristo-Dog were the archaeologists. Of all four answer choices, only archaeologists—that is, people—are capable of dubbing anything.
- 9 **[Factual Question]** The passage reads, "Underneath the stone was found a multilayered chamber where each layer had several items placed on it to serve as offerings to the gods. Included in these items were animal carcasses, gold and jade jewelry, and seashells. The sacrificed animals were birds and mammals, particularly eagles and dogs. In one of the lowest levels, archaeologists found a dog bedecked in luxurious jewels, which prompted them to dub the beast Aristo-Dog." So the author describes a variety of sacrificial items that were found in the chamber's levels.
- 10 **[Factual Question]** The author mentions, "In 1978, when the decision was made to unearth the temple, thirteen modern buildings stood on the site. The Mexican government paid off the owners and knocked the buildings down, which cleared the site."
- 11 **[Factual Question]** It is written, "One reason for this is the mystical attachment that many Mexicans feel toward their Aztec ancestors. To them, the Aztecs represent a connection to the past prior to the arrival of the Spanish."
- 12 **[Inference Question]** The author notes, "To them, the Aztecs represent a connection to the past prior to the arrival of the Spanish. Yet some question whether the Aztecs should be revered or even if the temple should be excavated at all." So it can be inferred that Mexicans are divided on whether or not Templo Mayor should be excavated.
- 13 **[Insert Text Question]** The sentence before the

fourth square notes that the purpose of Aristo-Dog remains a mystery. The sentence to be inserted mentions that there are some theories about Aristo-Dog's purpose, but nothing has been proven to be true yet.

- 14 **[Prose Summary Question]** According to the passage, Templo Mayor was an important place in the Aztec Empire and has been undergoing excavations for several decades. In support of this, the author mentions that archaeologists digging there have found many relics. In addition, the Aztecs used to sacrifice prisoners to their gods at the temple. And the Mexican government has assisted the excavations by buying the buildings that sat on the temple site.
- 15 **[Reference Question]** The "them" that are very important are many forces.
- 16 **[Vocabulary Question]** When something has a pronounced influence, it is noticeable.
- 17 **[Factual Question]** The passage reads, "By looking at one country—the United States—it is easy to recognize several factors in its educational policy during the past century that benefitted the nation as a whole and enabled it to develop the world's largest economy."
- 18 **[Sentence Simplification Question]** The highlighted sentence notes that while the United States' economy as strong in the early 1900s, without changes in its educational system, it would not have grown much more. This is best explained in answer choice (A).
- 19 **[Negative Factual Question]** The author does not mention anything about educators encouraging students to attend high school around 1900.
- 20 **[Factual Question]** The author writes, "By 1940, twenty-six percent of all American children were enrolled in high school, and, by the 1980s, that number had increased to thirty-two percent."
- 21 **[Inference Question]** The passage mentions, "By 1940, twenty-six percent of all American children were enrolled in high school, and, by the 1980s, that number had increased to thirty-two percent. Additionally, those numbers only take into account students in public schools and not the thousands of others attending private schools and getting homeschooled." By mentioning that the statistics omitted private school students and homeschooled students, the author implies that the number of students in high school was larger than what was reported.
- 22 **[Rhetorical Purpose Question]** It is written, "But, after World War II in the 1940s, the American government introduced the GI Bill. It permitted servicemen and women to attend university while the government paid their tuition. Suddenly, by 1940, there were almost 400,000 students enrolled in American universities."
- 23 **[Vocabulary Question]** When people matriculated to universities, they enrolled in them.
- 24 **[Factual Question]** The author writes, "During the latter half of the twentieth century, the numbers continued to rise until by 2000, more than one million American students matriculated to universities each year. A construction explosion took place around the country during the latter half of the 1900s. Hundreds of new campuses were built, and existing ones were expanded."
- 25 **[Vocabulary Question]** Economic prosperity refers to affluence. In a good economy, people are affluent. That is, they have a lot of money.
- 26 **[Vocabulary Question]** Bleak economic conditions are dismal. They exist during times when an economy is poor.
- 27 **[Factual Question]** The author notes, "First, many of these high school and university graduates became managers, engineers, teachers, doctors, and business leaders. They paid taxes, and the increased tax revenues helped further expand the country's educational facilities."
- 28 **[Prose Summary Question]** According to the passage, the United States economy became the world's largest in the 1900s because there was a focus on education in the country. In support of this, the author notes that when more Americans attended college, there were more high-paying jobs and increases in tax revenues. In addition, in the 1920s, more schools were opened, and more teachers were hired. And the GI Bill induced many soldiers to attend college for free beginning in the 1940s.

ANSWERS

Part I

1. (C) 2. (A) 3. (D) 4. (B) 5. (C) 6. (B) 7. (D)
8. (A) 9. (A) 10. (C) 11. (C) 12. (D) 13. 2nd
14. [2], [3], [4]

Part II

1. (D) 2. (B) 3. (C) 4. (A) 5. (D) 6. (B) 7. (A)
8. (A) 9. (C) 10. (B) 11. (A) 12. (D) 13. (C)
14. [3], [4], [6]

15. (D) 16. (A) 17. (B) 18. (B) 19. (B) 20. (C)
21. (C) 22. (A) 23. (B) 24. (C) 25. (D) 26. 4th
27. Kuiper Belt: [1], [4], [7] Oort Cloud: [3], [5]

PART I

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EXPLANATIONS

- [Vocabulary Question]** When blue holes are mentioned as being perilous, they are being described as dangerous. Notice the use of the word "risks" in the sentence following the one with "perilous" in it.
- [Factual Question]** About the locations of blue holes, it is noted, "This is a result of their location near the ocean yet not precisely in it."
- [Inference Question]** The passage reads, "Nevertheless, dive teams willingly accept these risks as they hurry to investigate the depths of blue holes since they may not be around for much longer." In writing that blue holes "may not be around for much longer," the author implies that they are temporary rather than permanent.
- [Reference Question]** The "that" that has the bottom layer below it is the middle layer.
- [Negative Factual Question]** The author never mentions that the bottom layer is always the largest. It may be, but this might not always be true.
- [Vocabulary Question]** A toxic gas is poisonous.
- [Sentence Simplification Question]** The highlighted sentence notes that the layer of hydrogen sulfide gas forms a layer that can cause problems—including death—for divers, so the divers always move quickly through this layer. These facts are best explained in answer choice (D).
- [Inference Question]** About the bacteria in blue holes, the author writes, "These bacteria need light

from the sun but cannot tolerate oxygen." So the author implies that the bacteria will be harmed if they are exposed to oxygen.

- [Vocabulary Question]** When divers persist in exploring blue holes, they continue to dive in them despite the dangers.
- [Factual Question]** The passage notes that blue holes' "unique ecosystems can provide scientists with knowledge of how life formed on Earth billions of years ago. Their oxygen-deprived environments are similar to what Earth was like when it formed."
- [Vocabulary Question]** A delicate balance of fresh and salt water is a fragile one that can be upset easily.
- [Factual Question]** It is written, "When the level of the ocean rises, blue holes become subjected to an influx of sea water from the top. Many are located near the sea, so they will soon be underwater. When this occurs, the delicate balance of fresh and salt water, which creates that conditions required for the blue hole ecosystem, will be destroyed."
- [Insert Text Question]** The sentence before the second square notes that scientists might learn about how life could exist on other planets that have no oxygen. The sentence to be inserted mentions astronomy, which includes the study of other planets. This is what connects the two sentences.
- [Prose Summary Question]** According to the passage, Bahamian blue holes have unique ecosystems but may disappear soon. In support of this, the author notes that some scientists think that changes in the environment may cause some blue holes to vanish. In addition, scientists can learn about the conditions on Earth billions of years ago by studying blue holes. And the combination of salt and fresh water is what creates the unique ecosystems of blue holes.

PART II

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EXPLANATIONS

- [Rhetorical Purpose Question]** About Herodotus, the author writes, "The Greek historian Herodotus, who lived from 484 to 430 B.C., wrote about the ancient Egyptians, and countless others have emulated him over the years." The focus of the

sentence is that Herodotus wrote about the ancient Egyptians in his works.

- 2 **[Vocabulary Question]** When people emulated Herodotus by writing about the ancient Egyptians, they imitated him.
- 3 **[Factual Question]** It is written, "Its myriad monuments, temples, pyramids, and tombs have attracted explorers, treasure hunters, and tourists since ancient times."
- 4 **[Vocabulary Question]** When the early conquerors of Egypt exploited ancient Egypt's remains, they utilized them.
- 5 **[Sentence Simplification Question]** The highlighted sentence notes that grave robbers have looted Egyptian tombs for centuries to make money rather than to improve knowledge of ancient Egypt. This is best explained in answer choice (D).
- 6 **[Rhetorical Purpose Question]** About the Rosetta Stone, the author notes, "The team's greatest find was the Rosetta Stone, a stone slab that was inscribed with three languages: ancient Greek, Coptic, and hieroglyphics. The writing on the Rosetta Stone contained the same message composed in all three languages. This became the key to interpreting the hieroglyphics of ancient Egypt. Two men, Thomas Young of England and Jean-Francois Champollion of France, were instrumental in unlocking the secrets of hieroglyphics. By comparing the hieroglyphic symbols to the Greek and Coptic texts, they gradually learned how to read the ancient language. Their work enabled those who came after them to interpret the hieroglyphics carved on many of Egypt's monuments and temples." So the author focuses on the fact that it was due to the Rosetta Stone that people learned to read hieroglyphics.
- 7 **[Factual Question]** The passage mentions, "The team's greatest find was the Rosetta Stone, a stone slab that was inscribed with three languages: ancient Greek, Coptic, and hieroglyphics. The writing on the Rosetta Stone contained the same message composed in all three languages."
- 8 **[Reference Question]** The "them" that visited places all over Egypt were the many explorers that went there.
- 9 **[Vocabulary Question]** When a person is meticulous in his explorations, he is precise.
- 10 **[Negative Factual Question]** The author never mentions whether or not William Flinders Petrie ever refused to hire unskilled local diggers.
- 11 **[Inference Question]** The author writes, "He spent most of his later years in Egypt and was the mentor of Howard Carter, who discovered the most renowned of Egyptian sites, the tomb of King Tutankhamen, in 1922." Since King Tutankhamen's tomb became the most renowned Egyptian site upon its discovery, it can be inferred that Howard Carter, the man who discovered it, became famous after doing so.
- 12 **[Reference Question]** The "many" that remain in other countries are items.
- 13 **[Factual Question]** The passage reads, "Now that Egypt is free of foreign occupiers, the Egyptians have begun to reassert their rights over their ancient ancestors. While foreign archaeologists are still permitted to dig, the Egyptians are applying pressure to foreign museums and collectors to return many of their artifacts. Some items have been returned, but many remain in other countries. The Egyptians have responded by refusing permits for some foreign archaeologists who want to dig in the country."
- 14 **[Prose Summary Question]** According to the passage, Egyptology is the study of ancient history, and it is often conducted through the works of archaeologists. In support of this, the author notes that the Rosetta Stone enabled people to read hieroglyphics and to learn about Egypt's history. In addition, William Flinders Petrie used new methods of archaeology to preserve Egypt's sites. And the examination of various sites in Egypt has increased people's knowledge of it.
- 15 **[Vocabulary Question]** An innumerable amount of objects is a countless number of them.
- 16 **[Negative Factual Question]** There is nothing mentioned about the sun's gravity in paragraph 1. The sun's gravity is mentioned in later paragraphs.
- 17 **[Factual Question]** The author writes, "Astronomers refer to the region of space where the majority of these faraway objects orbit the sun as the Kuiper Belt."
- 18 **[Rhetorical Purpose Question]** About Eris, the author notes, "The most distant visible object that is still a part of the solar system is Eris, the largest dwarf planet, which is sixty-three AU from the sun."
- 19 **[Reference Question]** The "it" that completes a single orbit in 560 Earth years is Eris.
- 20 **[Factual Question]** It is written, "Yet Pluto is not always so distant from the sun, and its elliptical orbit at times—like the present—places it closer to

the sun than Neptune, the farthest from the sun of the eight planets."

21 **[Inference Question]** The author remarks, "Besides Pluto and Eris, the other dwarf planets are Ceres, Haumea, and Makemake. Ceres actually resides in the asteroid belt between Mars and Jupiter. Haumea, meanwhile, is approximately forty-three AU from the sun and completes a single orbit in 285 years while Makemake is around forty-six AU from the sun and takes 310 years to orbit it. Every distant dwarf planet is small, rocky, cold, and covered in frozen substances, most likely methane." First, the author mentions that Ceres is in the asteroid belt. Then, the author writes, "Every distant dwarf planet is small, rocky, cold, and covered in frozen substances, most likely methane." So it can be inferred that Ceres, which is not a distant dwarf planet, is different from the others.

22 **[Factual Question]** It is written, "Comets continually move into and out of the Kuiper Belt as they orbit the sun."

23 **[Vocabulary Question]** Something that is spoken about theoretically is something that supposedly happens.

24 **[Vocabulary Question]** When comets are diverted from their courses, they are redirected by various forces, such as gravity.

25 **[Rhetorical Purpose Question]** The paragraph about the Oort Cloud reads, "In fact, the actual existence of the Oort Cloud is mostly based upon a theoretical belief since the long-term comets that orbit the sun must come from somewhere. Beyond the Oort Cloud lies the vast emptiness of space that leads to other stars located light years away from the solar system. How far past the Oort Cloud the sun's gravitational pull extends is uncertain. It is a question that cannot be answered until modern science makes more technological advances." In the passage, the author stresses that the Oort Cloud is "theoretical" and that much about it is "uncertain." So the author is explaining that little is known about it yet.

26 **[Insert Text Question]** The sentence before the fourth square notes that Halley's Comet has a regular and relatively short orbit, which is unlike many of the comets in the Kuiper Belt. The sentence to be inserted then provides additional information about Halley's Comet. Namely, it notes how long it takes to orbit the sun.

27 **[Fill in a Table Question]** According to the passage, the Kuiper Belt is next to the inner solar

system, contains unused material from when the solar system formed, and has three dwarf planets at this time since Pluto is currently in the inner solar system. As for the Oort Cloud, its existence is only theorized, and it might extend tens of thousands of AU from the sun.

ANSWERS

Part I

1. (A) 2. (C) 3. (B) 4. (A) 5. (B) 6. (A) 7. (A)
8. (C) 9. (D) 10. (C) 11. (D) 12. (A) 13. 4th
14. [2], [4], [6]

Part II

1. (D) 2. (A) 3. (C) 4. (C) 5. (B) 6. (A) 7. (B)
8. (A) 9. (D) 10. (C) 11. (A) 12. (B) 13. (D)
14. [1], [2], [6]

15. (C) 16. (C) 17. (A) 18. (D) 19. (B) 20. (B)
21. (C) 22. (D) 23. (B) 24. (A) 25. (A) 26. 4th
27. Charles Darwin: [3], [4], [5] Jean-Baptiste Lamarck:
[2], [7]

Part III

1. (A) 2. (B) 3. (D) 4. (B) 5. (A) 6. (C) 7. (C)
8. (B) 9. (A) 10. (D) 11. (C) 12. (B) 13. 3rd
14. [1], [2], [4]
15. (C) 16. (D) 17. (D) 18. (B) 19. (C) 20. (B)
21. (A) 22. (A) 23. (C) 24. (B) 25. (B) 26. (A)
27. Desert: [1], [6], [8] Watery Area: [4], [9] Tundra: [3], [7]

PART I

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EXPLANATIONS

- [Factual Question]** The author writes, "Although it lives primarily in the United States, its territory covers parts of Canada, Mexico, Central America, and even some regions in South America."
- [Rhetorical Purpose Question]** The passage reads, "These are sometimes mistakenly referred to as horns, such as those found on cows, sheep, and goats."
- [Reference Question]** The "them" that deer antlers are different from are horns.
- [Sentence Simplification Question]** The highlighted passage notes that it takes deer two seasons to grow their antlers, which then fall off in another season. After that, deer lack antlers until the time when they grow back the following year. This is best explained in answer choice (A).
- [Vocabulary Question]** Anomalies are irregularities.
- [Factual Question]** The author remarks, "Neither of those are activities that females engage in, so, without a demonstrated need for antlers, female whitetail deer virtually never develop them."
- [Vocabulary Question]** When an inordinate number of bucks do not grow antlers, an excessive number of them fail to develop antlers.
- [Factual Question]** The passage notes, "Every following year, the deer will grow a new set of antlers which it sheds during the winter; however, sometimes, the region in which a deer is living may have an insufficient supply of food. In that case, its antlers may develop either extremely slowly or perhaps not at all."
- [Inference Question]** The author writes, "Starting in April, a buck requires a larger-than-normal amount of nutrition since its antlers can grow about 0.6 centimeters per day." Since deer need more nutrition starting in April, it can be inferred that their antlers begin to grow in April as well.
- [Vocabulary Question]** When some deer incur injuries, they sustain them. This may happen when they are fighting one another.
- [Factual Question]** The passage includes, "When deer suffer harm to their legs, the growth of their antlers may likewise be affected. For most bucks, an injury to a back leg will cause the antler on the opposite side to develop in a deformed manner. Hence a back right leg injury will result in the antler on the deer's left-hand side to appear unusual."
- [Inference Question]** The author notes, "Upon ending, the testosterone levels in male deer decrease, so, during the middle of January, they begin to lose their antlers." Since the author mentions the decrease of testosterone levels and the losing of antlers in the same sentence, it can be inferred that the two are closely related.
- [Insert Text Question]** The sentence before the fourth square notes that bucks use their antlers to attract females and to fight other bucks for mates. The sentence to be inserted provides an additional reason why bucks have antlers. Here, the phrase "in addition" is the key to knowing where to insert the sentence.
- [Prose Summary Question]** According to the lecture, male whitetail deer grow antlers, yet not all of them do because they might sometimes have problems in their development. In support of this, the author notes that bucks start growing antlers quickly in the spring. In addition, when a deer

suffers an injury, it might have problems growing antlers in later years. And when a deer does not eat enough, it might grow antlers that are smaller than they should be.

PART II

Page 131

EXPLANATIONS

- 1 **[Vocabulary Question]** When helicopters extract wounded individuals from battlefields, they remove them from the places where people are fighting.
- 2 **[Inference Question]** The passage reads, "Helicopters differ from the vast majority of airplanes in that they have vertical takeoff and landing capabilities and can also hover in the air over a fixed point." In noting that helicopters are different from "the vast majority of airplanes" because of their ability to take off and land vertically, it can be inferred that some airplanes are able to take off and land vertically.
- 3 **[Negative Factual Question]** The passage notes that helicopters are used for military reasons, but nothing is mentioned about "covert" military missions.
- 4 **[Rhetorical Purpose Question]** The passage reads, "The helicopter was one of the last flying devices made by man. It followed balloons, gliders, and airplanes primarily due to the difficulty involved in creating a machine that could take off and land vertically, fly straight, and hover."
- 5 **[Reference Question]** The "their" that made models were many inventors.
- 6 **[Rhetorical Purpose Question]** It is written, "Russian-American aircraft designer Igor Sikorsky, however, is credited with inventing the first large-scale helicopter in 1942."
- 7 **[Factual Question]** The author notes, "His machine utilized the single main rotor and smaller tail rotor that are common in most helicopters today."
- 8 **[Vocabulary Question]** When the helicopter first gained prominence, it gained distinction among people.
- 9 **[Factual Question]** The author writes, "In Korea, helicopters were regularly used for observation, the search and rescue of downed fliers, and the ferrying of wounded soldiers quickly from the battlefield to medical care centers. It was in this last task that helicopters played their most significant role in Korea as they greatly reduced the time it took for wounded soldiers to receive proper treatment."
- 10 **[Vocabulary Question]** As helicopters are vulnerable to antiaircraft fire, they are susceptible to being shot down by it.
- 11 **[Factual Question]** While describing the use of the helicopter in the Vietnam War, the author writes, "The American military lost thousands of helicopters during the war."
- 12 **[Factual Question]** It is written, "Then, in the 1950s, engineers developed turbine engines for helicopters that were lighter and more powerful than internal combustion engines. This enabled designers to create larger and more powerful helicopters."
- 13 **[Sentence Simplification Question]** The highlighted sentence notes that helicopters with varying functions were made in many different countries. This is best explained in answer choice (D).
- 14 **[Prose Summary Question]** According to the passage, the helicopter has many uses and is employed by both the military and civilians. In support of this, the author notes that the first helicopters were for the military but were later employed by civilians. In addition, the military uses helicopters to transport soldiers and to evacuate wounded soldiers from battle. And helicopters often engage in search-and-rescue missions to save people.
- 15 **[Vocabulary Question]** A seminal work is one that is highly influential.
- 16 **[Factual Question]** It is written, "Darwin was certain that what he had written was correct, yet he had trouble explaining the actual process through which species changed."
- 17 **[Rhetorical Purpose Question]** The author remarks, "Due to the slow and steady process of change, this theory of natural selection is sometimes referred to as gradualism."
- 18 **[Negative Factual Question]** The author does not note any organisms that have undergone the most changes due to evolution. In fact, there is no mention of the names of any organisms in the entire paragraph.
- 19 **[Factual Question]** The author writes, "Darwin based his theory of natural selection on both observations and inferences since he had no solid evidence to explain how it actually took place. This left Darwin open to attack."
- 20 **[Vocabulary Question]** When something lends weight to a theory, it supports that theory.
- 21 **[Inference Question]** About spontaneous

generation, the author notes, "Darwin's inability to prove his theory of gradualism lent weight to a competing theory, one which stated that all living things derive from spontaneous generation and are created from the elements of the Earth through some sort of mystical force. This theory dates back as far as Aristotle, who lived more than two thousand years ago in ancient Greece, and it has had supporters throughout history." Since Charles Darwin came up with the theory of natural selection and he lived in the 1800s, it can be inferred that spontaneous generation has been believed in for a much longer period of time.

- 22 **[Reference Question]** The "they" that became more complex were the new organs.
- 23 **[Sentence Simplification Question]** The highlighted sentence notes that some organisms changed, but as for the ones that did not evolve for various reasons, they went extinct. This is best explained in answer choice (B).
- 24 **[Vocabulary Question]** Something that is erroneous is mistaken.
- 25 **[Factual Question]** The passage includes, "There is a life force inside all living things that causes them to change: genes. Genes determine the traits of organisms and are passed from parent to offspring. Organisms evolve by inheriting these genetic traits from their parents and by then passing them on to successive generations of offspring."
- 26 **[Insert Text Question]** The sentence before the fourth square notes that Darwin was unable to use the fossil record to prove that whales had walked on land in the past. The sentence to be inserted notes that this proof was provided decades later thanks to advanced scientific methods.
- 27 **[Fill in a Table Question]** According to the passage, Charles Darwin was attacked because of the lack of support for his work in the fossil record. Also, he believed in gradualism, so he thought it took a long time for organisms to change, and he had problems explaining how evolution actually took place. As for Jean-Baptiste Lamarck, he believed in an idea that the ancient Greeks had proposed, and felt that there were fluids in organisms that caused them to change.

PART III

Page 141

EXPLANATIONS

- 1 **[Vocabulary Question]** When countries are buoyed by various advantages, they are sustained by them.
- 2 **[Factual Question]** The passage reads, "Buoyed by low-cost labor, abundant natural resources, and access to global markets, these countries are poised to enjoy continued growth in the decades to come."
- 3 **[Factual Question]** The author notes, "The French established a large colony in the modern-day states of Vietnam, Laos, and Cambodia."
- 4 **[Inference Question]** The author writes, "Thailand alone remained independent of foreign control. However, like most of the region, it was occupied by Japanese troops during World War II." Since Thailand was "occupied by Japanese troops during World War II," it can be inferred that the Thais fought against and lost to the Japanese then.
- 5 **[Sentence Simplification Question]** The highlighted sentence notes that the Europeans' colonies provided them with both raw materials and labor. This is best explained in answer choice (A).
- 6 **[Reference Question]** The "they" that exploited the lands were the foreign colonizers.
- 7 **[Rhetorical Purpose Question]** The author focuses on the contrast of status in writing, "The majority of them were successful as, after World War II, the colonies became independent states one by one. The sole exceptions were Hong Kong and Macau, which remained European possessions until they were returned to China at the end of the twentieth century."
- 8 **[Factual Question]** About Vietnam, the author writes, "Democracy was practiced in these newly independent nations except for in Vietnam, which turned to communism after a long, bloody struggle."
- 9 **[Negative Factual Question]** The paragraph contains no information about how Southeast Asian countries improved their infrastructures.
- 10 **[Vocabulary Question]** A robust economy is very strong.
- 11 **[Factual Question]** It is written, "One of ASEAN's primary goals is to stimulate economic growth in the region."
- 12 **[Vocabulary Question]** When wages are significantly lower, they are considerably lower than they are in other countries.

- 13 **[Insert Text Question]** The sentence before the third square notes that some Southeast Asian countries have become major manufacturing centers. The sentence to be inserted continues to describe how strong some of the largest manufacturers there have become.
- 14 **[Prose Summary Question]** According to the passage, many Southeast Asian countries gained their independence and improved their economies over a fifty-year period. In support of this, the author notes that many countries diversified their economies. In addition, most of them became independent countries after World War II. And agriculture, manufacturing, and tourism are all important to their economies.
- 15 **[Vocabulary Question]** Adverse conditions are unfavorable ones.
- 16 **[Negative Factual Question]** In paragraph 1, there is no mention of evolution anywhere.
- 17 **[Reference Question]** The "they" that search for water and nutrients far underground are a plant's roots.
- 18 **[Factual Question]** The author writes, "In dry regions, a plant's roots may extend far underground as they search for water and nutrients."
- 19 **[Reference Question]** The "these" that seem able to absorb the gases that plants need to survive from the atmosphere itself are aerating roots.
- 20 **[Negative Factual Question]** In watery areas, some plant roots grow close to or on the surface, but there is no mention of them growing horizontally. That is something which plants in the desert frequently do.
- 21 **[Factual Question]** It is written, "In watery areas, such as bogs, swamps, marshes, and places near lakes and seashores, some plants have roots that grow above the ground. Botanists call these aerating roots. Some species with these seem able to absorb the gases that plants need to survive from the atmosphere itself. Mangrove and cypress trees both have aerating roots."
- 22 **[Vocabulary Question]** Something that can draw moisture and nutrients from poor soil can extract them.
- 23 **[Factual Question]** The author writes, "Furthermore, strong winds make it difficult for plants to remain attached to the ground. Resultantly, plants that grow in tundra are small, grow low to the ground, and have shallow roots. Nevertheless, their roots are quite strong and can anchor the plant in windy conditions."
- 24 **[Vocabulary Question]** When seeds are deposited on islands by birds, they are dropped by the birds.
- 25 **[Rhetorical Purpose Question]** About the ohia lehua tree, the author notes, "One of these plants, the ohia lehua tree, has a unique root system that gives it the ability to burrow deep into the lava rocks, where there are nutrients and moisture in lava tubes, which are hollow spaces created by fast-flowing lava during a volcanic eruption. Inside these lava tubes, moisture gathered, which the trees' roots used to enable the trees to survive. Over time, these roots began breaking down the lava. As more trees grew, the hard lava further transformed into rich soil, thereby allowing the Hawaiian Islands to become the lush tropical paradise they are today." So the author focuses on how these plants helped transform Hawaii.
- 26 **[Factual Question]** It is written, "Inside these lava tubes, moisture gathered, which the trees' roots used to enable the trees to survive."
- 27 **[Fill in a Table Question]** According to the passage, plants in desert areas may have shallow yet horizontal roots, may have taproots that grow straight down, and can absorb water from a large area. As for plants in water areas, some of their roots can absorb gases from the air, and some of their roots may grow above ground. And as for plants in tundra, they may have strong yet shallow roots and may have roots that grow deeply in summer.

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