

# BARRON'S

The Leader in Test Preparation



# TOEFL<sup>®</sup> STRATEGIES AND TIPS

## Outsmart the TOEFL

**2ND EDITION**  
**with MP3 CD**

Pamela J. Sharpe, Ph.D.

- Read and understand the important orientation chapter, and learn how all TOEFL test sections are scored
- Improve your listening and speaking skills with the accompanying audio MP3 CD which supports the strategies
- Test your English language skills by completing practice exercises that reflect actual TOEFL questions
- Prove that you can outsmart the TOEFL by taking a full-length practice test



**BOOK**



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**BARRON'S**



**TOEFL<sup>®</sup>**  
**STRATEGIES**  
**AND TIPS**  
**Outsmart the TOEFL**

**2ND EDITION**

**Pamela J. Sharpe, Ph.D.**



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Dedicated to my students—  
past, present, and future

We become what we believe ourselves to be.  
If we think we can reach a goal, we set in motion  
the mental and physical energy to achieve it,  
even if we did not possess it initially.

You can achieve a successful score on the TOEFL.  
First, you must think that you can do it.  
Then you must plan and prepare.

This book will help you. Study it carefully.  
You will reach your goal!

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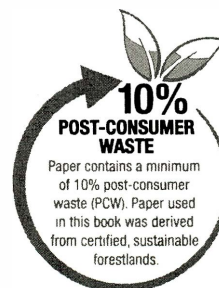
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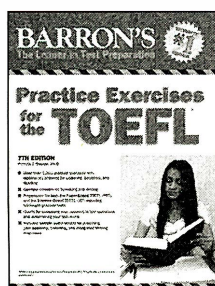
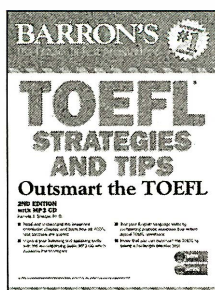
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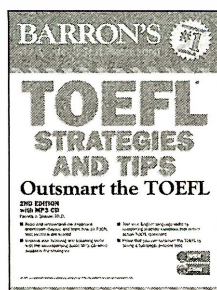


# TOEFL STRATEGIES AND TIPS CAN BE USED ACROSS THE TOEFL CURRICULUM

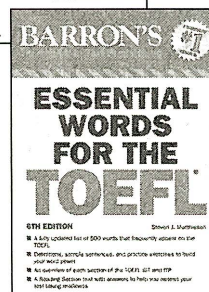
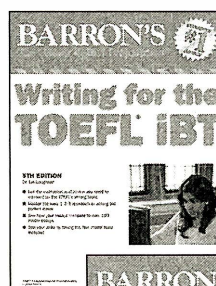
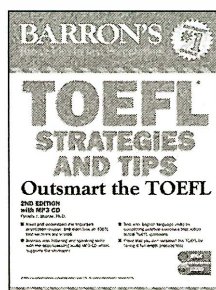
## Pre-TOEFL



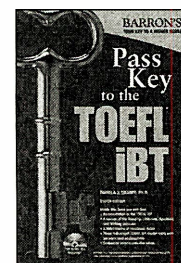
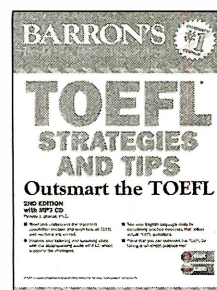
## TOEFL



## Repeat TOEFL



## Independent TOEFL



For Pre-TOEFL students at CEFR Level B1, *Outsmart the TOEFL* is a good supplement with *Barron's Practice Exercises for the TOEFL*. Some teachers like to use *Outsmart the TOEFL* in class and other teachers prefer to go over the strategies in class and assign the practice activities for homework.

For students at the TOEFL level, CEFR Level B2, *Outsmart the TOEFL* is an excellent supplement with *Barron's TOEFL iBT*. Chapter 3 in *Barron's TOEFL iBT* and all of the strategies in *Outsmart the TOEFL* provide a wealth of classroom material. The practice activities in *Outsmart the TOEFL* are well-organized for homework assignments, and the model tests in *Barron's TOEFL iBT* can be used in a lab setting for progress and to inform classroom instruction.

For students who need to repeat a TOEFL course, *Outsmart the TOEFL* is a perfect solution. Used alone or with *Essential Words* or with *Writing for the iBT*, *Outsmart the TOEFL* can help students gain the critical extra points they need.

Independent learners who are already at a very advanced level, CEFR Level C1 benefit from using *Outsmart the TOEFL* with *Barron's Pass Key to the TOEFL*, a shorter version of *Barron's iBT TOEFL*.

# TEACHING TIPS FOR TOEFL PREPARATION

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**Dr. Pamela J. Sharpe**

1. Begin with a positive message.
2. Write three important goals for the class so that students can see them.
3. Arrange for practice tests to be taken in a lab or at home on the honor system.
4. Allow students to grade the Reading and Listening sections of their practice tests.
5. Ask students to write their questions on note cards and bring them to class.
6. When several students have the same question, prepare a short presentation.
7. Make overheads of test questions and show the students how you choose an answer.  
Think out loud to eliminate distracters.
8. Use class time to teach and practice academic skills.
9. Focus on Speaking and Writing sections in class.
10. Assign Reading and Listening sections as homework.
11. Don't worry about covering all the material in the book.
12. Provide counseling and encouragement as part of the class routine.

## TEACHER OBSERVATIONS: THINKING OUT LOUD

The teacher has a large visual of a test question with four possible answers at the front where students can see it while they listen. The teacher begins to talk to herself as she looks at the question.

What kind of company was discussed in the case study?

- Ⓐ A new technology venture
- Ⓑ A long-established organization
- Ⓒ A distribution business
- Ⓓ A truck manufacturer

"The company is new, but Choice A is not correct because the lecturer said that the company delivers new technologies, but it is not a technology venture. Let's see. The company has been in business for 3 months, and that is not very long, so Choice B is not correct. Choice C looks like the correct answer, but I should read Choice D before I decide. It is true that the company owns a fleet of trucks, but it does not manufacture them. Yes. Choice C is the correct answer."

The teacher has effectively modeled how to make a good choice on the test.

*Best wishes to you and to your TOEFL students!*



For more about Dr. Sharpe, visit her website at [www.teflprep.com](http://www.teflprep.com).

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Thank you for being my forever partner in this project and everything else in my life.

# 1

## ORIENTATION

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### FREQUENTLY ASKED QUESTIONS

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#### **What are TOEFL strategies?**

Many books help you prepare for the TOEFL, but this book is different from all the others. *TOEFL Strategies and Tips: Outsmart the TOEFL iBT* helps you prepare for the TOEFL before you take the test and it helps you outsmart the TOEFL while you are actually taking the test. How is this possible? By using this book, you will learn the strategies that you need.

A strategy is a way to think, plan, and outsmart the opponent. When you take the TOEFL, it is you against the test. This book contains 100 strategies based on the most current TOEFL formats. The strategies are tips, tactics, and tricks to outsmart the TOEFL. The tips provide advice on what to do for certain situations that arise during testing. The tactics show you how to approach the most commonly tested questions. The tricks give you the advantage of knowing how raters who grade the TOEFL want you to answer.

#### **What are the current TOEFL formats?**

#### **INTERNET-BASED iBT® TOEFL**

The iBT TOEFL tests your ability to understand and use English for academic purposes. iBT TOEFL scores are accepted by more than 9,000 colleges, universities, and agencies in 130 countries. There are four sections on the iBT TOEFL, with special directions for each section.

#### **Reading Section**

The Reading section tests your ability to understand reading passages like those in college textbooks. There are three passages on the short format and four passages on the long format. After each passage, you will answer 12–14 questions.

#### **Listening Section**

The Listening section tests your ability to understand spoken English that is typical of interactions and academic speech on university campuses. During the test, you will listen to conversations, lectures, and discussions, and you will answer questions about them. There are two conversations, two lectures, and two discussions on the short format and three conversations, three lectures, and three discussions on the long format. After each passage, you will answer 5–6 questions.



### Speaking Section

The Speaking section tests your ability to communicate in English in an academic setting. During the test, you will be presented with six speaking tasks. The tasks ask for a response to a single question, a conversation, a talk, or a lecture.

### Writing Section

The Writing section tests your ability to write essays in English similar to those that *you would write* in college courses. During the test, you will write one essay about an academic topic and one essay about a familiar topic.

### ***Summary of the Internet-Based iBT TOEFL***

Reading	3–4 passages 700 words each	12–14 questions each	60–80 minutes
Listening	2–3 conversations 4–6 lectures	5 questions each 6 questions each	60–90 minutes
Break			10 minutes
Speaking	2 independent tasks 4 integrated tasks	1 question each 1 question each	20 minutes
Writing	1 integrated essay 1 independent essay	1 topic each 1 topic each	20 minutes 30 minutes

### **INSTITUTIONAL ITP® TOEFL**

The TOEFL ITP (Institutional Testing Program) tests your ability to understand and use English for academic purposes. ITP TOEFL scores are used for placement, progress, and admission to the institution administering the test. There are three sections on the ITP, with special directions for each section. An additional writing test is often administered after the three-section test.

#### **Listening Comprehension Section**

The Listening Comprehension section tests your ability to understand spoken English that is typical of conversations and talks that you might hear on a university campus. During the test, you will listen to dialogues, conversations, and talks and you will answer questions about them. There are usually thirty dialogues, two or three long conversations, and three or four talks on the ITP format.

#### **Structure and Written Expression Section**

The Structure and Written Expression section tests your ability to recognize grammar and usage in standard, written English. During the test, you will identify 15 correct sentences in the Structure part and you will find errors in 25 sentences in the Written Expression part.

#### **Reading Comprehension Section**

The Reading Comprehension section tests your ability to understand short reading passages on general topics. There are usually five passages in the section. After each passage, you will answer 8–12 questions about it.

## Optional Essay

The optional essay tests your ability to write an essay in English on a general topic. During the test, you will write one essay.

### *Summary of the Institutional ITP TOEFL*

Listening Comprehension	30 Dialogues 2–3 Long Conversations 3–4 Talks	1 question each 3–5 questions each 3–5 questions each	35 minutes
Structure and Written Expression	Structure Written Expression	15 questions 25 questions	25 minutes
Reading Comprehension	5 passages 300–350 words	8–12 questions each	55 minutes
Optional Essay	1 independent essay	1 topic	30 minutes

*If you do not understand the differences between the Internet iBT and the Institutional ITP, then you can refer to Chapter 8. Read the directions and scan the tests for an overview, but don't try to answer the questions until you have studied all of the strategies.*

## How should I plan my study time?

- **Start early.** Give yourself at least a month to study the strategies in this book.
- **Study 2–4 strategies a day.** If you study more strategies in one session, you may not retain them.
- **Go slowly.** Take your time. Think about each strategy as you complete the practice.

## How can I use this book effectively?

- **Design.** Most of the time, the layout of this book is designed so that you see explanations and examples on the left side and practice pages on the right side. This allows you to refer to the explanations and examples while you are working on the practice activities. Take advantage of this design feature while you are studying.
- **Order.** The order of the strategies is important because you will be using previously learned strategies to acquire new strategies. It is best to work from the beginning through the end of the book.
- **Chapters.** If you are taking the Internet iBT, you will not have a Structure section. You may skip Chapter 5. If you are taking the Institutional ITP, you will not have a Speaking section. You may skip Chapter 4.
- **Basic Strategies.** This reference shows you which test format (Internet iBT or Institutional ITP) or which section (Reading, Listening, Speaking, Structure, or Writing) is the main focus of each strategy.

- **Bonuses.** Some of the strategies will help you on more than one section of the TOEFL. Bonus strategies will be marked and referenced with stars at the end of the practice activity that corresponds to them. In general, bonus strategies are more important than the other strategies. Give special attention to the bonus strategies with the most stars.
- **Practice Tests.** The Practice Tests are provided to simulate your test and to give you an opportunity to practice the strategies that you have learned. Take both of the tests in the order in which they appear in the book. Learn from the mistakes that you make and return to the strategies that you need to review.

## How can I use the images in this book?



This is a QR Code, short for Quick Response Code. It is a two-dimensional bar code that links you to information. Think of it as a shortcut to get to another place. To use the QR Codes in this book, you need a smartphone such as an iPhone, Android, Blackberry, Windows and Symbian Nokia phone, or a similar smart mobile device. Tablets with cameras will also accept QR Codes.

QR Codes are becoming more popular throughout the world. If you don't have an application on your mobile devices, you will need to download one in order to use the QR Codes in this book. Most of them are free! If you don't have an App yet, check your favorite App store. Several free options are available.

First, hold the camera phone in front of the QR code until you can see it in your viewer. Next, scan the image in the book with your smartphone's camera. When you do this, you will take a shortcut to the information in the code. For example, you might see a web link on your phone's display or you might be taken directly to a special site. Try it on the QR Code above. See what happens!

If you don't have a smartphone, you can still access the information. Alternative ways to locate the supplementary information and sites will be provided beside each QR Code. You can still get there, but you won't have the shortcut!

## Why are some passages in the strategies shorter than those on the official TOEFL?

The purpose of each passage is to focus on one strategy for the TOEFL. Sometimes this strategy occurs only once in a passage, either at the beginning, the middle, or the end of the passage. To use your time efficiently and focus your attention on the point in the passage where the strategy is used, some of the reading and listening passages are edited to a shorter length.

## What other resources will help me to succeed on the TOEFL?

After you have completed the practice activities in *Barron's Outsmart the TOEFL*, it is a good idea to continue your TOEFL preparation by taking model tests that simulate the official TOEFL exam. The reading passages and the listening passages on the model tests are the same length as those on the official TOEFL exam. The following books contain full-length model tests:



***Barron's TOEFL iBT 14th Edition with CD-ROM***

7 model tests iBT format in the book

8 model tests iBT format on the computer CD-ROM

***Barron's Pass Key to the TOEFL iBT 8th Edition***

3 model tests iBT format in the book  
2 model tests iBT format on the audio

***Practice Exercises for the TOEFL 8th Edition***

1 model test iBT format in the book and on the MP3 CD  
1 model test ITP format in the book and on the MP3 CD

***Barron's TOEFL iBT Superpack***

1 *Barron's TOEFL iBT, 14th Edition* book  
1 CD-ROM  
10 Audio Compact Discs  
1 *Barron's Essential Words for the TOEFL, 4th Edition* book

When you register to take the official TOEFL, you are entitled to a free model test, which you can find on the registration website at [www.ets.org/toefl](http://www.ets.org/toefl). This should be the last model test that you take before your official TOEFL.

Remember to use the strategies that you have learned in this book when you take the model tests, and again, when you take the official TOEFL exam.

**What if I have a question about the strategies in this book?**

The author will respond by e-mail to questions about the strategies. Please refer to the number of the strategy in the subject line of your e-mail when you ask your question. For example:

To: [sharpe@teflprep.com](mailto:sharpe@teflprep.com)  
Cc:  
Subject: Speaking Strategy 4  
From: [ana@me.net](mailto:ana@me.net)

---

Write your question here.



## TIPS FROM SUCCESSFUL TOEFL STUDENTS

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### WHAT TO DO BEFORE THE TOEFL

- Ask your English teacher if you are ready to take the TOEFL. Some people take it before they know enough English. The TOEFL is expensive, and it can be a bad experience to take the test too soon. Be patient with yourself. It takes a long time to learn a language.
- If you have taken the TOEFL before and you have a score report, then you know which section is most difficult for you. Spend more time practicing for that section.
- Find the room the day before your TOEFL. That way, when you are going to your test, you won't get lost and you will be less stressed out about getting there late.
- Don't take a lot of stuff with you to the test. You can't take anything into the test room with you, and you will probably have a very small locker to store your things.
- Take care of yourself. Get as much sleep as possible the night before the test, eat breakfast and take a small snack with you for the break, go to the bathroom just before you go into the test room, and wear layers of clothing so that you can take off a sweater or put it on to adjust to the temperature in the room.

# 2

## STRATEGIES FOR THE READING SECTION

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### OVERVIEW OF THE iBT READING SECTION

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The Reading section is Section 1 on the Internet-Based TOEFL. The Reading section tests your ability to understand reading passages like those in college textbooks. Each passage is about 700 words in length.

There are two formats for the Reading section. On the short format, you will read three passages. On the long format, you will read four passages. After each passage, you will answer 12–14 questions about it. Only three passages on the long format will be graded. The other passage is part of an experimental section for future tests. Because you will not know which passages will be graded, you must try to do your best on all of them. You may take notes while you read, but notes are not graded. You may use your notes to answer the questions. Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a glossary definition or explanation.

Choose the best answer for multiple-choice questions. Follow the directions on the screen for computer-assisted questions. Most questions are worth 1 point, but the last question in each passage is worth more than 1 point.

The Reading section is divided into passages. Click on **Next** to go to the next question. Click on **Back** to return to previous questions. You may return to previous questions for all of the passages.

You can click on **Review** to see a chart of the questions you have answered and the questions you have not answered in each passage. From this screen, you can return to the question you want to answer.

You will have 20 minutes to read each passage and answer the questions for that passage. You will have 60 minutes to complete all of the passages and answer all of the questions on the short format. You will have 80 minutes to complete all of the passages and answer all of the questions on the long format. A clock on the screen will show you how much time you have to complete the Reading section.



## OVERVIEW OF THE ITP READING COMPREHENSION SECTION

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The Reading Comprehension section is Section 3 on the Institutional ITP. The Reading Comprehension section tests your ability to understand general interest reading passages. The passages are about 300–350 words in length.

You may NOT take notes while you read and you may NOT write in your test book. You can refer to the passage while you are answering the questions.

Choose the best answer from four possible answers written in your test book. Then, on your answer sheet, fill in the oval that corresponds to the letter of the answer you have chosen.

You will have 55 minutes to read and answer all of the questions.

## TIPS FROM SUCCESSFUL TOEFL STUDENTS

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## WHAT TO DO ON THE READING SECTION

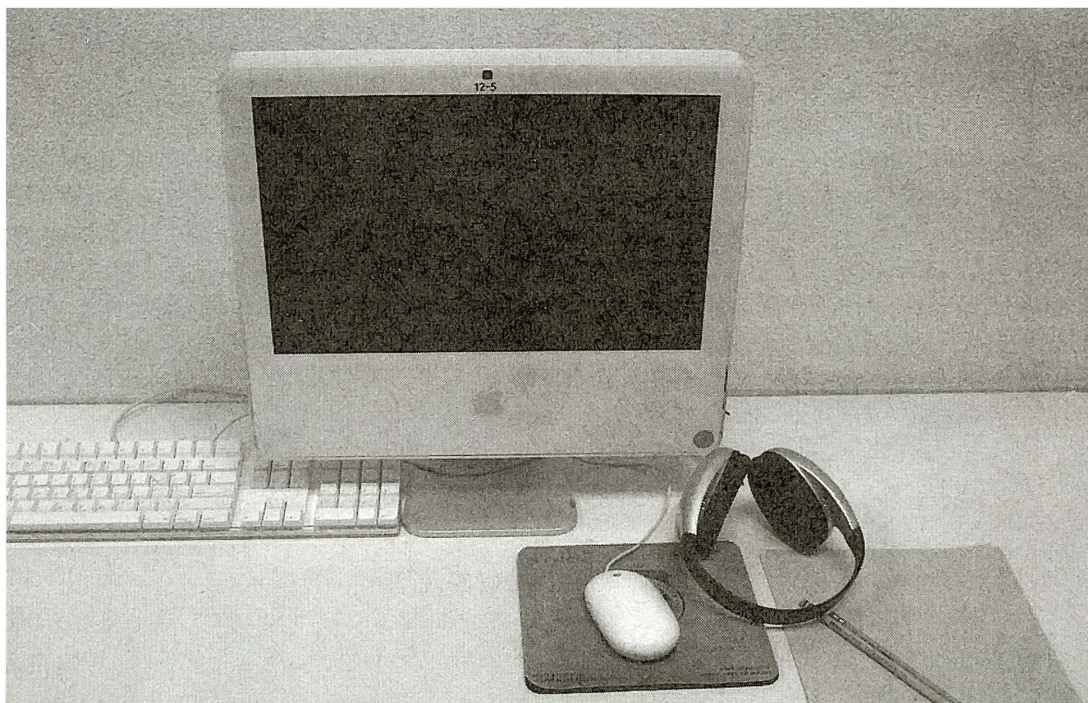
- Don't get scared if you don't know much about the topic. All of the information you need to answer the questions is in the passage, and technical vocabulary is in the glossary.
- Read the first paragraph and last paragraph of the passage first to get the main idea. Then start the questions.
- Don't spend too much time on a very difficult question. It is possible to go back and change your answer if you have time at the end of the passage.
- If you run completely out of time at the end, answer the remaining questions with the same letter. That way, you can finish quickly, you don't have to think, and you have a chance to answer some of them correctly to add points to your score.
- When you finish the Reading section, stop thinking about it, even if you didn't do very well. Get ready to do your best on the next section.

## Reading Strategy 1

### Reorganize the computer area for reading

When you sit down at your assigned computer area for the Internet iBT, you will find a computer screen, a keyboard, a mouse, earphones, note paper, and pencils. For the Reading section, you will not need the earphones, but you will be asked to put them on to test them. After that, if they are comfortable, you can just leave them on. They may be useful because they block out a certain amount of noise. You will not need the keyboard, the paper, or the pencils until you begin the Listening section. Move them to the side of your desk, out of the way. Adjust the screen and mouse so that you can use them efficiently to read the passages and click on the correct answers.

### EXAMPLE



1. Put on the headphones.
2. Move the keyboard, paper, and pencils to the side.
3. Adjust the screen and the mouse.



## Practice 1

Clear your desk except for the following items: computer screen, keyboard, mouse, earphones, paper, and pencils. Put everything in the middle in front of the screen. Now, as you reorganize your materials, say something positive in your mind. You cannot listen to two things at the same time, so it is important to listen to positive thoughts instead of negative thoughts.

1. Put on the headphones. "I am ready to listen. I am ready to speak."
2. Move the keyboard, paper, and pencils to the side. "I am ready to take notes. I am ready to write."
3. Adjust the screen and the mouse. "I am ready to read."

Do this every time you practice for the TOEFL. Do this when you take the official test. You will clear your desk and your mind at the same time.

Now, find five things that are wrong with this photo. What do you need to change in order to be well organized and ready to begin the Reading section of the TOEFL? What will you say to yourself? Check your answers with those in the Answer Key on page 299.



**Basic Strategy:** Internet iBT Reading

★★**Bonus:** iBT Listening, Speaking

You will not need the keyboard until you begin the Writing section of the iBT. Once you have organized your computer area, you can leave it until you begin to write your essays.

## Reading Strategy 2

### Practice reading either on the computer or in print

Depending on the version of the test you will be taking, you will need to practice reading either on a computer screen or on a printed page. Many readers actually read slower on a computer screen than on paper. Even if you can read at the same speed on both, the process is slightly different. You should have experience reading on screen if you are preparing for the iBT. On the iBT, you will see the passage on the right side of the screen with the questions on the left. If you are preparing for the ITP, then you should practice reading on paper. On the ITP, you will see the passage across the page with the questions below it.

### EXAMPLE PASSAGE iBT

1. The word **distinct** in the passage is closest in meaning to
- ☐ different
  - ☐ unusual
  - ☐ opposite
  - ☐ complex

### *Dr. Jekyll and Mr. Hyde*

*The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson is the story of a London lawyer, Mr. Utterson, who investigates the relationship between his good friend, Dr. Henry Jekyll, and a mysterious acquaintance, Mr. Hyde. In fact, both Jekyll and Hyde are the same person with two **distinct** personalities. Dr. Jekyll is a respectable member of society who becomes attracted to a sinister lifestyle and invents a potion that transforms him at will into a monster, the savage Mr. Hyde. Eventually, the doctor loses his ability to control the transformations and finds that the moral side of his personality, Dr. Jekyll, is becoming weaker and weaker under the influence of the sinister Mr. Hyde.

Although much attention has been given to the Jekyll and Hyde characters, and their clear symbolic references to the good and evil in every man, the lawyer is also a character that deserves study. Mr. Utterson is the narrator and the character in whom all of the other characters confide. It can be argued that he also represents the epitome of the Victorian English gentleman. It is his nature to preserve social order even if it means that he must ignore the uncivilized activities to which he becomes a witness. He prefers to protect his friend's reputation by suppressing the truth about him because loyalty and the avoidance of scandal are of primary importance in the social code of his class. The importance of preserving appearances, even when it requires hiding indecent behavior is a major theme of the novel and one that is personified by the lawyer. Faced with the option of engaging in gossip and accusing his friend or ignoring the perverse activities that he has become aware of, Mr. Utterson decides to deny the obvious, even when he directly observes one of the physical transformations of his friend's appearance.

Stevenson's novel was written and read during the late 1800s, a time when Victorian society required a strict adherence to social customs as established and perpetuated by the upper class. It was perhaps this rigid morality that encouraged Dr. Jekyll's curiosity about unacceptable behavior, and Mr. Utterson's silence when he saw it.

**EXAMPLE PASSAGE ITP****Dr. Jekyll and Mr. Hyde**

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1. The word "distinct" in line 4 is closest in meaning to

- (A) different
- (B) unusual
- (C) opposite
- (D) complex

## Practice 2

Encyclopedias are especially helpful for reading practice because they contain extensive academic content and the reading difficulty level is about right. If you buy one that is several years old, it should be reasonably priced. Most of the information is the same as that of a new version, and since you are using it for reading practice, not for research, the older content is not a problem.

If you are practicing for the iBT, you can find free encyclopedias on the Internet or you can buy an encyclopedia on a CD-ROM so that you will be able to read from a screen. If you are practicing for the ITP, you can find older encyclopedias at a used bookstore.

Make a list of three options that you plan to use for reading practice. Check for additional suggestions in the Answer Key on page 299.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Basic Strategy:** Internet iBT Reading and Institutional ITP Reading

**★★Bonus:** iBT Speaking, Writing

The iBT includes reading passages in both the Speaking and Writing sections. Reading practice on screen will improve your scores on three sections of the iBT.

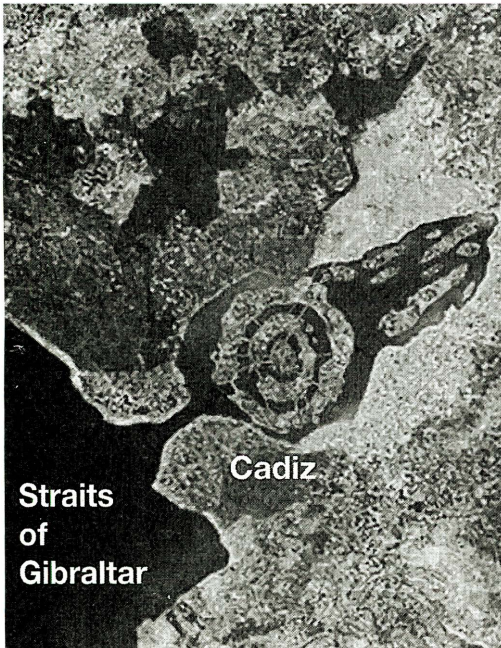


### Reading Strategy 3

#### Glance at the images for orientation

When you see an image in the Reading section, you should not spend much time studying it. Just glance at the image and continue immediately to the passage. The information in the image will be repeated in the text, and the questions will refer to paragraphs, not to images. Most of the passages do not include images, but when they do, use them for orientation, and move on quickly.

#### EXAMPLE IMAGE



#### EXAMPLE PASSAGE

##### Atlantis

The lost city of Atlantis has been the topic of speculation and hypothesis since Plato first described it in his dialogues in 360 B.C.E. According to the legend, it was an island larger than Libya or Asia located near the Pillars of Hercules, which is now called the Straits of Gibraltar, off the southern coast of Spain. Presumably, the mythical city was totally destroyed by earthquakes and floods in a single night more than 9,000 years before Plato recorded the story.

Based on Plato's work, many historians and adventurers have proposed locations where Atlantis may have been submerged. Recently, technology has allowed them to see under the ocean in remarkable new ways. Previous claims for the discovery of the lost city have been made, identifying sites off the coast of Africa, in the Aegean Sea, the Mediterranean, and even in the mid Atlantic.

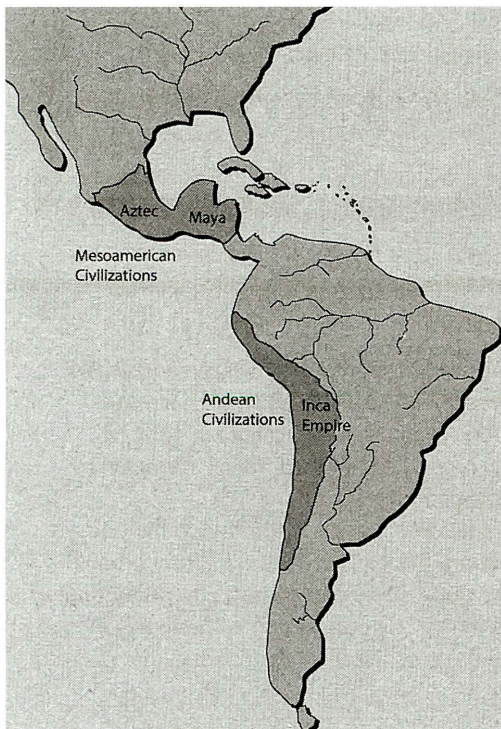
Using digital mapping and satellite imaging, an international team led by Dr. Richard Freund, professor and archaeologist from the University of Hartford, has uncovered what appears to be a city buried in a marsh in the south of Spain near Cadiz, about 60 miles from the coast. This is interesting in terms of Plato's record, since Atlantis was supposed to face the city of Gadera, and Cadiz is the modern name for this ancient city.

In addition to the man-made patterns of a metropolis, the team has located a large number of memorials nearby, constructed in the image of the buried city, which they believe the survivors may have built as remembrances of their lost homeland. If the team can identify geological formations that correspond to the descriptions by Plato of a ringed city, and if they can locate and date artifacts from the time period when Atlantis would have been a bustling civilization, then one of the great mysteries of the world will be solved.



### Practice 3

Locate the text in the reading passage that identifies the locations on the map. Do not allow your mind to focus on the image at the beginning of the passage. Check your answers with those in the Answer Key on page 300.



#### ***Pre-Columbian Civilizations***

Although several other important cultures flourished, three major empires extended their influence over large regions in the Americas prior to the exploration and conquest by European powers in the sixteenth century. The Aztecs dominated the valley of Mexico where they intermarried with the Toltec nobility and systematically conquered smaller, weaker tribes from neighboring city states, consolidating their powerful kingdom under the rule of one chief. The subjugation of these regional city states allowed the Aztecs to exact tribute from more than half of the population of what is now Mexico, and assured their domination of Western Mesoamerica.

The Mayan culture stretched from El Salvador, Honduras, and Guatemala into central Mexico. During the classical period from 250 to 900 C.E., the construction of large urban areas identified their independent city states and dominated the landscape in Eastern Mesoamerica. Unlike the Aztec empire, there was no single Mayan political center. Because the Maya could not be overthrown by attacking a capital city where a centralized political system was in place, they remained strong and were able to survive invasions by competing tribes, exerting tremendous intellectual, if not occupational, influence throughout the region.

In what is now South America, the Incas established the largest empire of the Pre-Columbian cultures, uniting four regions in the Andes, including territories in what are now Ecuador, Colombia, Northern Chile and Argentina, Bolivia, and Peru. Ruling from a tribal base in Cuzco, the Inca emperor was considered the representative on Earth of one of the most revered gods, Inti, the sun god. The conquered tribes in the four regions maintained limited cultural identity under the rule of the Inca emperor but were, for the most part, integrated through peaceful negotiations and alliances with covenants of loyalty. Often the children of the ruling classes in the four regions were taken to Cuzco for their education, and daughters of the Inca nobility were married to powerful families in distant corners of the empire. If these peaceful methods proved inadequate, the formidable armies of the empire could easily subdue uncooperative tribes, execute the local leaders, and annex their cities.

**Basic Strategy:** Internet iBT Reading

The Institutional ITP does not include images in the Reading section.

## Reading Strategy 4

### Skim the passage for an overview

To *skim* means to look for general information in a passage. You will see each reading passage on the right side of the first screen without any questions on the left side. In order to progress to the questions, you must scroll through the entire passage. While you are scrolling, you can skim quickly for general information instead of reading for details. Pay special attention to titles, headings, and the first and last sentences of each paragraph. The passage will reappear with each question, and you can spend time reading each paragraph for details at that point.

### EXAMPLE PASSAGE

#### ***The Function of Bones***

The human skeleton has 206 bones, some large and others quite small, but regardless of the size, bones share a similar structure and composition. They provide protection, support movement, store mineral reserves, maintain the oxygenation of blood, and nurture cell production.

The most obvious function of bones is to provide the body with strength and protection. Bones protect the internal organs and provide shape to the body. They can absorb a huge amount of force, and they facilitate motion by connecting with other bones at joints and serving as points of connection for muscles that pull on bones to move the body.

Bones are also a repository for minerals and a place where they are constantly being renewed. Approximately every nine months, the mineral content of bone is depleted and replaced. Several minerals are of special importance. Calcium and phosphorus in particular are stored in bones and must be maintained in the blood at a stable level. What happens when the diet is depleted of these minerals is that they are removed from the bones to keep the necessary levels constant in the bloodstream. Moreover, when physical exercise is reduced, as in the case of injury or illness, then minerals are passed into the bloodstream from the bones, elevating the mineral content to levels that can cause kidney stones or other calcium deposits to occur in the organs.

Bones are also significant in the functioning of the circulatory system. Red blood cells, called erythrocytes, grow and mature in the bone marrow where they attract hemoglobin, which serves to carry oxygen in the blood. Because they live for only about four months, bone marrow must constantly reproduce erythrocytes to maintain healthy blood oxygen levels.

Finally, bone marrow serves as the site where lymphocyte precursor cells are produced. These cells are essential to the immune system. Furthermore, it is from these precursor cells, also called stem cells, that specialized cells such as skin or blood are regenerated in normal cycles of repair. Moreover, stem cells from bone marrow can now be cultivated and are routinely used in a variety of medical treatments.

## Practice 4

Skim the title, headings, and passage to identify the topic, thesis, main ideas, and key words that repeat throughout. Do this as quickly as you can. Do not write them down. Just keep the information in your mind as a preview. Check your answers with those in the Answer Key on page 301.

### **Stonehenge**

Arguably, the most recognizable megalithic monument in Europe is Stonehenge on the Salisbury Plain in southern England. Like other henges, Stonehenge is a circular arrangement of large stones, surrounded by a ditch. Although it has not been determined exactly who was responsible for the construction of Stonehenge, it was probably built in stages over several hundred years, beginning about 3,000 B.C.E.

The last henge, completed about 1,500 B.C.E., was designed as a post and lintel structure in concentric circles. The outer ring, which is almost 100 feet in diameter, is constructed of huge sandstone or sarsen megaliths with smaller volcanic bluestones from Wales forming the inner ring. Inside the bluestones, a semicircle opens to a long avenue marked by uprights on an axis to the east identified by the Heel Stone, a large stone with a pointed top. A person standing at the center can view at the Heel Stone the exact spot where the sun rises at the summer solstice, the longest day of the year. It is assumed that Stonehenge must have been some kind of solar calendar or an early observatory.

Clearly, the most intriguing question involves the engineering methods that allowed early man to build such a remarkable structure. The gigantic stones in the outer ring are 22 feet high and weigh as much as 50 tons each. They have been traced to Marlborough Downs, 20 miles north of Stonehenge. Although most of the land is flat, at Redhorn Hill, the steepest part of the road, modern estimates suggest that more than 600 men would have been required to transport one of the stones uphill. The raising of each lintel, a stone beam that rests on top of two vertical stone posts, would also have required heroic effort. Based on the use of sledges, rafts, pulleys, and other machines available to Neolithic humans, work studies calculate that 30 million hours of labor would be the minimum to quarry the stone, transport it to the site, and complete the arrangement of the posts and lintels for the monument. The positioning of the stones to place the rising sun exactly over the Heel Stone during the solstice is also impressive.

**Basic Strategy:** Internet iBT Reading and Institutional ITP Reading

## Reading Strategy 5

### Answer vocabulary questions quickly

You do not have to read the passage to answer most of the vocabulary questions on the iBT and the ITP TOEFL. First read the shaded vocabulary word in the passage, and then read the four answer choices in the question. You can probably identify the synonym without referring to the reading passage. This will save time. There are usually three or more vocabulary questions for each passage. By using this strategy, you will have more time to answer the other questions.

### EXAMPLE QUESTIONS

The word **accumulation** in the passage is closest in meaning to

- Ⓐ decrease
- Ⓑ collection
- Ⓒ pattern
- Ⓓ change

The word **ordinary** in the passage is closest in meaning to

- Ⓐ common
- Ⓑ old
- Ⓒ large
- Ⓓ heavy

### EXAMPLE PASSAGE

#### **Sedimentary Rocks**

Sedimentary rocks, which are formed by the **accumulation** of sediments, have traditionally been classified into three basic types. The first type, *Clastic* sedimentary rocks, includes breccias, conglomerate, sandstone, and shale, which are formed from mechanical weathering, a process that breaks down rock into smaller particles during periods of freezing and thawing, landmass uplift, expansion and contraction from the sun or fire, the action of animals, or other means that do not have a direct effect on the rock's chemistry. They are composed mostly of quartz and other **ordinary** minerals and have usually been transported and deposited at a distance from their formation.

The second type, *Chemical* sedimentary rocks such as rock salt and some limestone form when dissolved materials precipitate from a solution . . .

## Practice 5

First, find the vocabulary word in the question. Then read the four possible answers and choose the synonym. Although the context is helpful for some vocabulary questions, you won't need to refer to the reading passage for most vocabulary questions. Check your answer in the Answer Key on page 302.

### QUESTIONS

1. The word **reliably** in the passage is closest in meaning to
  - Ⓐ generally
  - Ⓑ partially
  - Ⓒ finally
  - Ⓓ dependably
2. The word **precise** in the passage is closest in meaning to
  - Ⓐ correct
  - Ⓑ useful
  - Ⓒ ready
  - Ⓓ short

### Selective Breeding

For centuries farmers have been experimenting with crops and animals to change their genetic makeup with a view to improving their traits. By selective breeding, they have been able to achieve results in offspring. Among the most successful achievements in selective breeding is corn. Hybrid varieties **reliably** produce full, sweet kernels compared with the original wild corn that yielded only a few kernels per stalk.

The problem with selective breeding is that it requires a long time to accomplish the results and they are not *always* **precise**. Recently, the scientific community has discovered how to accelerate and improve the process through biotechnology . . .



In order to answer vocabulary items quickly, you will need to recognize synonyms for academic vocabulary. One of the best resources for an academic vocabulary list is the Academic Word List (AWL) developed by Averil Coxhead at Victoria University of Wellington, New Zealand. The list contains 570 word families that appear with greatest frequency in a broad range of academic texts. Therefore, they are the words that you need to know both for the TOEFL and for your studies at English-language colleges and universities.

The 570 words are divided into 10 sublists, ordered so that those in the first sublist include the most frequent words and those in the last sublist the least frequent.

Test yourself with the most frequent list. As quickly as you can, write a synonym beside the word. Then check your answers with those in the Answer Key on pages 302–303.

analyze	_____	define	_____
approach	_____	derive	_____
area	_____	distribute	_____
assess	_____	economy	_____
assume	_____	environment	_____
authority	_____	establish	_____
available	_____	estimate	_____
benefit	_____	evident	_____
concept	_____	factor	_____
consist	_____	finance	_____
constitute	_____	formula	_____
context	_____	function	_____
contract	_____	income	_____
data	_____	indicate	_____

individual	_____	process	_____
interpret	_____	require	_____
involve	_____	research	_____
issue	_____	respond	_____
labor	_____	role	_____
legal	_____	section	_____
legislate	_____	sector	_____
major	_____	significant	_____
method	_____	similar	_____
occur	_____	source	_____
percent	_____	specific	_____
period	_____	structure	_____
policy	_____	theory	_____
principle	_____	vary	_____
proceed	_____		

To study all of the lists, I recommend the following site:

[http://simple.wiktionary.org/wiki/Wiktionary:Academic\\_word\\_list](http://simple.wiktionary.org/wiki/Wiktionary:Academic_word_list).



**Basic Strategy:** Internet iBT Reading and Institutional ITP Reading

★★★**Bonus:** iBT Listening, Speaking, Writing

Academic vocabulary is found in all sections of the iBT as well as in the Reading sections of the iBT and the ITP.

## Reading Strategy 6

### Rely on glossaries for technical vocabulary

You do NOT need to know technical vocabulary in order to understand the passages on the Reading section. If a technical word is used in the iBT, the word is highlighted in blue. Click on the word to see a definition in a pop-up glossary. If a technical word is used in the ITP, you will find the definition in a glossary at the end of the passage.

### EXAMPLE GLOSSARY

Process by which two atomic nuclei combine to create a single, more massive nucleus

A star in the last phase with a low surface temperature and a large diameter

### EXAMPLE PASSAGE

#### *Red Giants*

Medium mass stars like the Sun **fuse** hydrogen within their cores into helium, thereby creating outward pressure. Gravity balances the pressure, retaining the size and shape of the star. It is estimated that in about another five billion years, the Sun will have used up all of the hydrogen in its core, at which point the pressure will be less than the force of gravity, and the star will begin to collapse. During this stage of compaction, a star begins to heat up and fuses the remaining hydrogen in the shell around the core. The Sun's burning shell of hydrogen will expand, burning the outer layers of the star.

When this occurs, the Sun will be transformed into a **red giant**, expanding so far out into the solar system that it will totally envelop Mercury. Finally, as the Sun expands, the heat will disperse, cooling the overall temperature; however, the core will increase until it is hot enough to fuse the helium nuclei into carbon, nitrogen, and oxygen, with iron at the very center. Iron cannot be used as fuel . . .

## Practice 6

First, find the glossary definition for the technical word or phrase in the sentence. Then, rewrite the sentence without using technical words. Check your answers with those in the Answer Key on page 303.

### SENTENCES

#### ***Polyandry***

The marriage of one woman to two men.

1. Although rare, polyandry may occur when the two men involved are brothers.

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#### ***Enzymes***

Proteins or protein-based molecules that increase a chemical reaction in an organism.

2. Chemical digestion, which is carried on by certain enzymes, reduces the size of the particles of food in the stomach.

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#### ***Ziggurats***

A temple with a tower, often shaped like a terraced pyramid.

3. Sumerian art before 4,000 B.C.E. centered around ziggurats and sculptures of their rulers.

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***Incorporeal property***

Intangible property that has value, but no physical substance.

4. Incorporeal property such as magical rituals or medicinal formulas are usually transferred before death because they require a period of learning.

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***Transpiration***

The loss of water by evaporation.

5. It is mainly through the leaves of plants that transpiration occurs.

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***Amygdala***

Part of the limbic system located in the temporal lobes of the brain.

6. The response in the left amygdala was greater when presented with a fearful stimulus as opposed to a pleasant stimulus.

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***Lexicography***

The compilation and editing of a dictionary.

7. It was during the Middle Ages that the science of lexicography came into existence.

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***Gymnosperms***

A plant with seeds that are unprotected by an ovary.

8. By far, the largest living group of gymnosperms are pine trees.

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***Anomie***

A breakdown in social standards in an individual or group.

9. Durkheim introduced the concept of anomie in the late 1800s to explain the response by society to the Industrial Revolution.

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***Disequilibrium***

Loss of stability due to imbalance in supply and demand.

10. In spite of arguments to the contrary, altering the value of currency can cause disequilibrium.

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**Basic Strategy:** Internet iBT Reading and Institutional ITP Reading

## Reading Strategy 7

### Find pronoun references

When you see a pronoun that is shaded in the passage, try to identify the noun or phrase to which it refers. Notice that most of the time the noun or phrase will appear before the pronoun. Look for words and phrases before the pronoun in the same sentence or in preceding sentences. Be sure that your choice agrees with the pronoun in number (singular or plural) and gender (masculine or feminine). You can eliminate incorrect choices because they do not agree in number and gender. Watch for the common pronouns listed below.

he	him	his	this	one	who
she	her	her	that	some	which
it	it	its	these	a few—several	that
they	them	their	those	many	

### EXAMPLE PASSAGE

#### Standardized Measurements

Standardized measurements are so basic and necessary that it is difficult to imagine a world without them, but, just like everything else, someone had to come up with the idea. Archeologists believe that some of the stones that they have found in Babylonia may have been standard weight measurements; a few are so accurate that they could be used today. In addition to stones, the Egyptians and the Greeks used a wheat seed as the smallest unit of weight, and the Arabs used a small bean called a *karob*. However, after Galileo began to observe the pendulum at the beginning of the 1600s, several scientists became interested in the length of the pendulum, and they chose the length that beats the second as a natural unit of measure.

Inspired by the one-second swing, a French cleric, Gabriel Mouton, devised a system of measurement using the size of the Earth, dividing the multiples into decimals. He proposed this system in 1670. Although the terminology was different, his concept of a universal unit was brought to fruition at the end of the 1700s, when scientific experimentation was exploding and researchers realized that precise measures were essential to their studies. By 1790, the French Academy of Sciences had created a system that was both simple and scientific, an advance that greatly contributed to the industrial revolution. The basic unit of length was set as a fraction of the circumference of the Earth and measures for weight, volume, and mass and for all other units were derived from it. Larger and smaller multiples were calculated by multiplying or dividing the basic units by 10, a feature that made using the system very easy because the decimal point would be moved to determine larger or smaller values. The Academy designated the term *metre* to the unit of length, a word derived from the Greek *metron*, which means a "measure." By 1900, approximately 35 countries had adopted the metric system, and, of course, now it is the preferred system of weights and measures for international trade and commerce as well as for scientific investigations.

## Practice 7

First underline each of the pronouns in the passage. Then find the noun or noun phrase to which it refers, draw a box around it, and draw an arrow to the reference. Check your answers with those in the Answer Key on page 304.

### *The Missouri Compromise*

The Missouri Territory was the first to be organized from lands acquired in the Louisiana Purchase. At the time that Missouri petitioned for statehood in 1819, Senate membership was evenly divided between states that were designated as slave-holders and those that were free. Clearly, the admission of a new state would destroy the balance, providing a voting majority for one side or the other. Although the Civil War was still forty years away, slavery was already a hotly contested topic in Congress with about equal numbers in favor and opposed to it. Since slavery had already been established in the Missouri Territory, it appeared that the scale would tip in favor of slave states.

During the long debate, the Territory of Massachusetts applied for admission as the state of Maine. Quick to recognize a way to settle the issue peacefully, Speaker of the House Henry Clay proposed a solution that has come to be called "The Missouri Compromise." Combining the two petitions for statehood, he fashioned a bill that allowed the Senate to retain equal numbers of Senators from slave and free states. Missouri would be admitted as a slave state at the same time that Maine was admitted as a free state. As part of the bill, Clay introduced a plan to maintain the balance of power between the two factions of the Senate as future territories petitioned it for statehood. A provision that divided the Louisiana Purchase at the southern boundary of Missouri, that is, 36 degrees and 30 minutes latitude, allowed for slave states south of the boundary and free states north of the border—with the exception of the Missouri Territory—to enter as a slave state because of its prior status.

Thomas Jefferson, now an aging statesman, saw the potential for a division in the union based on regionalism and the slavery question. By 1850, his prediction was very much a reality. Southern states threatened secession, and a second compromise was necessary to avoid it. Again brokered by Henry Clay with assistance from Stephen Douglas, it was a complicated effort consisting of five separate bills to deal with the land in the Southwestern Territories that were beginning to organize for statehood, all of which were south of the thirty-sixth parallel. The plan, commonly referred to as the Second Missouri Compromise, took four years to complete and was successful for less than a decade in forestalling the Civil War.

## Reading Strategy 8

### Use the screen and the arrows to locate answers

Most of the time, you will find the answer to the question on the left side of the screen at the point in the passage that is visible on the right side of the screen. You will not need to scroll down to another screen. You will also see an arrow at the beginning of the paragraph in the passage when the question refers to that specific paragraph number. Use the screens and arrows efficiently to find the answers quickly.

### EXAMPLE QUESTION

According to Paragraph 1, which area suffered from the first cases of plague?

- Ⓐ Africa
- Asia
- Ⓒ Europe
- Ⓓ North America

Paragraph 1 is marked with an arrow [➔]

### EXAMPLE PASSAGE

#### *The Plague*

➔ Often referred to as the Black Death, the plague that savaged both Asia and Europe in the mid-14th century was probably a strain of bubonic plague and pneumonia. It is believed that the pandemic, which claimed more than 25 million lives in Asia and another 25 million in Europe, probably originated in China and was brought into Europe by traders, probably through Sicily. From there it spread to other Mediterranean ports in Italy and then through North Africa and Spain to France and England. Of course, urban areas with dense populations were more likely to be struck, but even then, it was uncertain where it would strike. For example, Milan had few instances of plague while Tuscany was devastated.

It is estimated that almost one third of the population of Europe died from the plague during a three-year period when the disease was rampant, and almost half of the people in England were victims of plague. Historians record that almost a thousand English villages were totally destroyed by disease. So what were the long-term effects of this devastation? Clearly, trade was affected, but probably even more important was the effect on agriculture. A shortage of workers among the peasant class in Europe caused land holders to compete for their services in order to cultivate the land. It was at this time that wages for work was instituted for peasants and craftsmen, a reform that began to blur the lines between classes in society. The cost of food and goods increased with the increase in the price of labor, but ultimately, in spite of a good deal of social unrest, workers benefited from the higher wages, merchants profited from the higher prices, and even landowners benefited from the higher land values . . .



## Practice 8

First, read the question. Then use the screen and arrow to find the location of the answer in the passage. Check your answers with those in the Answer Key on page 305.

### QUESTIONS

According to Paragraph 3, which of the following activities is included in imaginative play?

- Ⓐ Playing peek-a-boo
- Ⓑ Running and jumping
- Ⓒ Building with blocks
- Ⓓ Making up fantasies

Paragraph 3 is marked with an arrow [➡]

According to paragraph 6, why is play important in childhood?

- Ⓐ It teaches rules for games.
- Ⓑ It allows children to explore the arts.
- Ⓒ It develops reasoning skills.
- Ⓓ It helps children choose friends.

Paragraph 6 is marked with an arrow [➡]

### Types of Play

Children engage in different types of play, and although it is helpful to categorize them, it should be understood that there is a great deal of overlap among them. Besides, several different methods of classification have been devised, a circumstance which adds to the confusion. However, it is useful to classify the major types that seem to appear in most of the lists.

The first type that is commonly identified is *sensorimotor play*, which begins in infancy and includes motor activities such as crawling, running, jumping, waving, or playing peek-a-boo. Sensorimotor play also includes opportunities for children to manipulate objects such as a rattle or a ball and allows them to enjoy physical stimulation as they explore the environment. These normal activities are easily observed as young children interact with people and objects at a very early stage of life.

➡ Another type of play that most psychologists have identified is *imaginative play*, which usually involves make-believe situations. Children pretend to be someone else or imagine an activity or place that is part of a fantasy world. Daydreaming is one form of imaginative play, but often children actually create involved scenarios and improvised dialogues. Since this happens after children are old enough to have memories, most adults recall playing "Make Believe."

*Constructive play*, also called *creative play*, is a third type. Examples include making music, either with real or toy instruments, creating art such as drawing, painting, molding with clay, building with blocks or other materials, as well as cooking and completing simple sewing projects. Of course, this can be structured in a classroom setting, or it can be a spontaneous event.

Finally, the fourth type of play, *cooperative play*, involves more structured activities which require interaction with other children in socially acceptable ways. One of the highest levels of cooperative play consists of games with rules, including not only sports like baseball, basketball, and soccer but also board games like checkers and Monopoly, or card games at varying levels of complexity.

➡ So what does this mean? The different types of play, in addition to teaching children social skills, also provide an important way to build cognitive skills. Children who are allowed to experience a wide range of play situations have demonstrated that they are more able to respond to unique or unfamiliar situations in real life. They react more acceptably in social settings and form more appropriate relationships.

**Basic Strategy:** Internet iBT Reading

★**Bonus:** Institutional ITP Reading

The ITP has the lines marked on the left side of each reading passage for your reference.

## Reading Strategy 9

### Look for clues to scan for information

When you read a question that asks *who*, *where*, *when*, *how much*, or *what*, you should scan for details. You will know what you are looking for and you can move your eyes quickly through the passage to find it. Clues that will help you locate the answers to detail questions are identified below.

#### **Capital Letters**

Who? Where?

To find the names  
of people and places

#### **Numbers**

When? How much? How long?

To find sums of money  
or length of time

#### **Key Words**

What? Why? How?

To find terms and  
key words

### EXAMPLE QUESTIONS

What is an NPO?

*Look for the key word*

Who was the founder of the NPO that provided the original donation for the public library system in the United States?

*Look for capital letters*

When was the Carnegie Corporation of New York established?

*Look for numbers*

How much is the endowment for the Bill and Melinda Gates Foundation?

*Look for numbers*

Where is the Wellcome Trust located?

*Look for capital letters*

How is an NPO like a for-profit business?

*Look for key words*

What is the primary difference between an NPO and a for-profit company?

*Look for key words*

### EXAMPLE PASSAGE

#### **A Nonprofit Organization**

A nonprofit organization, also called a not-for-profit organization or an NPO, is an organization that uses its surplus funds to achieve goals related to its mission instead of distributing dividends to owners or shareholders. Some government agencies are considered NPOs, but in many countries they are classified separately. For the most part, NPOs are charities, and as such, they are tax exempt.

Founded by Andrew Carnegie in 1911, the Carnegie Corporation of New York is still one of the most influential NPOs in the United States. During the first two years, Carnegie gave the Corporation \$125 million, and acted as the president and trustee, overseeing charitable donations, notably including \$43 million for public libraries, which he referred to as "the universities of the people."

More recently, the wealthiest NPO in the United States is the Bill and Melinda Gates Foundation, which has an endowment of \$38 billion. Committed to healthcare, education, and access to technology, the foundation provides grants to many international organizations. In Great Britain, the Wellcome Trust, with an endowment of £14 billion, is a non-governmental trust with a goal of supporting biomedical research and public education in the areas of science and technology.

In addition to large NPOs, millions of smaller NPOs provide social services to local communities. One confusing aspect of NPOs is the fact that, like for-profit businesses, it is expected that NPOs will earn a profit, referred to as a surplus; however, unlike a for-profit company, an NPO must retain the funds for expansion and future projects, without benefit to interested individuals. Although some NPOs rely on unpaid volunteers, others hire and pay management personnel. The crucial difference is not whether management works for compensation but whether interested investors receive a return on their investment. If they do, the organization is considered a for-profit business.

Although it is not specifically restricted to NPOs, the .org designation on the Internet is commonly used by the nonprofits as compared with the .com designation generally reserved for companies that are classified as for-profit.

## Practice 9

First, read the question. Then determine whether you are looking for capital letters, numbers, or key words. Use your scanning strategies to find the location of the answer in the passage and underline it. Check your answers with those in the Answer Key on page 306.

### QUESTIONS

What is different about the skeleton of a seahorse?

How do seahorses swim?

When was research data made available about the seahorse's head?

Where are researchers studying the shape of the seahorse?

Who is the investigator using biomechanical analysis to understand the evolution of the seahorse?

How long does it take for seahorses to hatch?

How many young seahorses will survive to maturity?

### Seahorses

Seahorses are unique in many ways. Although they are bony fish, their skeletons are composed of a series of plates arranged in rings around which a thin skin is stretched, and they do not have scales. They swim upright, which is also a distinct characteristic, and they are often found at rest because they are very poor swimmers compared to other fish. Seahorses move through the water by rapidly fluttering a dorsal fin and steering with a pectoral fin positioned behind the eyes. While they are resting, they curl their prehensile tails around a stationary object like a monkey might do in a tree to stabilize itself.

One of the most striking characteristics of seahorses is their shape. Their tiny heads closely resemble the horse for which they are named. Even the spikey crown looks like a small mane. In 2011, researchers at the University of Antwerp in Belgium released data that included several interesting clues about the horse-like appearance. Using biomechanical analysis, Dr. Sam Van Wassenbergh and his team learned that the seahorse can capture its prey of small shrimp at a greater distance than can the pipefish, which, along with the seahorse, descended from a common ancestor. According to Dr. Van Wassenbergh, the arched head of the seahorse enables it to bend its head and extend it in a snapping technique that allows it to achieve a larger striking distance. The team believes that natural selection would have favored this foraging behavior, and encouraged the horse-like head to develop.

Reproduction in seahorses is also distinct from most other animals. It is, in fact, the male that carries the eggs in a special egg pouch that serves as an incubator until the small seahorses hatch fully formed. During gestation, which lasts from two to four weeks, the female visits the male for a few minutes every morning, then swims away. The number of young varies dramatically from as few as 5 to as many as 1,500, only .5 percent of which will actually survive to adulthood.

**Basic Strategy:** Internet iBT Reading and Institutional ITP Reading

★★**Bonus:** iBT Speaking, Writing

In addition to the Reading sections on the iBT and ITP, you can use clues to scan for information in the reading passages in the Speaking and Writing sections of the iBT.

## Reading Strategy 10

### Put check marks in your notes to identify exceptions

Some questions on the Reading section will ask you to identify an answer choice that is NOT mentioned in the passage. When you scan the reading passage to look for exceptions, it is important to keep track of and eliminate the answer choices that you find in the passage. You cannot do this on the iBT screen, but you can use your scratch paper. Write ABCD in your notes. Then, when you find an answer choice in the passage, put a check mark beside the letter that corresponds to the answer choice that you have found. When you have check marks beside three of the answer choices, the choice remaining is the exception. Use this system to keep from getting confused because you probably won't find the answer choices in the passage in the same order in which you see them presented in the question. On the ITP, you will not be able to take notes, but you can use the four fingers on one hand to represent ABCD. Touch the desk with your fingers.

#### EXAMPLE QUESTION

Which of the following types of moraines was NOT mentioned in the passage?

- Ⓐ An end moraine
- Ⓑ A lateral moraine
- A recessional moraine
- Ⓓ A ground moraine

#### Example Notes iBT

- A ✓
- B ✓
- C
- D ✓

#### EXAMPLE QUESTION

According to the passage, moraines are found in all of the following locations EXCEPT

- Ⓐ Under the path of a moving glacier
- Ⓑ At the end of the path of a glacier
- Ⓒ Along the sides of the path of a glacier
- Behind the path of a glacier

#### Example ITP



#### EXAMPLE PASSAGE

##### **Moraines**

A moraine is a formation of rock and soil that is moved and shaped by a glacier. Some formations are evident on a glacier that is still moving; however, others have been transported and left by glaciers that have receded or have now disappeared. The shape and location of the particles, called till deposits, are used to classify the type of moraine observed. Although as many as eight distinct types of moraines have been identified and described, only four are common to most glacial formations.

A terminal moraine, also called an end moraine because it occurs at the end of a glacier, shows the nature of the glacier's movement. If the glacier has stopped advancing, then the terminal moraine marks the end of the glacier. The longer the glacier remains in place, the more rock and debris will pile up. On the other hand, if the glacier is receding, then smaller piles or ridges will be seen along the path of retreat. Occasionally, terminal moraines are damaged by erosion and may be difficult to identify.

When a glacier moves through rocky terrain, the pressure and extreme cold temperatures break large boulders of the rock face, which are thrown to the edges of the glacier as it continues to move. A lateral moraine appears at the sides or margins of a glacier. When the glacier melts, the lateral moraine forms large ridges that mark the edges of the glacial path.

A mixture of rock and debris that is deposited underneath a glacier creates a ground moraine. As such, the distribution is usually regular along the path that the glacier once flowed, and can sometimes be deposited between two lateral moraines, although it consists of smaller rocks because they have been ground and broken by the weight and pressure of the moving glacier.

When two glaciers meet and merge, medial moraines are formed. Rocks and debris pile up, forming a new ridge, which is now in the middle of a new, larger glacier. If the new glacier melts, then the medial moraine is exposed in the center of its former ice field. These medial moraines are evidence of the formation of a . . .



## Practice 10

First, read the question. Then, quickly write the letters of the four answer choices in your notes. Using your scanning skills, try to find the choices in the passage and put a check mark beside the letter in your notes on the Internet iBT. Identify the answer that is NOT in the passage. Check your answers with those in the Answer Key on page 307.

### QUESTION

According to the passage, all of the following stimuli were used in Pavlov's experiments EXCEPT

- (A) Footsteps
- (B) A shock
- (C) A lab coat
- (D) A light

### Notes

A  
B  
C  
D

### QUESTION

According to the passage, classical conditioning has been useful in all of the following EXCEPT

- (A) Treatments for anxiety
- (B) Modern research
- (C) Accidents
- (D) Advertising campaigns

### Notes

A  
B  
C  
D

### Classical Conditioning

Although the phenomenon had been observed prior to Pavlov's investigations, he was the first to appreciate the significance of *conditioned response*. An accidental discovery, conditioned response was observed while Pavlov was studying the gastric secretions of dogs in his laboratory. He noted that the sound of his associate's footsteps caused the dogs to salivate even before the food was brought in. Later, he was able to use other stimuli to evoke the same response. For example, by presenting a light followed by food, Pavlov could condition the dogs to salivate after the light was presented and before the food was offered. In this case, the salivation was an *unconditioned response* to food, the light was the *conditioned stimulus*, and the salivation was the *conditioned response* to the light.

Repeating the experiment in numerous variations, Pavlov determined that he could replicate the results with many neutral stimuli including a white lab coat, a bell, and a tuning fork as well as a light. By pairing the neutral stimuli with food, the dogs would salivate before the food appeared. Ultimately, he could elicit salivation by presenting only the neutral stimulus, without the presence of the food.

In these experiments, Pavlov established the basic terminology and methodology that continues to be used in modern classical conditioning experiments. The discovery that environmental events with no relationship to a given response could, through experience, cause the response through association, was a breakthrough in behavioral psychology.

Animals, like Pavlov's dogs, tend to associate stimuli with survival. Consequently, the use of food in animal experiments would be logical; however, human subjects may associate unrelated stimuli with complex emotions. People with unusual fears or phobias may have had an emotionally charged experience with which they have associated a harmless object. In that case, it would be appropriate to reverse the conditioned response. Pavlov called this reverse conditioning *extinction*, a process that is still very effective in treating anxiety.

Because conditioning is so basic to learned human behavior, commercial advertising has exploited Pavlov's research in order to influence purchasing behavior. Effective commercials often train the public to associate a product with a pleasant or desirable stimulus that evokes a positive response. In this case, the public has an unconditioned response to the product; the conditioned stimulus is a beautiful woman, a luxury lifestyle, or some other desirable image, and the purchase is a conditioned response.



**Reading Strategy 11****Eliminate minor points in summaries**

On the last question for each passage on the Internet iBT, you will see a sentence that expresses the main idea of the passage. Then you will be asked to summarize the passage by choosing three major points from six or more choices. When you look at the answer choices, you will be able to identify two types of incorrect choices—ideas that are NOT in the passage and minor points. Examples and details are minor points that support the major points. Eliminating the minor points will help you find the major points for the summary.

**EXAMPLE MAIN IDEA**

**The teepee, widely used as a shelter by many tribes, had several advantages for life on the plains of North America.**

**Major point: Advantage 1**

The teepee was easy to construct, disassemble, pack, and transport when the tribe moved to a new area.

**Minor point**

Poles, ropes, and skins could be folded and strapped to pack horses or loaded on horse-drawn sleds.

**Major point: Advantage 2**

The animal skin or birch bark materials made a teepee warm in winter, dry in spring, and cool in summer.

**Minor point**

Old style teepees were made of buffalo hides and blankets but later structures used heavy canvas.

**Major point: Advantage 3**

The unique opening at the top and smoke holes at the sides allowed the women to cook inside the shelter.

**Minor point**

Smoke from the fire in the middle of the teepee could rise and exit through the hole at the top.

## Practice 11

First, read the introductory sentence that presents the main idea for the passage. Next, read the six possible answers and choose the three major points that correspond to the introductory sentence. Then find the minor point that is an example or detail for each major point. Organize the sentences and rewrite them as an outline for a short reading passage. Check your answers with those in the Answer Key on pages 308–309.

**1. Noam Chomsky proposed the language acquisition device (LAD) as an explanation for the learning of native languages by young children.**

The theory assumes that children are born with an innate facility for acquiring any language.

First language learning occurs too rapidly for such a complex system unless children have the LAD.

The LAD scans for input signals that allow children to focus and learn a specific language.

Word order for sentences in languages is restricted to a small number of possibilities.

Universal grammar, common to all languages, is present in the brains of human infants at birth.

Children do not simply repeat sentences that they hear from limited, often fragmented adult input.

**2. The Hubble Telescope has provided invaluable information that has virtually revolutionized the field of astronomy.**

Two planets were found orbiting around a pulsar in a neighboring solar system.

Hundreds of planets have been discovered in regions beyond our solar system.

Scientists have found an unexplained force called dark energy, which is accelerating the expansion of the universe.

The expansion of the universe seems to be speeding up instead of slowing down.

Galaxies vary in shape, color, and size, and their age goes back almost to the inception of the universe.

The Hubble Deep Field reveals galaxies farther away than we have ever been able to see before.