The third section of the TOEFL test is the Reading Comprehension section. This section consists of fifty questions (some test may be longer). You have fifty-five minutes to complete the fifty questions in this section.

TOEFL reading passages can be any topic, but you are not being tested on your knowledge of that topic. You are only being tested on your reading skills. All the answers you need are in the passage. You will be able to read more quickly, however, if you are familiar with the topic. The best way to prepare is to read as much as you can on a wide variety of topics.

### STRATEGIES FOR READING COMPREHENSION

1. **Skim the reading passage to determine the main idea and the overall organization of ideas in the passage.** You do not need to understand every detail in each passage to answer the questions correctly. It is therefore a waste of time to read the passage with the intent of understanding every single detail before you try to answer the questions.

2. **Look ahead at the questions to determine what language skills are being tested in the questions.** Questions related to different language skills are answered in different ways.

3. **Find the section of the passage that deals with each question.** The language skill tells you exactly where to look in the passage to find correct answers.
   - For main idea questions, look at the first line of each paragraph.
   - For directly and indirectly answered detail questions, choose a key word in the question, and skim for that key word (or a related idea) in order in the passage.
   - For pronoun questions, the question will tell you where the pronoun is located in the passage.
   - For transition questions, look at the beginning or the end of the passage.
   - For vocabulary questions, the question will tell you where the word is located in the passage.
   - For where-in-the-passage questions, the answer choices give you the four possible locations of the correct answer.
   - For tone, purpose, and course questions, look at the first line of each paragraph.
**SKILLS IN READING COMPREHENSION**

**I. Questions about the Ideas of the Passage**
1. Answer main idea questions correctly
2. Recognize the organization of ideas

**II. Directly Answered Questions**
3. Answer stated detail questions correctly
4. Find “unstated” details
5. Find pronoun referents

**III. Indirectly Answered Questions**
6. Answer implied detail questions correctly
7. Answer transition questions correctly

**IV. Vocabulary Questions**
8. Find definitions from structural clues.
9. Determine meanings from word parts
10. Use context to determine meanings of difficult words.
11. Use context to determine meanings of simple words.

**V. Overall Review Questions**
12. Determine where specific information is found.
13. Determine the tone, purpose, or course.
EXAMPLES:

1. MAIN IDEA QUESTIONS

| How to identify the question | What is the topic of the passage?  
|                             | What is the subject of the passage?  
|                             | What is the main idea of the passage?  
|                             | What is the author’s main point in the passage?  
|                             | With what is the author primarily concerned?  
|                             | Which of the following would be the best title?  

| Where to find the answer | The answer to this type of question can generally be determined by looking at the first sentence of each paragraph.  

| How to answer the question | 1. Read the first line of each paragraph.  
|                           | 2. Look for a common theme or idea in the first lines.  
|                           | 3. Pass your eyes quickly over the rest of the passage to check that you really have found the topic sentence(s).  
|                           | 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.  

2 ORGANIZATION OF IDEAS

| HOW TO IDENTIFY THE QUESTION | How is the information in the passage organized?  
|                             | How is the information in the second paragraph related to the information in first paragraph?  

| WHERE TO FIND THE ANSWER | The answer to this type of question can generally be determined by looking at the first sentence of the appropriate paragraphs.  

| HOW TO ANSWER THE QUESTION | 1. Read the first line of each paragraph.  
|                            | 2. Look for words that show the relationship between the paragraphs.  
|                            | 3. Choose the answer that best expresses the relationship.  

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

PASSAGE ONE (Questions 1-2)

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

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

1. What is the main idea of the passage?
   (A) All calendars are the same.
   (B) The solar calendar is based on the sun.
   (C) Different calendars have dissimilar bases.
   (D) The lunar month is twenty-nine and a half days long.

2. How is the information in the passage organized?
   (A) Characteristics of the solar calendar are outlined.
   (B) Two types of calendars are described.
   (C) The strengths and weakness of the lunar calendar are described.
   (D) The length of each existing calendar is contrasted.

PASSAGE TWO (Questions 3-4)

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

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

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

A final type of vaccine contains living microorganisms that have been rendered harmless. With this type of vaccine, a large number of antigen molecules are produced and the immunity that results is generally longer lasting than the immunity from other types of vaccines. The Sabin oral antipolio vaccine and the BCG vaccine against tuberculosis are examples of this type of vaccine.

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

4. How many types of vaccines are presented in the passage?
   (A) Two
   (B) Three
   (C) Four
   (D) Five
PASSAGE THREE (Questions 5-7)

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

A famous scientific hoax occurred in 1912 when Charles Dawson claimed to have uncovered a human skull and jawbone on the Piltdown Common in southern England. These human remains were said to be more than 500,000 years old and were unlike any other remains from that period; as such they represented an important discovery in the study of human evolution. These remains, popularly known as the Piltdown Man and scientifically named *Eoanthropus dawsoni* after their discoverer, confounded scientists for more than forty years. Finally in 1953, a chemical analysis was used to date the bones, and it was found that the bones were modern bones that had been skillfully aged. A further twist to the hoax was that the skull belonged to a human and the jaws to an orangutan.

5. The topic of this passage could best be described as
   (A) the Piltdown Man
   (B) Charles Dawson's discovery
   (C) *Eoanthropus dawsoni*
   (D) a definition and example of a hoax

6. The author's main point is that
   (A) various types of hoaxes have been perpetrated
   (B) Charles Dawson discovered a human skull and jawbone
   (C) Charles Dawson was not an honest man
   (D) the human skull and jawbone were extremely old

7. The second paragraph includes
   (A) an illustration to support the ideas in the first paragraph
   (B) a counterargument to the ideas in the first paragraph
   (C) an analogy to the ideas in the first paragraph
   (D) a detailed definition of a hoax
### 3. STATED DETAIL QUESTION

| HOW TO IDENTIFY THE QUESTION | According to the passage,.............  
|                             | It is stated in the passage.............  
|                             | The passage indicates that.............  
|                             | The author mentions that.............  
|                             | Which of that following is true... ? |
| WHERE TO FIND THE ANSWER    | The answer to these question are found order in.  
|                             | The passage |
| HOW TO ANSWER THE QUESTION  | 1. Choose a key word in the question.  
|                             | 2. Skim in the appropriate part of the passage for the key word or idea  
|                             | 3. Read the sentence that contains the key word or idea carefully  
|                             | 4. Look for the answer that restates an idea in the passage.  
|                             | 5. Eliminate the definitely wrong answers and choose the best answer from the remaining choices. |

### 4 “UNSTATED’DETAIL QUESTIONS

| HOW TO IDENTIFY THE QUESTION | Which of the following is not stated... ?  
|                             | Which of the following is not mentioned ... ?  
|                             | Which of the following is not discussed ... ?  
|                             | All of the following are true except... |
| WHERE TO FIND THE ANSWER    | The answers to these questions are found in order in key Passage |
| HOW TO ANSWER THE QUESTION  | 1. Choose a key word in the question.  
|                             | 2. Scan in the appropriate place in the passage for the key word (or related idea)  
|                             | 3. Read the sentence that contains the key word or idea carefully  
|                             | 4. Look for answers that are definitely true according to the passage. Eliminate those answers.  
|                             | 5. Choose the answer that is not true or discussed in the passage |

### 5 PRONOUN REFERENTS

| HOW TO IDENTIFY THE QUESTION | The pronoun“... .”in line X refers to the following? |
| WHERE TO FIND THE ANSWER     | The line where the pronoun is located is generally given in the question. ‘The noun that the pronoun refers to is generally found before the pronoun. |
| HOW TO ANSWER THE QUESTION   | 1. Find the pronoun in the passage. (The line where the pronoun can be found is generally stated in the question).  
|                             | 2. Look for nouns that come before the pronoun.  
|                             | 3. Read the part of the passage before the pronoun carefully.  
|                             | 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices. |
TOEFL EXERCISE (Skills 3-5): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-4)

The United States does not have a national university, but the idea has been around for quite some time. George Washington first recommended the idea to Congress; he even selected an actual site in Washington, D.C., and then left an endowment for the proposed national university in his will.

During the century following the Revolution, the idea of a national university continued to receive the support of various U.S. presidents, and philanthropist Andrew Carnegie pursued the cause at the beginning of the present century. Although the original idea has not yet been acted upon, it continues to be proposed in bills before Congress.

1. According to the passage, the national university of the United States
   (A) has been around for a while
   (B) does not exist
   (C) is a very recent idea
   (D) is an idea that developed during the present century

2. The passage indicates that George Washington did NOT do which of the following?
   (A) He suggested the concept for a national university to Congress.
   (B) He chose a location for the national university.
   (C) He left money in his will for a national university.
   (D) He succeeded in establishing a national university.

3. Which of the following is NOT mentioned in the passage about Andrew Carnegie?
   (A) He was interested in doing charity work and good deeds for the public.
   (B) He was a member of Congress.
   (C) He was interested in the idea of a national university.
   (D) He was active in the early twentieth century.

4. The pronoun “it” in line 6 refers to
   (A) the cause
   (B) the beginning of the present century
   (C) the original idea
   (D) Congress

PASSAGE TWO (Questions 5-9)

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

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

5. Which of the following is NOT true about the La Brea tarpits?
   (A) They contain fossils that are quite old.
   (B) They are found in Hancock Park.
   (C) They have existed since the Ice Age.
   (D) They are located under a swimming pool.

6. The pronoun “they” in line 3 refers to
   (A) the La Brea tarpits
   (B) Ice Age fossils
   (C) shallow pools of water
   (D) animals

7. According to the passage, how did the Ice Age animals die?
   (A) The water poisoned them.
   (B) They got stuck in the tar.
   (C) They were attacked by other animals.
   (D) They were killed by hunters

8. When did archeologists become aware of the possible value of the contents of the tarpits?
   (A) During the Ice Age
   (B) Thousands and thousands of years ago
   (C) Early in the twentieth century
   (D) Within the past decade

9. Which of the following is NOT mentioned as an example of a skeleton found in the tarpits?
   (A) A bear
   (B) A sloth
   (C) A horse
   (D) A snake
Reading Comprehension

PASSAGE THREE (Questions 10-14)

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

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

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

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

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

PASSAGE ONE (Questions 1-4)

Hay fever is a seasonal allergy to pollens; the term "hay fever," however, is a less than adequate description since an attack of this allergy does not incur fever and since such an attack can be brought on by sources other than hay-producing grasses. Hay fever is generally caused by air-borne pollens/particularly ragweed pollen. The amount of pollen in the air is largely dependent on geographical location, weather, and season. In the eastern section of the United States, for example, there are generally three periods when pollen from various sources can cause intense hay fever suffering: in the springtime months of March and April when pollen from trees is prevalent, in the summer months of June and July when grass pollen fills the air, and at the end of August when ragweed pollen is at its most concentrated levels.

1. Which of the following would be the best title for the passage?
   (A) The Relationship between Season and Allergies
   (B) Misconceptions and Facts about Hay Fever
   (C) Hay Fever in the Eastern U.S.
   (D) How Ragweed Causes Hay Fever

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

4. Which of the following is NOT true about hay fever in the eastern U.S.?
(A) Suffering from hay fever is equally severe year-round.
(B) Pollen from trees causes hay fever suffering in the spring.
(C) Grass pollen fills the air earlier in the year than ragweed pollen.
(D) Ragweed pollen is most prevalent at the end of the summer.

PASSAGE TWO (Questions 5-9)

Lincoln’s now famous Gettysburg Address was not, on the occasion of its delivery, recognized as the masterpiece that it is today. Lincoln was not even the primary speaker at the ceremonies, held at the height of the Civil War in 1863, to dedicate the battlefield at Gettysburg. The main speaker was orator Edward Everett, whose two-hour speech was followed by Lincoln’s shorter remarks. Lincoln began his small portion of the program with the words that today are immediately recognized by most Americans: “Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.” At the time of the speech, little notice was given to what Lincoln had said, and Lincoln considered his appearance at the ceremonies rather unsuccessful. After his speech appeared in print, appreciation for his words began to grow, and today it is recognized as one of the all-time greatest speeches.

5. The main idea of this passage is that
(A) the Gettysburg Address has always been regarded as a masterpiece
(B) at the time of its delivery the Gettysburg Address was truly appreciated as a masterpiece
(C) it was not until after 1863 that Lincoln’s speech at Gettysburg took its place in history
(D) Lincoln is better recognized today than he was at the time of his presidency

6. Which of the following is true about the ceremonies at Gettysburg during the Civil War?
(A) Lincoln was the main speaker.
(B) Lincoln gave a two-hour speech.
(C) Everett was the closing speaker of the ceremonies.
(D) Everett’s speech was longer than Lincoln’s.

7. According to the passage, when Lincoln spoke at the Gettysburg ceremonies,
(A) his words were immediately recognized by most Americans
(B) he spoke for only a short period of time
(C) he was enthusiastically cheered
(D) he was extremely proud of his performance

8. When did Lincoln’s Gettysburg Address begin to receive public acclaim?
(A) After it had been published
(B) Immediately after the speech
(C) Not until the present day
(D) After Lincoln received growing recognition

9. The pronoun “it” in line 10 refers to which of the following?
(A) His speech
(B) Print
(C) Appreciation
(D) One
According to the theory of continental drift, the continents are not fixed in position but instead move slowly across the surface of the earth, constantly changing in position relative to one another. This theory was first proposed in the eighteenth century when mapmakers noticed how closely the continents of the earth fit together when they were matched up. It was suggested then that the present-day continents had once been one large continent that had broken up into pieces which drifted apart.

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

10. The topic of this passage is
   (A) continental drift
   (B) the theory of plate tectonics
   (C) the development of ideas about the movement of the earth’s surface
   (D) eighteenth-century mapmakers

11. The passage states that the theory of continental drift developed as a result of
   (A) the fixed positions of the continents
   (B) the work of mapmakers
   (C) the rapid movement of continents
   (D) the fit of the earth’s plates

12. The pronoun “they” in line 4 refers to
   (A) mapmakers
   (B) continents
   (C) pieces
   (D) tectonic plates

13. Which of the following is NOT true about the theory of plate tectonics?
   (A) It is not as old as the theory of continental drift.
   (B) It evolved from the theory of continental drift.
   (C) It postulates that the earth’s surface is separated into plates.
   (D) It was proposed by mapmakers.

14. According to the passage, what constitutes a tectonic plate?
   (A) Lava
   (B) Only the continents
   (C) The inner core of the earth
   (D) The surface of the land and the floor of the oceans

15. Which of the following best describes the organization of the passage?
   (A) Two unrelated theories are presented.
   (B) Two contrasting opinions are stated.
   (C) A theory is followed by an example.
   (D) One hypothesis is developed from another.
6. IMPLIED DETAIL QUESTIONS

| HOW TO IDENTIFY THE QUESTION | It is implied in the passage that......... 
| | It can be inferred from the passage that..... 
| | It is most likely that......... 
| | What probably happened.........? |

| WHERE TO FIND THE ANSWER | The answer to these question are found in order in the passage |

| HOW TO ANSWER THE QUESTION | 1. Choose a key word in the question. 
| | 2. Scan the passage for the key word (or related idea) 
| | 3. Carefully read the sentence that contains the key word. 
| | 4. Look for an answer that could be true according to that sentence. |

7. TRANSITION QUESTIONS

| HOW TO IDENTIFY THE QUESTION | The paragraph preceding the passage probably......... 
| | What is most likely in the paragraph following the passage? |

| WHERE TO FIND THE ANSWER | The answer can be generally be found in the first line of the passage. 
| | For a preceding question, the answer can generally be found in the last line for a following question. |

| HOW TO ANSWER THE QUESTION | 1. Read the line for a preceding question. 
| | 2. Read the last line for a following question. 
| | 3. Draw a conclusion about what comes before or after. 
| | 4. Choose the answer that is reflected in the first or last line of the passage. |

TOEFL EXERCISE (Skills 6-7): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-4)

The most conservative sect of the Mennonite Church is the Old Order Amish, with 33,000 members living mainly today in the states of Pennsylvania, Ohio, and Indiana. Their life-style reflects their belief in the doctrines of separation from the world and simplicity of life. The Amish have steadfastly rejected the societal changes that have occurred in the previous three hundred years, preferring instead to remain securely rooted in a seventeenth-century life-style. They live on farms without radios, televisions, telephones, electric lights, and cars; they dress in plainly styled and colored old-fashioned clothes; and they farm their lands with horses and tools rather than modern farm equipment. They have a highly communal form of living, with barn raisings and quilting bees as commonplace activities.

1. The paragraph preceding this passage most probably discusses 
   (A) other, more liberal sects of Mennonites 
   (B) where Mennonites live 
   (C) the communal Amish life-style 
   (D) the most conservative Mennonites

2. Which of the following would probably NOT be found on an Amish farm? 
   (A) A hammer 
   (B) A cart 
   (C) A long dress 
   (D) A refrigerator
Reading Comprehension

PASSAGE TWO (Questions 5-8)

Various other Indian tribes also lived on the Great Plains. The Sioux, a group of seven American Indian tribes, are best known for the fiercely combative posture against encroaching White civilization in the 1800's. Although they are popularly referred to as Sioux, these Indian tribes did not call themselves Sioux; the name was given to them by an enemy tribe. The seven Sioux tribes called themselves by some variation of the word “Dakota,” which means “allies” in their language. Four tribes of the eastern Sioux community living in Minnesota were known by the name “Dakota.” The Nakota included two tribes that left the eastern woodlands and moved out onto the plains. The Teton Sioux, or Lakota, moved even farther west to the plains of the present-day states of North Dakota, South Dakota, and Wyoming.

5. The paragraph preceding this passage most probably discusses
   (A) how the Sioux battled the White man
   (B) one of the Plains Indian tribes
   (C) where the Sioux lived
   (D) American Indian tribes on the East Coast

6. Which of the following represents a likely reaction of the Sioux in the 1800's to the encroaching White civilization?
   (A) The Sioux would probably help the Whites to settle in the West.
   (B) The Sioux would probably attack the White settlers.
   (C) The Sioux would probably invite the Whites to smoke a peace pipe.
   (D) The Sioux would probably join together in hunting parties with the White settlers.

7. It is implied in the passage that the seven Sioux tribes called each other by some form of the word “Dakota” because they were
   (A) united in a cause
   (B) all living in North Dakota
   (C) fiercely combative
   (D) enemies

8. It can be inferred from the passage that the present-day states of North and South Dakota
   (A) are east of Minnesota
   (B) are home to the four tribes known by the name “Dakota”
   (C) received their names from the Indian tribes living there
   (D) are part of the eastern woodlands
PASSAGE THREE (Questions 9-12)

The extinction of many species of birds has undoubtedly been hastened by modern man; since 1600 it has been estimated that approximately 100 bird species have become extinct over the world. In North America, the first species known to be annihilated was the great auk, a flightless bird that, Line served as an easy source of food and bait for Atlantic fishermen through the beginning of the nineteenth century.

Shortly after the great auk’s extinction, two other North American species, the Carolina parakeet and the passenger pigeon, began dwindling noticeably in numbers. The last Carolina parakeet and the last passenger pigeon in captivity both died in September 1914. In addition to these extinct species, several others such as the bald eagle, the peregrine falcon, and the California condor are today recognized as endangered; steps are being taken to prevent their extinction.

9. The number of bird species that have become extinct in the United States since 1600 most probably is
(A) more than 100
(B) exactly 100
(C) less than 100
(D) exactly three

10. The passage implies that the great auk disappeared
(A) before 1600
(B) in the 1600’s
(C) in the 1800’s
(D) in the last fifty years

11. It can be inferred from the passage that the great auk was killed because
(A) it was eating the fishermen’s catch
(B) fishermen wanted to eat it
(C) it flew over fishing areas
(D) it baited fishermen

12. The paragraph following this passage most probably discusses
(A) what is being done to save endangered birds
(B) what the bald eagle symbolizes to Americans
(C) how several bird species became endangered
(D) other extinct species

TOEFL REVIEW EXERCISE (Skills 1-7): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-6)

The Mason-Dixon Line is often considered by Americans to be the demarcation between the North and the South. It is in reality the boundary that separates the state of Pennsylvania from Maryland and parts of West Virginia. Prior to the Civil War, this southern boundary of Pennsylvania Line separated the nonslave states to the north from the slave states to the south.

The Mason-Dixon Line was established well before the Civil War, as a result of a boundary dispute between Pennsylvania and Maryland. Two English astronomers, Charles Mason and Jeremiah Dixon, were called in to survey the area and officially mark the boundary between the two states. The survey was completed in 1767, and the boundary was marked with stones, many of which remain to this day.

1. The best title for this passage would be
(A) Dividing the North and the South
(B) The Meaning of the Mason-Dixon Line
(C) Two English Astronomers
(D) The History of the Mason-Dixon Line

2. It can be inferred from the passage that before the Civil War
(A) Pennsylvania was south of the Mason-Dixon Line
(B) Pennsylvania was a nonslave state
(C) the states south of the Mason Dixon Line had the same opinion about slavery as Pennsylvania
(D) the slave states were not divided from the nonslave states
Reading Comprehension

3. According to the passage, the Mason-Dixon Line was established because of a disagreement
   (A) about borders
   (B) about slaves
   (C) between two astronomers
   (D) over surveying techniques

4. The passage states all of the following about Mason and Dixon EXCEPT that
   (A) they came from England
   (B) they worked as astronomers
   (C) they caused the boundary dispute between Pennsylvania and Maryland
   (D) they surveyed the area of the boundary between Pennsylvania and Maryland

PASSAGE TWO (Questions 7-12)

Manic depression is another psychiatric illness that mainly affects the mood. A patient suffering from this disease will alternate between periods of manic excitement and extreme depression, with or without relatively normal periods in between. The changes in mood suffered by a manic-depressive patient go far beyond the day-to-day mood changes experienced by the general population. In the period of manic excitement, the mood elevation can become so intense that it can result in extended insomnia, extreme irritability, and heightened aggressiveness. In the period of depression, which may last for several weeks or months, a patient experiences feelings of general fatigue, uselessness, and hopelessness and, in serious cases, may contemplate suicide.

7. The paragraph preceding this passage most probably discusses
   (A) when manic depression develops
   (B) a different type of mental disease
   (C) how moods are determined
   (D) how manic depression can result in suicide

8. The topic of this passage is
   (A) various psychiatric illnesses
   (B) how depression affects the mood
   (C) the intense period of manic excitement
   (D) the mood changes of manic depression

9. According to the passage, a manic-depressive patient in a manic phase would be feeling
   (A) highly emotional
   (B) unhappy
   (C) listless
   (D) relatively normal

5. The passage indicates that the Mason-Dixon Line was identified with
   (A) pieces of rock
   (B) fences
   (C) a stone wall
   (D) a border crossing

6. The paragraph following the passage most probably discusses
   (A) where the Mason-Dixon Line is located
   (B) the Mason-Dixon Line today
   (C) the effect of the Civil War on slavery
   (D) what happened to Charles Mason and Jeremiah Dixon

10. The passage indicates that most people
    (A) never undergo mood changes
    (B) experience occasional shifts in mood
    (C) switch wildly from highs to lows
    (D) become highly depressed

11. The pronoun "it" in line 5 refers to
    (A) the general population
    (B) the mood elevation
    (C) insomnia
    (D) heightened aggressiveness

12. The passage implies that
    (A) changes from excitement to depression occur frequently and often
    (B) only manic-depressive patients experience aggression
    (C) the depressive phase of this disease can be more harmful than the manic phase
    (D) suicide is inevitable in cases of manic depression
Unlike earlier campaigns, the 1960 presidential campaign featured the politically innovative and highly influential series of televised debates in the contest between the Republicans and the Democrats. Senator John Kennedy established an early lead among the Democratic hopefuls and was nominated on the first ballot at the Los Angeles convention to be the representative of the Democratic party in the presidential elections. Richard Nixon, then serving as vice president of the United States under Eisenhower, received the nomination of the Republican party. Both Nixon and Kennedy campaigned vigorously throughout the country and then took the unprecedented step of appearing in face-to-face debates on television. Political experts contend that the debates were a pivotal force in the elections. In front of a viewership of more than 100 million citizens, Kennedy masterfully overcame Nixon's advantage as the better-known and more experienced candidate and reversed the public perception of him as too inexperienced and immature for the presidency.

13. Which of the following best expresses the main idea of the passage?
   (A) Kennedy defeated Nixon in the 1960 presidential election.
   (B) Television debates were instrumental in the outcome of the 1960 presidential election.
   (C) Television debates have long been a part of campaigning.
   (D) Kennedy was the leading Democratic candidate in the 1960 presidential election.

14. The passage implies that Kennedy
   (A) was a long shot to receive the Democratic presidential nomination
   (B) won the Democratic presidential nomination fairly easily
   (C) was not a front runner in the race for the Democratic presidential nomination
   (D) came from behind to win the Democratic presidential nomination

15. The passage states that the television debates between presidential candidates in 1960
   (A) did not influence the selection of the president
   (B) were the final televised debates
   (C) were fairly usual in the history of presidential campaigns
   (D) were the first presidential campaign debates to be televised

16. Which of the following is NOT mentioned about Richard Nixon?
   (A) He was serving as vice president.
   (B) He was the Republican party's candidate for president.
   (C) He campaigned strongly all over the country.
   (D) He was nominated on the first ballot.

17. The passage states that in the debates with Nixon, Kennedy demonstrated to the American people that he was
   (A) old enough to be president
   (B) more experienced than Nixon
   (C) better known than Nixon
   (D) too inexperienced to serve as president

18. The pronoun “him” in line 11 refers to
   (A) John Kennedy
   (B) Richard Nixon
   (C) Eisenhower
   (D) the better-known and more experienced candidate
8. STRUCTURAL CLUES

<table>
<thead>
<tr>
<th>HOW TO IDENTIFY THE QUESTION</th>
<th>What is ..................?</th>
<th>What is the meaning of........?</th>
<th>What is true about...........?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPES OF CLUES</td>
<td>Punctuation: comma, parentheses, dashes</td>
<td>Restatement: or, that is, in other words, i.e.</td>
<td>Examples: such as, for example</td>
</tr>
<tr>
<td>WHERE TO FIND THE QUESTION</td>
<td>1. Find the word in the passage.</td>
<td>2. Locate any structural clues.</td>
<td>3. Read the part of the passage after the structural clue carefully.</td>
</tr>
</tbody>
</table>

9. A SHORT LIST WORD PARTS

<table>
<thead>
<tr>
<th>PART</th>
<th>MEANING</th>
<th>EXAMPLE</th>
<th>PART</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTRA</td>
<td>(against)</td>
<td>contrast</td>
<td>DIC</td>
<td>(say)</td>
<td>dictate</td>
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<tr>
<td>MAL</td>
<td>(bad)</td>
<td>malcontent</td>
<td>DOMIN</td>
<td>(master)</td>
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<td>(error)</td>
<td>mistake</td>
<td>JUD</td>
<td>(judge)</td>
<td>judgment</td>
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<td>SUB</td>
<td>(under)</td>
<td>subway</td>
<td>MOR</td>
<td>(death)</td>
<td>mortal</td>
</tr>
<tr>
<td>DEC</td>
<td>(ten)</td>
<td>decade</td>
<td>SPEC</td>
<td>(see)</td>
<td>spectator</td>
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<tr>
<td>MULTI</td>
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<td>(earth)</td>
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<td>TRI</td>
<td>(three)</td>
<td>triple</td>
<td>VER</td>
<td>(turn)</td>
<td>divert</td>
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<tr>
<td>VIV</td>
<td>(live)</td>
<td>revive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. VOCABULARY QUESTIONS CONTAINING DIFFICULT WORDS

<table>
<thead>
<tr>
<th>HOW TO IDENTIFY THE QUESTION</th>
<th>What is the meaning of........?</th>
<th>Which of the following is closest in meaning to.....?</th>
<th>(The word is a difficult word, one that you probably do not know).</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHERE TO FIND THE ANSWER</td>
<td>The question usually tells you in line of the passage the word can be found.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOW TO ANSWER THE QUESTION</td>
<td>1. Find the word in the passage.</td>
<td>2. Read the sentence that contains the word carefully.</td>
<td>3. Look for context clues to help you understand the meaning.</td>
</tr>
</tbody>
</table>

11. QUESTIONS ABOUT WHERE IN THE PASSAGE

<table>
<thead>
<tr>
<th>HOW TO IDENTIFY THE QUESTION</th>
<th>Where in the passage...........?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHERE TO FIND THE ANSWER</td>
<td>The answer can be in any of the lines listed in the answers to the question.</td>
</tr>
<tr>
<td>HOW TO ANSWER THE QUESTION</td>
<td>1. Choose a word or idea in the question.</td>
</tr>
</tbody>
</table>
TOEFL EXERCISE (Skills 8-11): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-5)

Cardamom is not as widely used as a spice in the United States as it is in other parts of the world. This fruit of the ginger plant provides an oil that basically has been used solely as a stimulant in American and English medicines. Other cultures have recognized the multipurpose benefits of this aromatic fruit. In Asia it is used to season sauces such as curry; in Middle Eastern countries it is seeped to prepare a flavorful golden-colored tea; in parts of Northern Europe it is used as a spice in various types of pastry.

1. The word “solely” in line 2 could best be replaced by
   (A) initially
   (B) only
   (C) reportedly
   (D) healthfully

2. The word “multipurpose” in line 3 is closest in meaning to
   (A) health
   (B) singular
   (C) recognized
   (D) varied

3. Which of the following is closest in meaning to the word “season” in line 4?
   (A) Divide
   (B) Forecast
   (C) Spice
   (D) Put a time limit

4. “Curry” in line 4 is
   (A) the fruit of the ginger plant
   (B) a spicy type of sauce
   (C) a culture in the area of the Middle East
   (D) a type of golden-colored tea

5. The word “seeped” in line 5 is closest in meaning to
   (A) steamed
   (B) dried
   (C) stored
   (D) grown

PASSAGE TWO (Questions 6-13)

The life-span of an elephant that dies from natural causes is about sixty-five years. Of course, an elephant can perish from a number of “unnatural causes,” e.g. it can be killed by hunters, most probably for the valuable ivory in its tusks; it can die from diseases that spread throughout an elephant herd; or it can die from drought or from the lack of food that almost certainly accompanies the inadequate supply of water.

If, however, an elephant survives these disasters, it falls prey to old age in its mid-sixties. Around this age, the cause of death is attributed to the loss of the final set of molars. When this last set of teeth is gone, the elephant dies from malnutrition because it is unable to obtain adequate nourishment. In old age, elephants tend to search out a final home where there is shade for comfort from the sun and soft vegetation for cushioning; the bones of many old elephants have been found in such places.

6. The word “perish” in line 2 means
   (A) fall ill
   (B) shoot
   (C) die
   (D) get rich

7. The word “unnatural” in line 2 is closest in meaning to
   (A) wild
   (B) violent
   (C) domesticated
   (D) abnormal

8. The word “drought” in line 4 means
   (A) a drowning
   (B) a lack of food
   (C) an inadequate supply of water
   (D) an overabundance of animals

9. Which of the following could be used to replace the word “survives” in line 6?
   (A) Rises to
   (B) Succumbs to
   (C) Denies
   (D) Lives through
10. “Molars” in line 7 are
(A) germs
(B) old-age characteristics
(C) types of food
(D) teeth

11. In line 8, “malnutrition” is used to describe someone who
(A) is in good health
(B) has an illness
(C) suffers from poor eating
(D) experiences dental problems

12. The expression “a final home” in line 9 is closest in meaning to
(A) a place to die
(B) a comfortable house
(C) a place for sale
(D) the only remaining place to live

13. The word “shade” in line 9 is closest in meaning to
(A) color
(B) heat
(C) diminished light
(D) a front porch

14. The word “product” in line 1 is closest in meaning to
(A) goods
(B) merchandise
(C) banner
(D) result

15. Something that is “hoisted” (line 3) is
(A) created
(B) found
(C) raised
(D) made

16. The word “ironic” in line 6 could most easily be replaced by
(A) steellike
(B) normal
(C) unexpected
(D) nationalistic

17. Which of the following is closest in meaning to “obscure” in line 8?
(A) Unclear
(B) Original
(C) Modern
(D) Known

18. In line 11, the word “seamstress” is used to describe someone who
(A) works at home
(B) sews
(C) is a part of high society
(D) practices medicine

19. The word “work” in line 14 could best be replaced by
(A) get a job
(B) function
(C) accomplish
(D) make an effort

20. The word “keep” in line 14 could best be replaced by
(A) continue
(B) maintain
(C) hold
(D) guard

21. The expression “revert to” in line 15 means
(A) return to
(B) add to
(C) rejoice over
(D) forget about

PASSAGE THREE (Questions 14-21)

The American flag is the end product of a long evolution. Each of its component parts has its own history.

The very first American flag was hoisted in the skies over Boston on January 1, 1776, by the American forces there. This first flag consisted of thirteen red and white stripes representing the number of American colonies. It also included the British Cross of St George and Cross of St. Andrew. It could be considered rather ironic that these symbols of British were included on the American flag in that the America colonists were fighting for independence from the British.

The origin of the stars on the current flag is obscure; that is, the stars could possibly have been taken from the flag of Rhode Island, or they could have been taken from the coat-of-arms of the Washington family. According to legend, this first flag with stars was sewn by Betsy Ross, a Philadelphia seamstress who was famous for her clever needlework. This version of the flag contained thirteen stars and thirteen stripes, one for each of the thirteen colonies battling for independence.

The original idea was to add one star and one stripe for each state that joined the new, young county. However, by 1818, the number of states had grown to twenty, and it did not work well to keep adding stripes to the flag. As a result, Congress made the decision to revert to the original thirteen stripes representing the thirteen original colonies and adding a star each time a new state was admitted. This has been the policy ever since.
TOEFL REVIEW EXERCISE (Skills 1-11): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-6)

Bigfoot is a humanlike creature reportedly living in the Pacific Northwest. Bigfoot sightings have been noted most often in the mountainous areas of Northern California, Oregon, and Washington in the United States. The creature has also been spotted numerous times in British Columbia in Canada, where it is known as Sasquatch. The creature described by witnesses is tall by human standards, measuring 7 to 10 feet (2 to 3 meters) in height. It resembles an ape with its thick, powerful, fur-covered arms and short, strong neck; however, its manner of walking erect is more like that of Homo sapiens.

Although there have been hundreds of reported sightings of Bigfoot, most experts have not seen enough evidence to be convinced of its existence. The fact that some purported evidence has been proven fake may have served to discredit other more credible information.

1. Which of the following best states the topic of the passage?
   (A) Differences between Bigfoot and Sasquatch
   (B) A description of Bigfoot
   (C) Where Bigfoot, or Sasquatch, can be found
   (D) The creature Bigfoot and its questionable existence

2. The word “noted” in line 2 is closest in meaning to which of the following?
   (A) Reported
   (B) Written in a letter
   (C) Refuted
   (D) Discussed

3. It is implied in the passage that Bigfoot would probably NOT like to live
   (A) in Oregon
   (B) in the Pacific Northwest
   (C) on coastal plains
   (D) in mountainous areas

4. Which of the following is NOT true about the appearance of Bigfoot?
   (A) Its arms and neck look like those of an ape.
   (B) Its arms are covered with fur.
   (C) It is short-necked.
   (D) It walks like an ape.

5. The expression Homo sapiens in line 7 is closest in meaning to
   (A) ape
   (B) creature
   (C) human
   (D) furry animal

6. According to the passage, how do experts feel about the evidence concerning Bigfoot’s existence?
   (A) They feel certain as to its existence.
   (B) They are not yet certain.
   (C) They are sure that it does not exist.
   (D) They feel that all the evidence is fake.

PASSAGE TWO (Questions 7-13)

The next hormone is epinephrine, or adrenaline. This hormone is a natural secretion of the adrenal glands in the human body. Its primary function in the human body is to assist the body in coping with sudden surges of stress. When a person unexpectedly finds himself in a stressful situation filled with fear or anger, a large amount of epinephrine is released into the blood and the body responds with an increased heartbeat, higher blood pressure, and conversion of glycogen into glucose for energy to enable the body to deal with the stress.

It is possible to extract epinephrine from the adrenal glands of animals or to synthesize it chemically in order to put it to further use. It is used in the treatment of severe asthma, where it relaxes the large muscles of the bronchi, the large air passages leading into the lungs. It is also used in cases of severe allergic reaction or cardiac arrest.

7. The paragraph preceding the passage most probably discusses
   (A) further uses of epinephrine
   (B) the treatment of cardiac arrest
   (C) a different hormone
   (D) the secretions of the adrenal glands

8. What is another name for epinephrine?
   (A) Adrenal glands
   (B) Stressful situation
   (C) Bronchi
   (D) Adrenaline
PASSAGE THREE (Questions 14-18)

A massive banking crisis occurred in the United States in 1933. In the two preceding years, a large number of banks had failed, and fear of lost savings had prompted many depositors to remove their funds from banks. Problems became so serious in the state of Michigan that Governor William A. Comstock was forced to declare a moratorium on all banking activities in the state on February 14, 1933. The panic in Michigan quickly spread to other states, and on March 6, President Franklin D. Roosevelt declared a banking moratorium throughout the United States that left the entire country without banking services.

Congress immediately met in a special session to solve the banking crisis and on March 9 passed the Emergency Banking Act of 1933 to assist financially healthy banks to reopen. By March 15, banks controlling 90 percent of the country’s financial reserves were again open for business.

14. The passage states that all the following occurred prior to 1933 EXCEPT that
(A) many banks went under
(B) many bank patrons were afraid of losing their deposits
(C) a lot of money was withdrawn from accounts
(D) Governor Comstock canceled all banking activities in Michigan

15. The word “moratorium” in line 4 is closest in meaning to which of the following?
(A) Death
(B) Temporary cessation
(C) Murder
(D) Slow decline

16. The passage indicates that the moratorium declared by Roosevelt affected
(A) the banks in Michigan
(B) the banks in most of the U.S.
(C) only the financially unhealthy banks
(D) all the banks in the U.S.

17. Which of the following can be inferred from the passage?
(A) Congress did not give any special priority to the banking situation.
(B) The Emergency Banking Act helped all banks to reopen.
(C) Ten percent of the country’s money was in financially unhealthy banks.
(D) Ninety percent of the banks reopened by the middle of March.

18. Which of the following best describes the organization of the passage?
(A) A theme followed by an example
(B) A problem and a solution
(C) Opposing viewpoints of an issue
(D) A problem and its causes
12. TONE, PURPOSE, OR COURSE

<table>
<thead>
<tr>
<th>HOW TO IDENTIFY THE QUESTION</th>
<th>TONE:</th>
<th>What is the <strong>tone</strong> of the passage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE:</td>
<td>What is the author's <strong>purpose</strong> in this passage?</td>
<td></td>
</tr>
<tr>
<td>COURSE:</td>
<td>In which <strong>course</strong> would this reading be assigned?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHERE TO FIND THE ANSWER</th>
<th>TONE:</th>
<th>There will be clues throughout the passage that the author is showing some emotion rather than just presenting facts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE</td>
<td>Draw a conclusion about the purpose from the main idea and supporting details.</td>
<td></td>
</tr>
<tr>
<td>COURSE</td>
<td>Draw a conclusion about the course from the topic of the passage and the supporting details.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW TO ANSWER THE QUESTION</th>
<th>TONE</th>
<th>1. Skim the passage looking for clues the Author is showing some emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Choose the answer that identifies the emotion.</td>
<td></td>
</tr>
<tr>
<td>PURPOSE</td>
<td>1. Study the main idea in the topic sentence and the details used to support the main idea.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Draw conclusion about the purpose.</td>
<td></td>
</tr>
<tr>
<td>COURSE</td>
<td>1. Study the main idea in the topic sentence And the details used to support the the main Idea.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Draw a conclusion about the course.</td>
<td></td>
</tr>
</tbody>
</table>

**TOEFL EXERCISE (Skills 12-13):** Study each of the passages and choose the best answers to the questions that follow.

**PASSAGE ONE (Questions 1-5)**

The causes of schizophrenia are not clear, but schizophrenia has long been attributed to faulty parenting. In cases where schizophrenia developed, the parents were often considered responsible and were faulted for having been uncaring, or manipulative, or emotionally abusive. However, recent studies are now pointing to heredity and prenatal environmental factors as the chief culprits in this disease.

Recent studies of identical twins have been used to demonstrate that heredity plays a role in the development of schizophrenia. These studies have shown that in cases where one identical twin is afflicted with schizophrenia, the other twin has a 50 percent probability of also suffering from it.

However, heredity is not believed to be the only culprit. Studies of the fingerprints of identical twins have lent credence to the theory that prenatal environmental factors are likely contributors to the development of schizophrenia. In studies of pairs of identical twins in which one is afflicted with schizophrenia and one is not, abnormalities were found in the fingerprints of one-third of the twins, always in the afflicted twin. Since fingers develop in the second trimester of pregnancy, the hypothesis has been proposed that the abnormalities in the fingerprints were due to a second-trimester trauma that affected only one of the twins and that this same trauma was a factor in the onset of schizophrenia.
Reading Comprehension

1. The author’s purpose in this passage is to
   (A) enumerate examples
   (B) cause the development of schizophrenia
   (C) prove that faulty parenting is the main cause of schizophrenia
   (D) refute a common misconception

2. Where in the passage does the author discuss the traditionally held view about the cause of schizophrenia?
   (A) Lines 1-3
   (B) Lines 3-5
   (C) Lines 6-7
   (D) Lines 9-11

3. Where in the passage does the author present the idea that people may inherit the tendency for schizophrenia?
   (A) Lines 2-3
   (B) Lines 6-7
   (C) Lines 11-13
   (D) Lines 13-16

4. Where in the passage does the author give the fraction of twins under study with irregular fingerprints?
   (A) Lines 3-5
   (B) Lines 7-8
   (C) Lines 9-11
   (D) Lines 11-13

5. This passage would probably be assigned reading in which of the following courses?
   (A) Criminology
   (B) Public Administration
   (C) Statistics
   (D) Psychology

6. In which course would this passage most likely be assigned reading?
   (A) Veterinary Medicine
   (B) Speech Communication
   (C) Audiology
   (D) American History

7. Where in the passage does the author mention the amount of time it took to deliver a letter before the Pony Express?
   (A) Lines 1-3
   (B) Lines 3-6
   (C) Lines 9-11
   (D) Lines 12-13

8. Where in the passage does the author discuss why the Pony Express was discontinued?
   (A) The first paragraph
   (B) The second paragraph
   (C) The third paragraph
   (D) The fourth paragraph

9. What is the author’s purpose in writing this passage?
   (A) To warn of the dire effects of ending the Pony Express
   (B) To describe a little-known reality about a historical subject
   (C) To incite readers to action on behalf of the Pony Express
   (D) To describe the development of express mail service.
PASSAGE THREE (Questions 10-13)

The grand jury is an important part of the American legal system. The grand jury is composed of private citizens who are appointed to serve for a designated period of time. Grand juries, which hold meetings in private, serve one of two functions: charging or investigatory. A grand jury that is serving a charging function listens to evidence presented by the prosecutor and decides whether or not the prosecution has adequate evidence to charge a suspect with a crime; if the grand jury feels that there is adequate evidence, then it issues an indictment, and the suspect must then proceed with a trial. A grand jury that is serving an investigatory function investigates cases of suspected dishonesty, often by public officials.

The primary reason for the existence of the grand jury is that it is supposed to ensure that citizens are not subject to unfair prosecution; under the grand jury system, prosecutors must first convince an unbiased group of citizens that there is justification for the charges that they want to bring. However, the grand jury system has come under attack from numerous directions. Grand juries are routinely criticized for being too slow and too costly; the grand jury system really means that there are two trials, the grand jury hearing to decide whether or not there should be a trial and then the actual trial itself. Another criticism of the grand jury results from the fact that the meetings are held in private; the grand jury is not open to public scrutiny and is therefore not publicly responsible for its actions, and this has cast doubt on some of its findings. A final common criticism of the grand jury is that the evidence it hears is one-sided, from the perspective of the prosecution, so that the grand jury serves as the right arm of the prosecution rather than as a defender of the rights of a suspect.

10. In which course might this passage be assigned reading?
   (A) Sociology of Criminal Behavior
   (B) Introduction to Law
   (C) American History
   (D) Research Methodologies

11. Where in the passage does the author mention who serves on a grand jury?
   (A) Lines 1-2
   (B) Lines 6-8
   (C) Lines 9-11
   (D) Lines 15-17

12. Where in the passage does the author discuss the problem associated with holding grand jury meetings in private?
   (A) Lines 3-6
   (B) Lines 6-8
   (C) Lines 12-15
   (D) Lines 15-17

13. How does the author seem to feel about the grand jury system?
   (A) Quite assured as to its usefulness
   (B) Somewhat doubtful about its effectiveness
   (C) Highly supportive of its use
   (D) Extremely negative about all aspects
Another noteworthy trend in twentieth-century music in the U.S. has been the use of folk and popular music as a base for more serious compositions. The motivation for these borrowings from traditional music might be a desire on the part of a composer to return to simpler forms, to enhance patriotic feelings, or to establish an immediate rapport with an audience. For whatever reason, composers such as Charles Ives and Aaron Copland offered compositions featuring novel musical forms flavored with refrains from traditional Americana. Ives employed the whole gamut of patriotic songs, hymns, jazz, and popular songs in his compositions, while Copland drew upon folk music, particularly as sources for the music he wrote for the ballets Billy the Kid, Rodeo, and Appalachian Spring.

1. The paragraph preceding this passage most probably discusses
   (A) nineteenth-century music
   (B) one development in music in this century
   (C) the works of Aaron Copland
   (D) the history of folk and popular music

2. Which of the following best describes the main idea of the passage?
   (A) Traditional music has flavored some American musical compositions in this century.
   (B) Ives and Copland have used folk and popular music in their compositions.
   (C) A variety of explanations exist as to why a composer might use traditional sources of music.
   (D) Traditional music is composed of various types of folk and popular music.

3. It can be inferred from this passage that the author is not sure
   (A) when Ives wrote his compositions
   (B) that Ives and Copland actually borrowed from traditional music
   (C) why certain composers borrowed from folk and popular music
   (D) if Copland really featured new musical forms

4. Which of the following is not listed in the passage as a source for Ives’ compositions?
   (A) National music
   (B) Religious music
   (C) Jazz
   (D) American novels

5. Where in the passage does the author list examples of titles of Copland’s works?
   (A) Lines 1-2
   (B) Lines 2-4
   (C) Lines 4-6
   (D) Lines 6-9

6. The passage would most probably be assigned reading in which of the following courses?
   (A) American History
   (B) The History of Jazz
   (C) Modern American Music
   (D) Composition
The rattlesnake has a reputation as a dangerous and deadly snake with a fierce hatred for humanity. Although the rattlesnake is indeed a venomous snake capable of killing a human, its nature has perhaps been somewhat exaggerated in myth and folklore. The rattlesnake is not inherently aggressive and generally strikes only when it has been put on the defensive. In its defensive posture the rattlesnake raises the front part of its body off the ground and assumes an S-shaped form in preparation for a lunge forward. At the end of a forward thrust, the rattlesnake pushes its fangs into the victim, thereby injecting its venom.

There are more than 30 species of rattlesnakes, varying in length from 20 inches to 6 feet and also varying in toxicity of venom. In the United States there are only a few deaths annually from rattlesnakes, with a mortality rate of less than 2 percent of those attacked.

11. It can be inferred from the passage that
   (A) all rattlesnake bites are fatal
   (B) all rattlesnake bites are not equally harmful
   (C) the few deaths from rattlesnake bites are from six-foot snakes
   (D) deaths from rattlesnake bites have been steadily increasing

12. The word “mortality” in line 10 is closest in meaning to
   (A) percentage
   (B) illness
   (C) death
   (D) survival

13. The author’s purpose in this passage is to
   (A) warn readers about the extreme danger from rattlesnakes
   (B) explain a misconception about rattlesnakes
   (C) describe a rattlesnake attack
   (D) clarify how rattlesnakes kill humans
Reading Comprehension

PASSAGE THREE (Questions 14-21)

For a century before the Erie Canal was built, there was much discussion among the general population of the Northeast as to the need for connecting the waterways of the Great Lakes with the Atlantic Ocean. A project of such monumental proportions was not going to be undertaken and completed without a supreme amount of effort.

The man who was instrumental in accomplishing the feat that was the Erie Canal was DeWitt Clinton. As early as 1812, he was in the nation’s capital petitioning the federal government for financial assistance on the project, emphasizing what a boon to the economy of the country the canal would be; his efforts with the federal government, however, were not successful.

In 1816, Clinton asked the New York State Legislature for the funding for the canal, and this time he did succeed. A canal commission was instituted, and Clinton himself was made head of it. One year later, Clinton was elected governor of the state, and soon after, construction of the canal was started.

The canal took eight years to complete, and Clinton was on the first barge to travel the length of the canal, the Seneca Chief, which departed from Buffalo on October 26, 1825, and arrived in New York City on November 4. Because of the success of the Erie Canal, numerous other canals were built in other parts of the country.

14. The information in the passage
   (A) gives a cause followed by an effect
   (B) is in chronological order
   (C) lists opposing viewpoints of a problem
   (D) is organized spatially

15. When did Clinton ask the U.S. government for funds for the canal?
   (A) One hundred years before the canal was built
   (B) In 1812
   (C) In 1816
   (D) In 1825

16. The word “boon” in line 7 is closest in meaning to which of the following?
   (A) Detriment
   (B) Disadvantage
   (C) Benefit
   (D) Cost

17. The pronoun “it” in line 10 refers to which of the following?
   (A) The New York State Legislature
   (B) The canal
   (C) The commission
   (D) The state governor

18. In what year did the actual building of the canal get underway?
   (A) In 1812
   (B) In 1816
   (C) In 1817
   (D) In 1825

19. The Seneca Chief was
   (A) the name of the canal
   (B) the name of a boat
   (C) Clinton’s nickname
   (D) the nickname of Buffalo

20. Where in the passage does the author mention a committee that worked to develop the canal?
   (A) The first paragraph
   (B) The second paragraph
   (C) The third paragraph
   (D) The fourth paragraph

21. The paragraph following the passage most probably discusses
   (A) the century before the building of the Erie Canal
   (B) canals in different U.S. locations
   (C) the effect of the Erie Canal on the Buffalo area
   (D) Clinton’s career as governor of New York