

# Introducing the TOEFL®



**Read this  
chapter  
to learn**

**T**his *Official Guide* has been created to help English language learners understand the TOEFL and prepare for it. By preparing for the test, you will also be building the skills you need to succeed in an academic setting and go anywhere in your career, and in life.

## Getting Started

Start your preparation for the TOEFL by reading the following important information about the test, testing requirements, and test samples.

### The TOEFL Test — The Test That Takes You Farther

Undergraduate, graduate, and postgraduate programs around the world require students to demonstrate their ability to communicate in English as an entrance requirement.

The TOEFL test gives students the opportunity to prove they can communicate ideas effectively by simulating university classroom and student life communication. The language used in the test reflects real-life English-language usage in university lectures, classes, and laboratories. It is the same language professors use when they discuss coursework or concepts with students. It is the language students use in study groups and everyday university situations, such as buying books at the bookstore. The reading passages are from real textbooks and course materials.

### TOEFL Scores Can Help You Go Anywhere

The TOEFL test measures how well students *use* English, not just their knowledge of the language. Because it is a valid and reliable test with unbiased, objective scoring, the TOEFL test confirms that a student has the English language skills necessary to succeed in an academic setting.

That's why it is the most highly regarded and widely accepted test in the world. More than 6,000 colleges, universities, and agencies in 130 countries

accept TOEFL scores, so students have the flexibility to use their TOEFL test scores worldwide. The TOEFL test is also the most accessible English-language test. It is administered at more than 4,500 test centers in 180 countries. More than 22 million people have taken the test since 1964.

### Who Creates the TOEFL Test?

ETS (Educational Testing Service) is the nonprofit educational organization that develops and administers the TOEFL test.

### What Is the TOEFL ?

The TOEFL is an test delivered in secure testing centers around the world. The paper-and-pencil (PBT) version of the test is still offered for local test.

### Who Is Required to Take the TOEFL Test?

If your first or native language is NOT English, it is likely that the college or university that you wish to attend will require you to take this test. However, you should check with each institution to which you are applying for admission.

### How Is the TOEFL Used in the Admissions Process?

Your test scores will be considered together with other information you supply to the institution to determine if you have the appropriate academic and language background to be admitted to a regular or modified program of study. Often your field of study and whether you are applying as a graduate or undergraduate student will determine what TOEFL scores you need.

### Is There a Minimum Acceptable Score?

Each institution that uses TOEFL scores sets its own minimum level of acceptable performance. These minimums vary from one institution to another, depending on factors such as the applicant's field of study, the level of study (undergraduate or graduate), whether the applicant will be a teaching assistant, and whether the institution offers English as a Second Language support for its students.

**It represents the best practices in language learning and teaching.** Learning English used to focus on learning *about* the language (especially grammar), and students could receive high scores on tests without being able to communicate. Now teachers and learners understand the importance of using English to communicate, and activities that integrate language skills are popular in many English language programs.

● **Format**

The following chart shows the possible number of questions and the timing for each section. The time limit for each section varies according to the number of questions. Every test contains additional questions in the Reading or Listening section.

**Test Format**

Test Section	Number of Questions	Timing
Reading	4 to 5 passages , 8-10 questions each	90 minutes
Listening	10 short conversation (2 to 4mn) each one 5 mn to answer after each one ( 5-6 questions each)	70-90 minutes
BREAK		10 minutes
Writing	1 independent task Structure and Written Expression	25 minutes 25 minutes

## TOEFL Reading Section

### Academic Reading Skills

The Reading section measures your ability to understand university-level academic texts and passages. In many academic settings around the world, students are expected to read and understand information from textbooks and other academic materials written in English. The following are three purposes for academic reading:

**Reading to find information**

- effectively scanning text for key facts and important information
- increasing reading fluency and rate

**Basic comprehension**

- understanding the general topic or main idea, major points, important facts and details, vocabulary in context, and pronoun references
- making inferences about what is implied in a passage

**Reading to learn**

- recognizing the organization and purpose of a passage
- understanding relationships between ideas
- organizing information into a category chart or a summary in order to recall major points and important details
- inferring how ideas throughout the passage connect

### Description

**Reading Section Format**

Length of Each Passage	Number of Passages and Questions	Timing
Approximately 700 words	4 to 5 passages 8-10 questions per passage	90 minutes

# TOEFL PBT Listening Section

## Academic Listening Skills

The Listening section measures your ability to understand spoken English. In academic settings, students must be able to listen to conversations.

Academic listening is typically done for one of the three following purposes:

### *Listening for basic comprehension*

- comprehend the main idea, major points, and important details related to the main idea (Note: comprehension of all details is not necessary.)

### *Listening for pragmatic understanding*

- recognize a speaker's attitude and degree of certainty
- recognize a speaker's function or purpose

### *Connecting and synthesizing information*

- recognize the organization of information presented
- understand the relationships between ideas presented (for example, compare/contrast, cause/effect, or steps in a process)
- make inferences and draw conclusions based on what is implied in the material
- make connections among pieces of information in a conversation or lecture
- recognize topic changes (for example, digressions and aside statements) in lectures and conversations, and recognize introductions and conclusions in lectures

## Description

Listening material in the test includes academic conversations in which the speech sounds very natural. You can take notes on any listening material throughout the entire test.

### Listening Section Format

Listening Material	Number of Questions	Timing
Listening	10 short conversation (2 to 4mn) each one 5 mn to answer after each one ( 5-6 questions each)	70-90 minutes

# TOEFL PBT Writing Section

## Academic Writing Skills

In all academic situations where writing in English is required, students must be able to present their ideas in a clear, well-organized manner. The Writing section measures your ability to write in an academic setting.

- **Structure and Written Expression** measures the ability to recognize language that is appropriate for standard written English.

The Structure and Written Expression section contains sentences that test your knowledge of important structural and grammatical elements of standard written English. These sentences include a variety of topics and give no particular advantage to individuals in any specific field of study.

### Description

**Structure:** Questions 1-20 are incomplete sentences. Beneath each sentence you will see four words or phrases, choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

**Written Expression:** In questions 1-10, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Identify the one underlined word or phrase that must be changed in order for the sentence to be correct.

- Students must also write essays that express and support their opinions. In this type of writing, known as independent writing, students express an opinion and support it based on their own knowledge and experience.

### Description

Test takers write an essay that states, explains, and supports their opinion on an issue. An effective essay will usually contain a minimum of 150 to 200 words, however, test takers may write more if they wish.

Test takers must support their opinions or choices rather than simply list personal preferences or choices.

Typical essay questions begin with statements such as:

—Do you agree or disagree with the following statement? Use reasons and specific details to support your answer.

—Some people believe X. Other people believe Y. Which of these two positions do you prefer/agree with? Give reasons and specific details.

### Writing Section Format

Writing Material	Number of Questions	Timing
Structure and Written Expression	20 Question for Structure & 10 Questions for Expression	25 minutes
Write an essay	1 independent task	25 minutes

# TOEFL Listening

Listening material in the test includes academic conversations in which the speech sounds very natural. You can take notes on any listening material throughout the entire test.

in the TOEFL PBT Listening section you will listen to 10 short conversations. There will be five to six questions per conversation. You will have a total of 50 minutes to answer all of the Listening questions.

## TOEFL PBT Listening Questions

Most of the TOEFL PBT Listening questions that follow the conversations are traditional multiple-choice questions with three answer choices and a single correct answer.

# Listening Practice Sets

## Grad Plans

George and Crystal discuss jobs and life after college.



Click on the image to play the audio

### Conversation Text:

George: Hey, hey, hey!

Crystal: Hey, hey, hey! How's it going?

George: Bad!

Crystal: Why? What's up?

George: I'm a little low on cash these days?

Crystal: Really? What about getting a new job?

George: Well, Where? What's open?

Crystal: Well, I don't know. You're graduating soon, right?

George: Well, there's still a good half-year before that?

Crystal: Yeah, well, yeah, those half-years, you should spend it wisely. This is the best chance to get a job.

George: What do you mean?

Crystal: Well, I don't know, like, I think this is your last chance to get a job before you graduate. Or what do you plan on after graduating? Just hanging around? Playing games?

George: I don't know. I have no idea what to do after graduation. Do you have any plans?

Crystal: Well, for me ... well, since the economy is going bad, like there is no opening at the moment, but I was thinking if I could be able to like find an internship in a different country or maybe I could keep doing my part-time job at the moment just until things start getting better. Well, I guess you still have nine months left.

George: Yeah. It's a little depressing though thinking about graduation. Being thrown out into the real world.

Crystal: All my friends who graduated, they're already regretting. They want to go back to school.

George: Oh, boy!

Crystal: Speaking of which, how about we go to grad school?

George: No!

Crystal: Why not?

George: Grad School!

Crystal: Why not?

George: I don't know if I could deal with another four years of school.

Crystal: It's not four years. It's only two years, and plus, like, I mean, if you're gonna regret so much like getting a job, like, and plus the economy is really bad for a job right now, I think it's best to lay low and just, you know maybe study a little bit more till the economy gets better and then get a job then.

George: Well, if I could get some sort of full scholarship, perhaps I would be more inclined to do it, but ...

Crystal: Yeah, yeah. It's not bad.

George: I don't think I could get a scholarship with my horrible G.P.A.?

Crystal: Same here!

George: Hmm! Grad school!

## Quiz:

- 1) George will graduate \_\_\_\_\_ .
  - a) in less than one month
  - b) in six to nine months
  - c) the year after next
  
- 2) George has \_\_\_\_\_ plans.
  - a) no
  - b) a few plans
  - c) definite
  
- 3) Crystal plans to find \_\_\_\_\_ .
  - a) a good job
  - b) a study abroad program
  - c) an overseas internship
  
- 4) What worries them about grad school?
  - a) The economy
  - b) Their grades
  - c) The time commitment

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Correct answers: 1- b 2- a 3- c 4- b



**Speaking of Switzerland**

Anja talks about the many languages and regions of her country.



Click on the image to play the audio

**Conversation Text:**

Todd: Now, also your country is really famous for having different regions, correct? You have three main regions?

Anja: We have four.

Todd: Four?

Anja: Actually.

Todd: Could you talk about them?

Anja: Yes, we have four regions and this actually concerns the languages, which we have four official languages. It's German, French, Italian, and Romansh. And actually, the last one, Romansh, it became an official language just like twelve years ago, and only a little part the Swiss population can speak Romansh actually, but it just sort of became a national, an official language some years ago. And yeah, well, the country's really small and we sometimes have some troubles communicating to each other, but usually people talk like at least two languages, so it works out most of the time.

Todd: So, in your country, you don't have the one uniform language that everybody speaks?

Anja: No, we don't. Like we have Swiss, but Swiss is only being used in the German speaking part of Switzerland, which means like we don't actually use German when we talk. It's only for writing, but when we talk to each other, to our parents, to our teachers, we use Swiss.

Todd: So Swiss is closest to German? It's Germanic?

Anja: Yes, you can say that but it's very difficult for German people to understand us when we're talking actually because it's really fast and a really cute language, apparently. Yes.

Todd: Now, what is the percentage breakdown, like what percentage is French, Italian, etc?

Anja: I couldn't tell you the percentage but the biggest part is German, followed by French, Italian, and yeah Romansh is only zero point five percent of the population, so.

Todd: And just out of curiosity, Romansh, what does that sound like? Does that sound like Italian or?

Anja: It's a mix of the three main languages I would say, like a mix of German, French, and Italian and, I can catch a word here or there but, yeah, I don't really understand it.

Todd: And lastly, what part are you from in Switzerland?

Anja: I'm from the German part.

Todd: OK.

Anja: Yes.

Todd: Oh, thanks Anja.

Anja: Oh, you're welcome.

## Quiz:

- 1) Switzerland has \_\_\_\_\_ regions.
    - a) three
    - b) four
    - c) five
  
  - 2) Romansh is the \_\_\_\_\_ language.
    - a) oldest
    - b) most spoken
    - c) least spoken
  
  - 3) Swiss is used \_\_\_\_\_ .
    - a) all over the country
    - b) mainly in writing
    - c) only in the German areas
  
  - 4) It is \_\_\_\_ for Germans to understand Swiss.
    - a) easy
    - b) hard
    - c) impossible
  
  - 5) What is the second most spoken language?
    - a) Swiss
    - b) French
    - c) Italian
- 

Correct answers:    1- b   2- c   3 - c   4- b   5- b

## City Costs

Tom and Jess compare cost of living in various cities around the world.



Click on the image to play the audio

### Conversation Text:

Tom: Jess, I love hearing you talk about the different cities, you've been working in. Were they all very expensive places to live?

Jess: No, they weren't all expensive. The first city I lived in when I moved away from Britain was Budapest in Hungary, and when I lived there it was before Hungary had joined the Euro, so the currency was still the Hungarian *forint* and most things were really cheap compared to Britain.

There were things that were expensive: taxis were expensive there, I think especially for tourists or for people who the taxi drivers perceived as being tourists. After I had lived there for awhile I kind of knew how much certain journeys should cost and I was very surprised at how often the taxi drivers would double that as soon as they realized I wasn't Hungarian, but overall Budapest was a cheap city. I'm not sure if that's the case now. It uses the Euro, but then it was cheap and very good fun.

After Budapest, I went to Madrid, and that was a bit more expensive than Budapest, definitely. Rent was certainly more expensive and a large proportion on my monthly salary went on rent but other things like eating out, supermarket shopping, clothes shopping, they were still quite a lot of choices that wasn't too expensive. The high street shops were about the same price as in Britain, but eating out there was cheap. Again, beauty services in Madrid - haircuts - I think they must be expensive all over the world cause they were really expensive in Madrid as well.

So, you've told me about Tokyo and Bangkok, where else have you lived Tom?

Tom: I had a short contract working in North Africa in Tripoli in Libya and rent was taken care of and I almost paid nothing while I was there and I was able to send seventy or eighty percent of my salary home to England to my savings account. Travel around Tripoli by these little minivans was a quarter of a dinar and food was a little bit more expensive but I could live on a very small amount of money each month and of course Tripoli is right on the Mediterranean so on my days off I could go to the beach very easily. The weather was always fantastic. It was an interesting place to live and the currency in Libya are these beautiful huge bank notes that you have to fold several times to put into your wallet. It was a really satisfying to have a fist full of those in your pocket.

Jess: Oh, it sounds fantastic. I'd love to go there.

## Quiz:

- 1) Compared to Britain things were \_\_\_\_\_ .
    - a) less expensive
    - b) not that cheap
    - c) hard to buy
  
  - 2) She said taxis were sometimes \_\_\_\_\_
    - a) half the cost
    - b) twice the cost
    - c) free for tourists
  
  - 3) What was expensive in Madrid?
    - a) eating out
    - b) transport
    - c) housing
  
  - 4) In Tripoli he could save about \_\_\_\_\_ of his salary.
    - a) one quarter
    - b) almost half
    - c) three quarters
  
  - 5) He says the bank notes were \_\_\_\_\_.
    - a) fun to use
    - b) hard to count
    - c) easy to tear
- 

Correct answers:    1- a    2- b    3- c    4- c    5- a

**European Matters**

Aiste and Christophe talks about some of the environmental problems in Europe.



Click on the image to play the audio

**Conversation Text:**

Christophe: OK, Aiste, we're going to talk about environmental issues in Europe. So, does Lithuania have environmental issues?

Aiste: Oh, actually we are facing kind of a big problem. The Baltic Sea that's beside Lithuania. You know three Baltic countries: Estonia, Latvia and Lithuania, together with Scandinavian and Denmark are close to the Baltic Sea that's very isolated and almost has no contact with the ocean and because of that it functions almost like a lake so it means the oxygen can't really get into it and there are a lot of algae growing and the eutrophication and together pollution as well as nutrients increase due to the factories that are around the places where people live are causing a lot of problems in Baltic Sea.

Christophe: Eutrophication? What does that mean?

Aiste: Eutrophication is actually a process when due to the increase of nitrates and other organic materials, a lot of algae starts growing in the sea, and therefore it deprives the sea of oxygen and once it deprives the seas of oxygen, no more fish can live in the sea and they start dying out. Therefore the sea smells with kind of sulphur - strange smell - and it's a huge problem because the biodiversity and the fish and the in the sea decreases.

Christophe: Wow! That sounds horrible.

Aiste: What about Belgium? Do you have any problems in Belgium due to the environment?

Christophe: Well, first of all we have a lot of people living in a very small country. I think we have around four hundred people each square kilometer, so it means that there are too many people in my country. Everything is full of houses, so there's almost no forest any more. There's a real huge problem of deforestation. The second problem is that we have a lot of rivers that are polluted. We have many factories and they're polluting our rivers because we have a lot rivers in Belgium. Remember, it is raining there a lot of times and there just dumping all their stuff in the river so this causes rivers that have no fish anymore, or where children cannot swim in anymore, so that's a very, very huge problem in Belgium and we're trying to solve that now.

## Quiz:

- 1) She compares the Baltic Sea to \_\_\_\_\_.
  - a) an ocean
  - b) a country
  - c) a lake
  
- 2) What is the problem with the Baltic Sea?
  - a) too much algae
  - b) too many factories
  - c) both of these
  
- 3) What does she NOT explain about eutrophication?
  - a) What it smells like
  - b) What it looks like
  - c) What it tastes like
  
- 4) What problem does he NOT mention?
  - a) acid rain
  - b) over population
  - c) deforestation
  
- 5) What is polluting the river?
  - a) eutrophication
  - b) over fishing
  - c) factories

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Correct answers: 1- c 2- c 3- c 4- a 5- c

**Fashion Sense**

Melissa talks about what influences what she wears.



Click on the image to play the audio

**Conversation Text:**

Todd: Well, what about clothes? Like, are you a brand name person?

Melissa: No, not at all. That's not my style.

Todd: Yeah, so what determines your style? What influences you?

Melissa: Well, what I do when I go shopping, I usually have something in mind that I want to buy, so either a certain color or just a certain item of clothing and then I look around at all the different shops and compare the best prices and things like that, and then I'll buy the one that's the best deal and I'll feel really good about it.

Todd: So for your style, do you look around and also do you say, "Oh, I like what that person's wearing. I wanna dress this style" or do you just think, you have your own style and you don't care if it fits into a mold.

Melissa: I think it's a mix. I think that sometimes I'll see something that someone's wearing and I'll like it or want something similar and then of course that mixes in with things I already have, but I also like to make my own clothes, and remake clothes and things and things like that. So sometimes I'll remake something and realize that I need a sweater or something to go with it and then I'll just buy it based on something else I already have.

Todd: Oh, so you make your own clothes?

Melissa: Yeah, I don't do it from scratch a lot. Sometimes I'll go to a craft store and buy fabric and then cut it up and make a shirt from fabric, but often I take a shirt or pants I already have and make into something. Like, I recently was living with a couple of roommates and my roommate was getting rid of all her old jeans so I cut her jeans up and cut a sweater up I had and then I made it into a jacket.

Todd: Oh, nice.

Melissa: Yeah.

Todd: And you still have it?

Melissa: Totally. I wear it all time.

Todd: Cool. Alright, well, thanks Melissa.

Melissa: No, problem.

## Quiz:

- 1) Mel says she looks for \_\_\_\_\_.
  - a) brands
  - b) colors
  - c) trends
  
- 2) She likes to \_\_\_\_\_.
  - a) make her own clothes
  - b) get stuff tailored
  - c) always be original
  
- 3) She often buys stuff \_\_\_\_\_.
  - a) that she can remake
  - b) based on stuff she has made
  - c) with her credit card online
  
- 4) She usually makes clothes \_\_\_\_\_.
  - a) from scratch
  - b) from other clothes
  - c) by hand
  
- 5) She made a jacket from \_\_\_\_\_.
  - a) her friend's jacket
  - b) her roommate's jeans
  - c) scratch with her roommate

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Correct answers: 1- b 2- a 3- b 4- b 5- b



# Improving Your Performance on TOEFL PBT Reading Questions

Now that you are familiar with the question types that are used in TOEFL PBT Reading, you are ready to sharpen your skills by working on whole reading sets. In the following pages, you can practice on five reading sets created by ETS for the TOEFL PBT test. The question types are not labeled, but you should be able to identify them and understand what you need to do to answer each correctly. After each passage and question set you'll find answers and explanations for each question.

In addition to practicing on these sets, here are some other suggestions for improving the skills that will help you perform well on TOEFL PBT Reading:

The best way to improve reading skills is to read frequently and to read many different types of texts in various subject areas (sciences, social sciences, arts, business, and so on). The Internet is one of the best resources for this, and of course books, magazines, and journals are very helpful as well. Make sure regularly to read texts that are academic in style, the kind that are used in university courses.

Here are some suggestions for ways to build skills for the three reading purposes covered by the TOEFL iBT test.

## 1. Reading to find information

- Scan passages to find and highlight key facts (dates, numbers, terms) and information.
- Practice this frequently to increase reading rate and fluency.

## 2. Reading for basic comprehension

- Increase your vocabulary knowledge, perhaps by using flashcards.
- Rather than carefully reading each word and each sentence, practice skimming a passage quickly to get a general impression of the main idea.
- Build up your ability to skim quickly and to identify the major points.
- After skimming a passage, read it again more carefully and write down the main idea, major points, and important facts.
- Choose some unfamiliar words in a passage and guess the meaning from the context (surrounding sentences).
- Select all the pronouns (*he, him, they, them*, etc.) and identify which nouns they refer to in a passage.
- Practice making inferences and drawing conclusions based on what is implied in the passage as a whole.

## 3. Reading to learn

- Identify the passage type (e.g., classification, cause/effect, compare/contrast, problem/solution, description, narration, and so on).

# Reading Practice Sets

## THE ORIGINS OF CETACEANS

It should be obvious that cetaceans—whales, porpoises, and dolphins—are mammals. They breathe through lungs, not through gills, and give birth to live young. Their streamlined bodies, the absence of hind legs, and the presence of a fluke<sup>1</sup> and blowhole<sup>2</sup> cannot disguise their affinities with land-dwelling mammals. However, unlike the cases of sea otters and pinnipeds (seals, sea lions, and walruses, whose limbs are functional both on land and at sea), it is not easy to envision what the first whales looked like. Extinct but already fully marine cetaceans are known from the fossil record. How was the gap between a walking mammal and a swimming whale bridged? Missing until recently were fossils clearly intermediate, or transitional, between land mammals and cetaceans.

Very exciting discoveries have finally allowed scientists to reconstruct the most likely origins of cetaceans. In 1979, a team looking for fossils in northern Pakistan found what proved to be the oldest fossil whale. The fossil was officially named *Pakicetus* in honor of the country where the discovery was made. *Pakicetus* was found embedded in rocks formed from river deposits that were 52 million years old. The river that formed these deposits was actually not far from an ancient ocean known as the Tethys Sea.

The fossil consists of a complete skull of an archaeocyte, an extinct group of ancestors of modern cetaceans. Although limited to a skull, the *Pakicetus* fossil provides precious details on the origins of cetaceans. The skull is cetacean-like but its jawbones lack the enlarged space that is filled with fat or oil and used for receiving underwater sound in modern whales. *Pakicetus* probably detected sound through the ear opening as in land mammals. The skull also lacks a blowhole, another cetacean adaptation for diving. Other features, however, show experts that *Pakicetus* is a transitional form between a group of extinct flesh-eating mammals, the mesonychids, and cetaceans. It has been suggested that *Pakicetus* fed on fish in shallow water and was not yet adapted for life in the open ocean. It probably bred and gave birth on land.

Another major discovery was made in Egypt in 1989. Several skeletons of another early whale, *Basilosaurus*, were found in sediments left by the Tethys Sea and now exposed in the Sahara desert. This whale lived around 40 million years ago, 12 million years after *Pakicetus*. Many incomplete skeletons were found but they included, for the first time in an archaeocyte, a complete hind leg that features a foot with three tiny toes. Such legs would have been far too small to have supported the 50-foot-long *Basilosaurus* on land. *Basilosaurus* was undoubtedly a fully marine whale with possibly nonfunctional, or vestigial, hind legs.

An even more exciting find was reported in 1994, also from Pakistan. The now extinct whale *Ambulocetus natans* ("the walking whale that swam") lived in the Tethys Sea 49 million years ago. It lived around 3 million years after *Pakicetus* but 9 million

before *Basilosaurus*. The fossil luckily includes a good portion of the hind legs. The legs were strong and ended in long feet very much like those of a modern pinniped. The legs were certainly functional both on land and at sea. The whale retained a tail and lacked a fluke, the major means of locomotion in modern cetaceans. The structure of the backbone shows, however, that *Ambulocetus* swam like modern whales by moving the rear portion of its body up and down, even though a fluke was missing. The large hind legs were used for propulsion in water. On land, where it probably bred and gave birth, *Ambulocetus* may have moved around very much like a modern sea lion. It was undoubtedly a whale that linked life on land with life at sea.

1. Fluke: the two parts that constitute the large triangular tail of a whale
2. Blowhole: a hole in the top of the head used for breathing

It should be obvious that cetaceans—whales, porpoises, and dolphins—are mammals. They breathe through lungs, not through gills, and give birth to live young. Their streamlined bodies, the absence of hind legs, and the presence of a fluke<sup>1</sup> and blowhole<sup>2</sup> cannot disguise their affinities with land-dwelling mammals. However, unlike the cases of sea otters and pinnipeds (seals, sea lions, and walruses, whose limbs are functional both on land and at sea), it is not easy to envision what the first whales looked like. Extinct but already fully marine cetaceans are known from the fossil record. How was the gap between a walking mammal and a swimming whale bridged? Missing until recently were fossils clearly intermediate, or transitional, between land mammals and cetaceans.

1. Fluke: the two parts that constitute the large triangular tail of a whale
2. Blowhole: a hole in the top of the head used for breathing

**Directions:** Mark your answer by filling in the oval next to your choice.

- |  |   |
|--|---|
| <p>1. In paragraph 1, what does the author say about the presence of a blowhole in cetaceans?</p> <p><input type="radio"/> It clearly indicates that cetaceans are mammals.</p> <p><input type="radio"/> It cannot conceal the fact that cetaceans are mammals.</p> <p><input type="radio"/> It is the main difference between cetaceans and land-dwelling mammals.</p> <p><input type="radio"/> It cannot yield clues about the origins of cetaceans.</p> | <p>2. Which of the following can be inferred from paragraph 1 about early sea otters?</p> <p><input type="radio"/> It is not difficult to imagine what they looked like.</p> <p><input type="radio"/> There were great numbers of them.</p> <p><input type="radio"/> They lived in the sea only.</p> <p><input type="radio"/> They did not leave many fossil remains.</p> |
|--|---|

The fossil consists of a complete skull of an archaeocyte, an extinct group of ancestors of modern cetaceans. Although limited to a skull, the *Pakicetus* fossil provides precious details on the origins of cetaceans. The skull is cetacean-like but its jawbones lack the enlarged space that is filled with fat or oil and used for receiving underwater sound in modern whales. *Pakicetus* probably detected sound through the ear opening as in land mammals. The skull also lacks a blowhole, another cetacean adaptation for diving. Other features, however, show experts that *Pakicetus* is a transitional form between a group of extinct flesh-eating mammals, the mesonychids, and cetaceans. It has been suggested that *Pakicetus* fed on fish in shallow water and was not yet adapted for life in the open ocean. It probably bred and gave birth on land.

3. The word **precious** in the passage is closest in meaning to
- exact
  - scarce
  - valuable
  - initial
4. *Pakicetus* and modern cetaceans have similar
- hearing structures
  - adaptations for diving
  - skull shapes
  - breeding locations
5. The word **It** in the passage refers to
- Pakicetus*
  - fish
  - life
  - ocean

Another major discovery was made in Egypt in 1989. Several skeletons of another early whale, *Basilosaurus*, were found in sediments left by the Tethys Sea and now exposed in the Sahara desert. This whale lived around 40 million years ago, 12 million years after *Pakicetus*. Many incomplete skeletons were found but they included, for the first time in an archaeocyte, a complete hind leg that features a foot with three tiny toes. Such legs would have been far too small to have supported the 50-foot-long *Basilosaurus* on land. *Basilosaurus* was undoubtedly a fully marine whale with possibly nonfunctional, or vestigial, hind legs.

6. The word **exposed** in the passage is closest in meaning to
- explained
  - visible
  - identified
  - located
7. The hind leg of *Basilosaurus* was a significant find because it showed that *Basilosaurus*
- lived later than *Ambulocetus natans*
  - lived at the same time as *Pakicetus*
  - was able to swim well
  - could not have walked on land
8. It can be inferred that *Basilosaurus* bred and gave birth in which of the following locations?
- On land
  - Both on land and at sea
  - In shallow water
  - In a marine environment

An even more exciting find was reported in 1994, also from Pakistan. The now extinct whale *Ambulocetus natans* ("the walking whale that swam") lived in the Tethys Sea 49 million years ago. It lived around 3 million years after *Pakicetus* but 9 million before *Basilosaurus*. The fossil luckily includes a good portion of the hind legs. The legs were strong and ended in long feet very much like those of a modern pinniped. The legs were certainly functional both on land and at sea. The whale retained a tail and lacked a fluke, the major means of locomotion in modern cetaceans. The structure of the backbone shows, however, that *Ambulocetus* swam like modern whales by moving the rear portion of its body up and down, even though a fluke was missing. The large hind legs were used for propulsion in water. On land, where it probably bred and gave birth, *Ambulocetus* may have moved around very much like a modern sea lion. It was undoubtedly a whale that linked life on land with life at sea.

9. Why does the author use the word **luckily** in mentioning that the *Ambulocetus natans* fossil included hind legs?
- Fossil legs of early whales are a rare find.
  - The legs provided important information about the evolution of cetaceans.
  - The discovery allowed scientists to reconstruct a complete skeleton of the whale.
  - Until that time, only the front legs of early whales had been discovered.
10. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
- Even though *Ambulocetus* swam by moving its body up and down, it did not have a backbone.
  - The backbone of *Ambulocetus*, which allowed it to swim, provides evidence of its missing fluke.
  - Although *Ambulocetus* had no fluke, its backbone structure shows that it swam like modern whales.
  - By moving the rear parts of their bodies up and down, modern whales swim in a different way from the way *Ambulocetus* swam.
11. The word **propulsion** in the passage is closest in meaning to
- staying afloat
  - changing direction
  - decreasing weight
  - moving forward

## PRACTICE SET 1 ANSWERS AND EXPLANATIONS

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1. ② This is a Factual Information question asking for specific information that can be found in paragraph 1. Choice 2 is the best answer. It is essentially a rephrasing of the statement in paragraph 1 that blowholes cannot disguise cetaceans' affinities with other mammals. The other three choices are refuted, either directly or indirectly, by that paragraph.
2. ① This is an Inference question asking for information that can be inferred from paragraph 1. Choice 1 is the best answer because paragraph 1 says that sea otters are unlike early mammals whose appearances are *not* easy to imagine. By inference, then, the early appearance of sea otters must be easy (or not difficult) to imagine.
3. ③ This is a Vocabulary question. The word being tested is *precious*. It is highlighted in the passage. The correct answer is choice 3, "valuable." Anything that is precious is very important and therefore valuable.
4. ③ This is a Factual Information question asking for specific information that can be found in the passage. Choice 3 is the best answer. Paragraph 3 describes the differences and similarities between *Pakicetus* and modern cetaceans. Sentence 3 of that paragraph states that their skulls are similar. The other three choices describe differences, not similarities.
5. ① This is a Reference question. The word being tested is *It*. That word is highlighted in the passage. This is a simple pronoun referent item. Choice 1, "*Pakicetus*" is the correct answer. The word *It* here refers to a creature that probably bred and gave birth on land. *Pakicetus* is the only one of the choices to which this could apply.
6. ② This is a Vocabulary question. The word being tested is *exposed*. It is highlighted in the passage. The correct answer is choice 2, "visible." *Exposed* means "uncovered." A skeleton that is uncovered can be seen. *Visible* means "can be seen."

7. ④ This is a Factual Information question asking for specific information that can be found in the passage. Choice 4 is the best answer because it is the only detail about the skeleton of *Basilosaurus* mentioned in paragraph 4, meaning that it is significant. Choice 1 is true, but it is not discussed in the detail that choice 4 is, and does not represent the significance of the discovery. Choice 3 is not mentioned, and choice 2 is not true.
8. ④ This is an Inference question asking for a conclusion that can be drawn from the entire passage. Choice 4 is the best answer based on the last sentence of paragraph 4, which describes *Basilosaurus* as a fully marine whale. That implies that everything it did, including breeding and giving birth, could have been done only in a marine environment.
9. ② This is an Inference question asking for a conclusion that can be drawn from the passage. Paragraph 5 explains that this discovery provided important information to scientists that they might not have been able to obtain without it. Therefore, you can infer that the discovery was a “lucky” one. The passage offers no support for the other choices. Therefore, choice 2 is the best answer.
10. ③ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

The structure of the backbone shows, however, that *Ambulocetus* swam like modern whales by moving the rear portion of its body up and down, even though a fluke was missing.

Choice 3 is the best answer because it contains all of the essential information in the highlighted sentence. Choice 1 is not true because *Ambulocetus* did have a backbone. Choice 2 is not true because the sentence says that the backbone showed how the *Ambulocetus* swam, not that it was missing a fluke. Choice 4 is untrue because the sentence states that *Ambulocetus* and modern whales swam in the same way.

11. ④ This is a Vocabulary question. The word being tested is *propulsion*. It is highlighted in the passage. Choice 4, “moving forward” is the best answer because it means “the action of propelling.” The whale in the sentence used its hind legs to push itself forward in the water.



## DESERT FORMATION

The deserts, which already occupy approximately a fourth of the Earth's land surface, have in recent decades been increasing at an alarming pace. The expansion of desert-like conditions into areas where they did not previously exist is called **desertification**. It has been estimated that an additional one-fourth of the Earth's land surface is threatened by this process.

Desertification is accomplished primarily through the loss of stabilizing natural vegetation and the subsequent accelerated erosion of the soil by wind and water. In some cases the loose soil is blown completely away, leaving a stony surface. In other cases, the finer particles may be removed, while the sand-sized particles are accumulated to form mobile hills or ridges of sand.

Even in the areas that retain a soil cover, the reduction of vegetation typically results in the loss of the soil's ability to absorb substantial quantities of water. The impact of raindrops on the loose soil tends to transfer fine clay particles into the tiniest soil spaces, sealing them and producing a surface that allows very little water penetration. Water absorption is greatly reduced, consequently runoff is increased, resulting in accelerated erosion rates. The gradual drying of the soil caused by its diminished ability to absorb water results in the further loss of vegetation, so that a cycle of progressive surface deterioration is established.

In some regions, the increase in desert areas is occurring largely as the result of a trend toward drier climatic conditions. Continued gradual global warming has produced an increase in aridity for some areas over the past few thousand years. The process may be accelerated in subsequent decades if global warming resulting from air pollution seriously increases.

There is little doubt, however, that desertification in most areas results primarily from human activities rather than natural processes. The semiarid lands bordering the deserts exist in a delicate ecological balance and are limited in their potential to adjust to increased environmental pressures. Expanding populations are subjecting the land to increasing pressures to provide them with food and fuel. In wet periods, the land may be able to respond to these stresses. During the dry periods that are common phenomena along the desert margins, though, the pressure on the land is often far in excess of its diminished capacity, and desertification results.

Four specific activities have been identified as major contributors to the desertification processes: overcultivation, overgrazing, firewood gathering, and overirrigation. The cultivation of crops has expanded into progressively drier regions as population densities have grown. These regions are especially likely to have periods of severe dryness, so that crop failures are common. Since the raising of most crops necessitates the prior removal of the natural vegetation, crop failures leave extensive tracts of land devoid of a plant cover and susceptible to wind and water erosion.

The raising of livestock is a major economic activity in semiarid lands, where grasses are generally the dominant type of natural vegetation. The consequences of an excessive number of livestock grazing in an area are the reduction of the vegetation cover and the trampling and pulverization of the soil. This is usually followed by the drying of the soil and accelerated erosion.



Firewood is the chief fuel used for cooking and heating in many countries. The increased pressures of expanding populations have led to the removal of woody plants so that many cities and towns are surrounded by large areas completely lacking in trees and shrubs. The increasing use of dried animal waste as a substitute fuel has also hurt the soil because this valuable soil conditioner and source of plant nutrients is no longer being returned to the land.

The final major human cause of desertification is soil salinization resulting from overirrigation. Excess water from irrigation sinks down into the water table. If no drainage system exists, the water table rises, bringing dissolved salts to the surface. The water evaporates and the salts are left behind, creating a white crustal layer that prevents air and water from reaching the underlying soil.

The extreme seriousness of desertification results from the vast areas of land and the tremendous numbers of people affected, as well as from the great difficulty of reversing or even slowing the process. Once the soil has been removed by erosion, only the passage of centuries or millennia will enable new soil to form. In areas where considerable soil still remains, though, a rigorously enforced program of land protection and cover-crop planting may make it possible to reverse the present deterioration of the surface.

The deserts, which already occupy approximately a fourth of the Earth's land surface, have in recent decades been increasing at an alarming pace. The expansion of desertlike conditions into areas where they did not previously exist is called **desertification**. It has been estimated that an additional one-fourth of the Earth's land surface is threatened by this process.

**Directions:** Mark your answer by filling in the oval next to your choice.

1. The word threatened in the passage is closest in meaning to
  - restricted
  - endangered
  - prevented
  - rejected

Even in the areas that retain a soil cover, the reduction of vegetation typically results in the loss of the soil's ability to absorb substantial quantities of water. The impact of raindrops on the loose soil tends to transfer fine clay particles into the tiniest soil spaces, sealing them and producing a surface that allows very little water penetration. Water absorption is greatly reduced, consequently runoff is increased, resulting in accelerated erosion rates. The gradual drying of the soil caused by its diminished ability to absorb water results in the further loss of vegetation, so that a cycle of progressive surface deterioration is established.

2. According to paragraph 3, the loss of natural vegetation has which of the following consequences for soil?
  - Increased stony content
  - Reduced water absorption
  - Increased numbers of spaces in the soil
  - Reduced water runoff

There is little doubt, however, that desertification in most areas results primarily from human activities rather than natural processes. The semiarid lands bordering the deserts exist in a delicate ecological balance and are limited in their potential to adjust to increased environmental pressures. Expanding populations are subjecting the land to increasing pressures to provide them with food and fuel. In wet periods, the land may be able to respond to these stresses. During the dry periods that are common phenomena along the desert margins, though, the pressure on the land is often far in excess of its diminished capacity, and desertification results.

3. The word **delicate** in the passage is closest in meaning to
- fragile
  - predictable
  - complex
  - valuable
4. According to paragraph 5, in dry periods, border areas have difficulty
- adjusting to stresses created by settlement
  - retaining their fertility after desertification
  - providing water for irrigating crops
  - attracting populations in search of food and fuel

Four specific activities have been identified as major contributors to the desertification processes: overcultivation, overgrazing, firewood gathering, and overirrigation. The cultivation of crops has expanded into progressively drier regions as population densities have grown. These regions are especially likely to have periods of severe dryness, so that crop failures are common. Since the raising of most crops necessitates the prior removal of the natural vegetation, crop failures leave extensive tracts of land devoid of a plant cover and susceptible to wind and water erosion.

5. The word **progressively** in the passage is closest in meaning to
- openly
  - impressively
  - objectively
  - increasingly
6. According to paragraph 6, which of the following is often associated with raising crops?
- Lack of proper irrigation techniques
  - Failure to plant crops suited to the particular area
  - Removal of the original vegetation
  - Excessive use of dried animal waste
7. The phrase **devoid of** in the passage is closest in meaning to
- consisting of
  - hidden by
  - except for
  - lacking in

The final major human cause of desertification is soil salinization resulting from overirrigation. Excess water from irrigation sinks down into the water table. If no drainage system exists, the water table rises, bringing dissolved salts to the surface. The water evaporates and the salts are left behind, creating a white crustal layer that prevents air and water from reaching the underlying soil.

8. According to paragraph 9, the ground's absorption of excess water is a factor in desertification because it can
- interfere with the irrigation of land
  - limit the evaporation of water
  - require more absorption of air by the soil
  - bring salts to the surface
9. All of the following are mentioned in the passage as contributing to desertification EXCEPT
- soil erosion
  - global warming
  - insufficient irrigation
  - the raising of livestock

The extreme seriousness of desertification results from the vast areas of land and the tremendous numbers of people affected, as well as from the great difficulty of reversing or even slowing the process. Once the soil has been removed by erosion, only the passage of centuries or millennia will enable new soil to form. In areas where considerable soil still remains, though, a rigorously enforced program of land protection and cover-crop planting may make it possible to reverse the present deterioration of the surface.

10. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
- Desertification is a significant problem because it is so hard to reverse and affects large areas of land and great numbers of people.
  - Slowing down the process of desertification is difficult because of population growth that has spread over large areas of land.
  - The spread of deserts is considered a very serious problem that can be solved only if large numbers of people in various countries are involved in the effort.
  - Desertification is extremely hard to reverse unless the population is reduced in the vast areas affected.
11. It can be inferred from the passage that the author most likely believes which of the following about the future of desertification?
- Governments will act quickly to control further desertification.
  - The factors influencing desertification occur in cycles and will change in the future.
  - Desertification will continue to increase.
  - Desertification will soon occur in all areas of the world.

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**PRACTICE SET 2 ANSWERS AND EXPLANATIONS**

1. ② This is a Vocabulary question. The word being tested is *threatened*. It is highlighted in the passage. To threaten means to speak or act as if you will cause harm to someone or something. The object of the threat is in danger of being hurt, so the correct answer is choice 2, “endangered.”
2. ② This is a Factual Information question asking for specific information that can be found in paragraph 3. The correct answer is choice 2, reduced water absorption. The paragraph explicitly states that the reduction of vegetation greatly reduces water absorption. Choice 4, reduced water runoff, explicitly contradicts the paragraph, so it is incorrect. The “spaces in the soil” are mentioned in another context: the paragraph does not say that they increase, so choice 3 is incorrect. The paragraph does not mention choice 1.
3. ① This is a Vocabulary question. The word being tested is *delicate*. It is highlighted in the passage. The correct answer is choice 1, “fragile,” meaning “easily broken.” *Delicate* has the same meaning as “fragile.”
4. ① This is a Factual Information question asking for specific information that can be found in paragraph 5. The correct answer is choice 1: border areas have difficulty “adjusting to stresses created by settlement.” The paragraph says that “expanding populations,” or settlement, subject border areas to “pressures,” or stress, that the land may not “be able to respond to.” Choice 2 is incorrect because the paragraph does not discuss “fertility” after desertification. Choice 3 is also incorrect because “irrigation” is not mentioned here. The paragraph mentions “increasing populations” but not the difficulty of “attracting populations,” so choice 4 is incorrect.
5. ④ This is a Vocabulary question. The word being tested is *progressively*. It is highlighted in the passage. The correct answer is choice 4, “increasingly.” *Progressively* as it is used here means “more,” and “more” of something means that it is increasing.
6. ③ This is a Factual Information question asking for specific information that can be found in paragraph 6. The correct answer is choice 3, “removal of the original vegetation.” Sentence 4 of this paragraph says that “the raising of most crops necessitates the prior removal of the natural vegetation,” an explicit statement of answer choice 3. Choice 1, lack of proper irrigation techniques, is incorrect because the paragraph mentions only “overirrigation” as a cause of desertification. No irrigation “techniques” are discussed. Choices 2 and 4, failure to plant suitable crops and use of animal waste, are not discussed.
7. ④ This is a Vocabulary question. A phrase is being tested here, and all of the answer choices are phrases. The phrase is “devoid of.” It is highlighted in the passage. “Devoid of” means “without,” so the correct answer is choice 4, “lacking in.” If you lack something, that means you are without that thing.

8. ④ This is a Factual Information question asking for specific information that can be found in paragraph 9. The correct answer is choice 4, “bring salts to the surface.” The paragraph says that the final human cause of desertification is salinization resulting from overirrigation. The paragraph goes on to say that the overirrigation causes the water table to rise, bringing salts to the surface. There is no mention of the process “interfering” with or “limiting” irrigation, or of the “amount of air” the soil is required to absorb, so choices 1, 2, and 3 are all incorrect.
9. ③ This is a Negative Factual Information question asking for specific information that can be found in the passage. Choice 3, “insufficient irrigation,” is the correct answer. Choice 1, “soil erosion,” is explicitly mentioned in paragraph 2 as one of the primary causes of desertification, so it is not the correct answer. Choice 2, “global warming,” is mentioned as a cause of desertification in paragraph 4, so it is incorrect. Choice 4, “raising of livestock,” is described in paragraph 7 as another cause of desertification, so it is incorrect. The passage includes excessive irrigation as a cause of desertification, but not its opposite, insufficient irrigation, so that is the correct answer.
10. ① This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

The extreme seriousness of desertification results from the vast areas of land and the tremendous numbers of people affected, as well as from the great difficulty of reversing or even slowing the process.

The correct answer is choice 1. That choice contains all of the **essential** information in the highlighted sentence and does not change its meaning. The only substantive difference between choice 1 and the tested sentence is the order in which the information is presented. Two clauses in the highlighted sentence, “The great difficulty of reversing the process” and “the numbers of people affected,” have simply been reversed; no meaning has been changed, and no information has been removed. Choices 2, 3, and 4 are all incorrect because they change the meaning of the highlighted sentence.

11. ③ This is an Inference question asking for an inference that can be supported by the passage. The correct answer is choice 3; the passage suggests that the author believes “Desertification will continue to increase.” The last paragraph of the passage says that slowing or reversing the erosion process will be very difficult, but that it **may** occur in those areas that are not too affected already if rigorously enforced anti-erosion processes are implemented. Taken together, this suggests that the author is not confident this will happen; therefore, it can be inferred that he thinks erosion will continue. The passage provides no basis for inferring choices 1, 2, or 4.



## EARLY CINEMA

The cinema did not emerge as a form of mass consumption until its technology evolved from the initial “peepshow” format to the point where images were projected on a screen in a darkened theater. In the peepshow format, a film was viewed through a small opening in a machine that was created for that purpose. Thomas Edison’s peepshow device, the Kinetoscope, was introduced to the public in 1894. It was designed for use in Kinetoscope parlors, or arcades, which contained only a few individual machines and permitted only one customer to view a short, 50-foot film at any one time. The first Kinetoscope parlors contained five machines. For the price of 25 cents (or 5 cents per machine), customers moved from machine to machine to watch five different films (or, in the case of famous prizefights, successive rounds of a single fight).

These Kinetoscope arcades were modeled on phonograph parlors, which had proven successful for Edison several years earlier. In the phonograph parlors, customers listened to recordings through individual ear tubes, moving from one machine to the next to hear different recorded speeches or pieces of music. The Kinetoscope parlors functioned in a similar way. Edison was more interested in the sale of Kinetoscopes (for roughly \$1,000 apiece) to these parlors than in the films that would be run in them (which cost approximately \$10 to \$15 each). He refused to develop projection technology, reasoning that if he made and sold projectors, then exhibitors would purchase only one machine—a projector—from him instead of several.

Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison’s former assistant, William Dickson) perfected projection devices. These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience.

With the advent of projection in 1895–1896, motion pictures became the ultimate form of mass consumption. Previously, large audiences had viewed spectacles at the theater, where vaudeville, popular dramas, musical and minstrel shows, classical plays, lectures, and slide-and-lantern shows had been presented to several hundred spectators at a time. But the movies differed significantly from these other forms of entertainment, which depended on either live performance or (in the case of the slide-and-lantern shows) the active involvement of a master of ceremonies who assembled the final program.

Although early exhibitors regularly accompanied movies with live acts, the substance of the movies themselves is mass-produced, prerecorded material that can easily be reproduced by theaters with little or no active participation by the exhibitor. Even though early exhibitors shaped their film programs by mixing films and other entertainments together in whichever way they thought would be most attractive to

audiences or by accompanying them with lectures, their creative control remained limited. What audiences came to see was the technological marvel of the movies; the lifelike reproduction of the commonplace motion of trains, of waves striking the shore, and of people walking in the street; and the magic made possible by trick photography and the manipulation of the camera.

With the advent of projection, the viewer's relationship with the image was no longer private, as it had been with earlier peepshow devices such as the Kinetoscope and the Mutoscope, which was a similar machine that reproduced motion by means of successive images on individual photographic cards instead of on strips of celluloid. It suddenly became public—an experience that the viewer shared with dozens, scores, and even hundreds of others. At the same time, the image that the spectator looked at expanded from the minuscule peepshow dimensions of 1 or 2 inches (in height) to the life-size proportions of 6 or 9 feet.

The cinema did not emerge as a form of mass consumption until its technology evolved from the initial "peepshow" format to the point where images were projected on a screen in a darkened theater. In the peepshow format, a film was viewed through a small opening in a machine that was created for that purpose. Thomas Edison's peepshow device, the Kinetoscope, was introduced to the public in 1894. It was designed for use in Kinetoscope parlors, or arcades, which contained only a few individual machines and permitted only one customer to view a short, 50-foot film at any one time. The first Kinetoscope parlors contained five machines. For the price of 25 cents (or 5 cents per machine), customers moved from machine to machine to watch five different films (or, in the case of famous prizefights, successive rounds of a single fight).

**Directions:** *Mark your answer by filling in the oval next to your choice.*

1. According to paragraph 1, all of the following were true of viewing films in Kinetoscope parlors EXCEPT:
  - One individual at a time viewed a film.
  - Customers could view one film after another.
  - Prizefights were the most popular subjects for films.
  - Each film was short.

These Kinetoscope arcades were modeled on phonograph parlors, which had proven successful for Edison several years earlier. In the phonograph parlors, customers listened to recordings through individual ear tubes, moving from one machine to the next to hear different recorded speeches or pieces of music. The Kinetoscope parlors functioned in a similar way. Edison was more interested in the sale of Kinetoscopes (for roughly \$1,000 apiece) to these parlors than in the films that would be run in them (which cost approximately \$10 to \$15 each). He refused to develop projection technology, reasoning that if he made and sold projectors, then exhibitors would purchase only one machine—a projector—from him instead of several.

2. The author discusses phonograph parlors in paragraph 2 in order to
- explain Edison's financial success
  - describe the model used to design Kinetoscope parlors
  - contrast their popularity to that of Kinetoscope parlors
  - illustrate how much more technologically advanced Kinetoscope parlors were
3. Which of the sentences below best expresses the essential information in the highlighted sentence from the passage? *Incorrect* answer choices change the meaning in important ways or leave out essential information.
- Edison was more interested in developing a variety of machines than in developing a technology based on only one.
  - Edison refused to work on projection technology because he did not think exhibitors would replace their projectors with newer machines.
  - Edison did not want to develop projection technology because it limited the number of machines he could sell.
  - Edison would not develop projection technology unless exhibitors agreed to purchase more than one projector from him.



Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison's former assistant, William Dickson) perfected projection devices. These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience.

4. The word **readily** in the passage is closest in meaning to
- frequently
  - easily
  - intelligently
  - obviously
5. The word **assistance** in the passage is closest in meaning to
- criticism
  - leadership
  - help
  - approval

With the advent of projection in 1895–1896, motion pictures became the ultimate form of mass consumption. Previously, large audiences had viewed spectacles at the theater, where vaudeville, popular dramas, musical and minstrel shows, classical plays, lectures, and slide-and-lantern shows had been presented to several hundred spectators at a time. But the movies differed significantly from these other forms of entertainment, which depended on either live performance or (in the case of the slide-and-lantern shows) the active involvement of a master of ceremonies who assembled the final program.

6. According to paragraph 4, how did the early movies differ from previous spectacles that were presented to large audiences?
- They were a more expensive form of entertainment.
  - They were viewed by larger audiences.
  - They were more educational.
  - They did not require live entertainers.

Although early exhibitors regularly accompanied movies with live acts, the substance of the movies themselves is mass-produced, prerecorded material that can easily be reproduced by theaters with little or no active participation by the exhibitor. Even though early exhibitors shaped their film programs by mixing films and other entertainments together in whichever way they thought would be most attractive to audiences or by accompanying them with lectures, their creative control remained limited. What audiences came to see was the technological marvel of the movies; the lifelike reproduction of the commonplace motion of trains, of waves striking the shore, and of people walking in the street; and the magic made possible by trick photography and the manipulation of the camera.

7. According to paragraph 5, what role did early exhibitors play in the presentation of movies in theaters?
- They decided how to combine various components of the film program.
  - They advised film-makers on appropriate movie content.
  - They often took part in the live-action performances.
  - They produced and prerecorded the material that was shown in the theaters.

With the advent of projection, the viewer's relationship with the image was no longer private, as it had been with earlier peepshow devices such as the Kinetoscope and the Mutoscope, which was a similar machine that reproduced motion by means of successive images on individual photographic cards instead of on strips of celluloid. It suddenly became public—an experience that the viewer shared with dozens, scores, and even hundreds of others. At the same time, the image that the spectator looked at expanded from the minuscule peepshow dimensions of 1 or 2 inches (in height) to the life-size proportions of 6 or 9 feet.

8. Which of the following is mentioned in paragraph 6 as one of the ways the Mutoscope differed from the Kinetoscope?
- Sound and motion were simultaneously produced in the Mutoscope.
  - More than one person could view the images at the same time with the Mutoscope.
  - The Mutoscope was a less sophisticated earlier prototype of the Kinetoscope.
  - A different type of material was used to produce the images used in the Mutoscope.
9. The word **It** in the passage refers to
- the advent of projection
  - the viewer's relationship with the image
  - a similar machine
  - celluloid
10. According to paragraph 6, the images seen by viewers in the earlier peepshows, compared to the images projected on the screen, were relatively
- small in size
  - inexpensive to create
  - unfocused
  - limited in subject matter
11. The word **expanded** in the passage is closest in meaning to
- was enlarged
  - was improved
  - was varied
  - was rejected

**PRACTICE SET 3 ANSWERS AND EXPLANATIONS**

1. ③ This is a Negative Factual Information question asking for specific information that can be found in paragraph 1. Choice 3 is the correct answer. The paragraph does mention that one viewer at a time could view the films (choice 1), that films could be viewed one after another (choice 2), and that films were short (choice 4). Prizefights are mentioned as one subject of these short films, but not necessarily the most popular one.
2. ② This is a Rhetorical Purpose question. It asks why the author mentions “phonograph parlors” in paragraph 2. The correct answer is choice 2. The author is explaining why Edison designed his arcades like phonograph parlors; that design had been successful for him in the past. The paragraph does not mention the phonograph parlors to explain Edison’s financial success, so choice 1 is incorrect. The paragraph does not directly discuss the situations described in choices 3 and 4, so those answers too are incorrect.
3. ③ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

He refused to develop projection technology, reasoning that if he made and sold projectors, then exhibitors would purchase only one machine—a projector—from him, instead of several.

- The correct answer is choice 3. That choice contains all of the **essential** ideas in the highlighted sentence. It is also the only choice that does not change the meaning of the sentence. Choice 1 says that Edison was more interested in developing a variety of machines, which is not true. Choice 2 says that the reason Edison refused to work on projection technology was that exhibitors would never replace the projectors. That also is not true; the highlighted sentence implies that he refused to do this because he wanted exhibitors to buy several Kinetoscope machines at a time instead of a single projector. Choice 4 says that Edison refused to develop projection technology unless exhibitors agreed to purchase more than one projector from him. The highlighted sentence actually says that Edison had already reasoned or concluded that exhibitors would not buy more than one, so choice 4 is a change in essential meaning.
4. ② This is a Vocabulary question. The word being tested is *readily*. It is highlighted in the passage. *Readily* means “easily,” so choice 2 is the correct answer. The other choices do not fit in the context of the sentence.
  5. ③ This is a Vocabulary question. The word being tested is *assistance*. It is highlighted in the passage. An assistant is a person who helps a leader, so choice 3, “help,” is the correct answer.
  6. ④ This is a Factual Information question asking for specific information that can be found in paragraph 4. The correct answer is choice 4. Early movies were different from previous spectacles because they did not require live actors. The paragraph states (emphasis added):

“But the movies differed significantly from these other forms of entertainment, which depended on either **live performance** or (in the case of the slide-and-lantern shows) the active involvement of a master of ceremonies who assembled the final program.”

So the fact that previous spectacles depended on live performances is explicitly stated as one of the ways (but not the only way) that those earlier entertainments differed from movies. The other answer choices are not mentioned in the paragraph.

7. ❶ This is a Factual Information question asking for specific information that can be found in paragraph 5. The correct answer is choice 1, “They decided how to combine various components of the film program,” because that idea is stated explicitly in the paragraph:

“Early exhibitors shaped their film programs by mixing films and other entertainments together.”

The other choices, while possibly true, are not explicitly mentioned in the paragraph as being among the exhibitors’ roles.

8. ❹ This is a Factual Information question asking for specific information that can be found in paragraph 6. The correct answer is choice 4, “A different type of material was used to produce the images used in the Mutoscope.” The paragraph says that these machines were very similar but that they differed in one particular way:

“. . . the Mutoscope, which was a similar machine that reproduced motion by means of successive images on individual photographic cards instead of on strips of celluloid.”

9. ❷ This is a Reference question. The word being tested is *It*. That word is highlighted in the passage. Choice 2, “the viewer’s relationship with the image,” is the correct answer. This is a simple-pronoun referent item. The sentence says that “It” suddenly became “public,” which implies that whatever “It” is, it was formerly private. The paragraph says that the “viewer’s relationship to the image was no longer private,” so that relationship is the “It” referred to here.
10. ❶ This is a Factual Information question asking for specific information that can be found in paragraph 6. The correct answer is choice 1. The paragraph says that the images expanded from an inch or two to life-size proportions, so “small in size” must be correct. The paragraph does not mention the other choices.
11. ❶ This is a Vocabulary question. The word being tested is *expanded*. It is highlighted in the passage. Choice 1, “was enlarged,” is the correct answer. If something *expanded*, it grew or got bigger. “Enlarged” also means “grew or got bigger.”

## AGGRESSION

When one animal attacks another, it engages in the most obvious example of aggressive behavior. Psychologists have adopted several approaches to understanding aggressive behavior in people.

**The Biological Approach.** Numerous biological structures and chemicals appear to be involved in aggression. One is the hypothalamus, a region of the brain. In response to certain stimuli, many animals show instinctive aggressive reactions. The hypothalamus appears to be involved in this inborn reaction pattern: electrical stimulation of part of the hypothalamus triggers stereotypical aggressive behaviors in many animals. In people, however, whose brains are more complex, other brain structures apparently moderate possible instincts.

An offshoot of the biological approach called *sociobiology* suggests that aggression is natural and even desirable for people. Sociobiology views much social behavior, including aggressive behavior, as genetically determined. Consider Darwin's theory of evolution. Darwin held that many more individuals are produced than can find food and survive into adulthood. A struggle for survival follows. Those individuals who possess characteristics that provide them with an advantage in the struggle for existence are more likely to survive and contribute their genes to the next generation. In many species, such characteristics include aggressiveness. Because aggressive individuals are more likely to survive and reproduce, whatever genes are linked to aggressive behavior are more likely to be transmitted to subsequent generations.

The sociobiological view has been attacked on numerous grounds. One is that people's capacity to outwit other species, not their aggressiveness, appears to be the dominant factor in human survival. Another is that there is too much variation among people to believe that they are dominated by, or at the mercy of, aggressive impulses.

**The Psychodynamic Approach.** Theorists adopting the psychodynamic approach hold that inner conflicts are crucial for understanding human behavior, including aggression. Sigmund Freud, for example, believed that aggressive impulses are inevitable reactions to the frustrations of daily life. Children normally desire to vent aggressive impulses on other people, including their parents, because even the most attentive parents cannot gratify all of their demands immediately. Yet children, also fearing their parents' punishment and the loss of parental love, come to repress most aggressive impulses. The Freudian perspective, in a sense, sees us as "steam engines." By holding in rather than venting "steam," we set the stage for future explosions. Pent-up aggressive impulses demand outlets. They may be expressed toward parents in indirect ways such as destroying furniture, or they may be expressed toward strangers later in life.

According to psychodynamic theory, the best ways to prevent harmful aggression may be to encourage less harmful aggression. In the steam-engine analogy, verbal aggression may vent some of the aggressive steam. So might cheering on one's favorite sports team. Psychoanalysts, therapists adopting a psychodynamic approach, refer to the venting of aggressive impulses as "catharsis." Catharsis is theorized to be a safety valve. But research findings on the usefulness of catharsis are mixed. Some

studies suggest that catharsis leads to reductions in tension and a lowered likelihood of future aggression. Other studies, however, suggest that letting some steam escape actually encourages more aggression later on.

**The Cognitive Approach.** Cognitive psychologists assert that our behavior is influenced by our values, by the ways in which we interpret our situations, and by choice. For example, people who believe that aggression is necessary and justified—as during wartime—are likely to act aggressively, whereas people who believe that a particular war or act of aggression is unjust, or who think that aggression is never justified, are less likely to behave aggressively.

One cognitive theory suggests that aggravating and painful events trigger unpleasant feelings. These feelings, in turn, can lead to aggressive action, but *not* automatically. Cognitive factors intervene. People *decide* whether they will act aggressively or not on the basis of factors such as their experiences with aggression and their interpretation of other people’s motives. Supporting evidence comes from research showing that aggressive people often distort other people’s motives. For example, they assume that other people mean them harm when they do not.

<sup>1</sup> Catharsis: In psychodynamic theory, the purging of strong emotions or the relieving of tensions.

**The Biological Approach.** Numerous biological structures and chemicals appear to be involved in aggression. One is the hypothalamus, a region of the brain. In response to certain stimuli, many animals show instinctive aggressive reactions. The hypothalamus appears to be involved in this inborn reaction pattern: electrical stimulation of part of the hypothalamus triggers stereotypical aggressive behaviors in many animals. In people, however, whose brains are more complex, other brain structures apparently moderate possible instincts.

**Directions:** *Mark your answer by filling in the oval next to your choice.*

1. According to paragraph 2, what evidence indicates that aggression in animals is related to the hypothalamus?
  - Some aggressive animal species have a highly developed hypothalamus.
  - Electrical stimulation of the hypothalamus delays animals’ inborn reaction patterns.
  - Animals behaving aggressively show increased activity in the hypothalamus.
  - Animals who lack a hypothalamus display few aggressive tendencies.

An offshoot of the biological approach called *sociobiology* suggests that aggression is natural and even desirable for people. Sociobiology views much social behavior, including aggressive behavior, as genetically determined. Consider Darwin’s theory of evolution. Darwin held that many more individuals are produced than can find food and survive into adulthood. A struggle for survival follows. Those individuals who possess characteristics that provide them with an advantage in the struggle for existence are more likely to survive and contribute their genes to the next generation. In many species, such characteristics include aggressiveness. Because aggressive individuals are more likely to survive and reproduce, whatever genes are linked to aggressive behavior are more likely to be transmitted to subsequent generations.

2. According to Darwin's theory of evolution, members of a species are forced to struggle for survival because
- not all individuals are skilled in finding food
  - individuals try to defend their young against attackers
  - many more individuals are born than can survive until the age of reproduction
  - individuals with certain genes are more likely to reach adulthood

**The Psychodynamic Approach.** Theorists adopting the psychodynamic approach hold that inner conflicts are crucial for understanding human behavior, including aggression. Sigmund Freud, for example, believed that aggressive impulses are inevitable reactions to the frustrations of daily life. Children normally desire to vent aggressive impulses on other people, including their parents, because even the most attentive parents cannot gratify all of their demands immediately. Yet children, also fearing their parents' punishment and the loss of parental love, come to repress most aggressive impulses. The Freudian perspective, in a sense, sees us as "steam engines." By holding in rather than venting "steam," we set the stage for future explosions. Pent-up aggressive impulses demand outlets. They may be expressed toward parents in indirect ways such as destroying furniture, or they may be expressed toward strangers later in life.

3. The word **inevitable** in the passage is closest in meaning to
- unavoidable
  - regrettable
  - controllable
  - unsuitable
4. The word **gratify** in the passage is closest in meaning to
- identify
  - modify
  - satisfy
  - simplify
5. The word **they** in the passage refers to
- future explosions
  - pent-up aggressive impulses
  - outlets
  - indirect ways
6. According to paragraph 5, Freud believed that children experience conflict between a desire to vent aggression on their parents and
- a frustration that their parents do not give them everything they want
  - a fear that their parents will punish them and stop loving them
  - a desire to take care of their parents
  - a desire to vent aggression on other family members
7. Freud describes people as **steam engines** in order to make the point that people
- deliberately build up their aggression to make themselves stronger
  - usually release aggression in explosive ways
  - must vent their aggression to prevent it from building up
  - typically lose their aggression if they do not express it

**The Cognitive Approach.** Cognitive psychologists assert that our behavior is influenced by our values, by the ways in which we interpret our situations, and by choice. For example, people who believe that aggression is necessary and justified—as during wartime—are likely to act aggressively, whereas people who believe that a particular war or act of aggression is unjust, or who think that aggression is never justified, are less likely to behave aggressively.

One cognitive theory suggests that aggravating and painful events trigger unpleasant feelings. These feelings, in turn, can lead to aggressive action, but *not* automatically. Cognitive factors intervene. People *decide* whether they will act aggressively or not on the basis of factors such as their experiences with aggression and their interpretation of other people's motives. Supporting evidence comes from research showing that aggressive people often *distort* other people's motives. For example, they assume that other people mean them harm when they do not.

8. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* answer choices change the meaning in important ways or leave out essential information.
- People who believe that they are fighting a just war act aggressively while those who believe that they are fighting an unjust war do not.
  - People who believe that aggression is necessary and justified are more likely to act aggressively than those who believe differently.
  - People who normally do not believe that aggression is necessary and justified may act aggressively during wartime.
  - People who believe that aggression is necessary and justified do not necessarily act aggressively during wartime.
9. According to the cognitive approach described in paragraphs 7 and 8, all of the following may influence the decision whether to act aggressively EXCEPT a person's
- moral values
  - previous experiences with aggression
  - instinct to avoid aggression
  - beliefs about other people's intentions
10. The word *distort* in the passage is closest in meaning to
- mistrust
  - misinterpret
  - criticize
  - resent



PRACTICE SET 4 ANSWERS AND EXPLANATIONS

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1. ③ This is a Factual Information question asking for specific information that can be found in paragraph 2. The correct answer is choice 3. The question asks specifically for “evidence that indicates that aggression in animals is related to the hypothalamus.” Answer choice 1 is not supported by the passage. It does not discuss more and less aggressive species or relative development of the hypothalamus. Answer choice 2 contradicts the passage. Electrical stimulation of the hypothalamus causes the instinctive reaction of aggression, it does not delay it. Answer choice 4 is incorrect because the passage does not cite as evidence, or even mention, the removal of the hypothalamus.
2. ③ This is a Factual Information question asking for specific information that can be found in the passage. The correct answer is choice 3, “many more individuals are born than can survive until the age of reproduction.” This answer choice is essentially a paraphrase of paragraph 3, sentence 4: “Darwin held that many more individuals are produced than can find food and survive into adulthood.” Choices 1 and 2 are not mentioned at all. Choice 4 may be true, but it is not stated in the passage as a fact; an inference is needed to support it.
3. ① This is a Vocabulary question. The word being tested is *inevitable*. It is highlighted in the passage. The correct answer is choice 1, “unavoidable.” If something is *inevitable*, that means that it will occur no matter what; in other words, it is unavoidable.
4. ③ This is a Vocabulary question. The word being tested is *gratify*. It is highlighted in the passage. The correct answer is choice 3, “satisfy.” If a person’s desires are gratified, those desires are fulfilled. Thus the person is satisfied.
5. ② This is a Reference question. The word being tested is *they*. It is highlighted in the passage. The correct answer is choice 2, “pent-up aggressive impulses.” This is a simple pronoun-referent item. The word *they* here refers to something that “may be expressed toward strangers later in life.” This is the “outlet” toward which the “aggressive impulses” mentioned may be directed.
6. ② This is a Factual Information question asking for specific information that can be found in paragraph 5. The correct answer is choice 2, “a fear that their parents will punish them and stop loving them.” The question asks what causes the conflict between the desire to vent aggression and children’s fears. The answer is found in paragraph 5 in the sentence that reads, “Yet children, also fearing their parents’ punishment and the loss of parental love, come to repress most aggressive impulses.” Answer choice 2 is the only choice that correctly identifies the cause of the conflict created by repressing aggression in children.

7. ③ This is a Rhetorical Purpose question. It asks you why the author mentions that Freud described people as “steam engines” in the passage. The phrase being tested is highlighted in the passage. The correct answer is choice 3, “must vent their aggression to prevent it from building up.” Steam engines will explode if their steam builds up indefinitely. The same is true of people, as choice 3 indicates. The other choices are not necessarily true of both people and steam engines, so they are incorrect.
8. ② This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

For example, people who believe that aggression is necessary and justified—as during wartime—are likely to act aggressively, whereas people who believe that a particular war or act of aggression is unjust, or who think that aggression is never justified, are less likely to behave aggressively.

The correct answer is choice 2. It contains all of the essential information in the highlighted sentence. The highlighted sentence compares people who believe particular acts of aggression are necessary and those who don't, in terms of their relative likelihood to act aggressively under certain conditions. This is precisely what choice 2 says: “People who believe that aggression is necessary and justified are more likely to act aggressively than those who believe differently.” It compares the behavior of one type of person to that of another type of person. Nothing essential has been left out, and the meaning has not been changed.

Choice 1 changes the meaning of the sentence; it says categorically that “those (people) who believe that they are fighting an unjust war do not (act aggressively).” The highlighted sentence merely says that such people are “less likely” to act aggressively, not that they never will; this changes the meaning.

Choice 3 says, “People who normally do not believe that aggression is necessary and justified may act aggressively during wartime.” This is incorrect because it leaves out critical information: it does not mention people who do believe aggression is necessary. This choice does not make the same comparison as the highlighted sentence.

Choice 4, “People who believe that aggression is necessary and justified do not necessarily act aggressively during wartime,” also changes the meaning of the sentence by leaving out essential information. In this choice, no mention is made of people who do not believe aggression is necessary. This choice does not make the same comparison as the highlighted sentence.

9. ③ This is a Negative Factual Information question asking for specific information that can be found in paragraphs 7 and 8. Choice 3 is the correct answer.

Choice 1, “moral values,” is explicitly mentioned as one of the influences on aggressive behavior, so it is incorrect. Choices 2 (“previous experiences”) and 4 (“beliefs about other people”) are both explicitly mentioned in this context. The sentence in paragraph 8 says, “People decide whether they will act aggressively or not on the basis of factors such as their experiences with aggression and their interpretation of other people’s motives.” Choice 3, the “instinct to avoid aggression,” is not mentioned, so it is the correct answer here.

10. ② This is a Vocabulary question. The word being tested is *distort*. It is highlighted in the passage. The correct answer is choice 2, “misinterpret.” To distort other people’s motives is to twist them, or view them incorrectly and thereby not understand them properly. Something that is not understood properly is misinterpreted.



## ARTISANS AND INDUSTRIALIZATION

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

The creation of a labor force that was accustomed to working in factories did not occur easily. Before the rise of the factory, artisans had worked within the home. Apprentices were considered part of the family, and masters were responsible not only for teaching their apprentices a trade but also for providing them some education and for supervising their moral behavior. Journeymen knew that if they perfected their skill, they could become respected master artisans with their own shops. Also, skilled artisans did not work by the clock, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time.

The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity. The new methods of doing business involved a new and stricter sense of time. Factory life necessitated a more regimented schedule, where work began at the sound of a bell and workers kept machines going at a constant pace. At the same time, workers were required to discard old habits, for industrialism demanded a worker who was alert, dependable, and self-disciplined. Absenteeism and lateness hurt productivity and, since work was specialized, disrupted the regular factory routine. Industrialization not only produced a fundamental change in the way work was organized; it transformed the very nature of work.

The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained revealingly about “obedience to the ding-dong of the bell—just as though we are so many living machines.” With the loss of personal freedom also came the loss of standing in the community. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to supervisory positions, and even fewer could achieve the artisan’s dream of setting up one’s own business. Even well-paid workers sensed their decline in status.

In this newly emerging economic order, workers sometimes organized to protect their rights and traditional ways of life. Craftworkers such as carpenters, printers, and tailors formed unions, and in 1834 individual unions came together in the National Trades’ Union. The labor movement gathered some momentum in the decade before the Panic of 1837, but in the depression that followed, labor’s strength collapsed. During hard times, few workers were willing to strike\* or engage in collective action. And skilled craftworkers, who spearheaded the union movement, did not feel a particularly

strong bond with semiskilled factory workers and unskilled laborers. More than a decade of agitation did finally bring a workday shortened to 10 hours to most industries by the 1850's, and the courts also recognized workers' right to strike, but these gains had little immediate impact.

Workers were united in resenting the industrial system and their loss of status, but they were divided by ethnic and racial antagonisms, gender, conflicting religious perspectives, occupational differences, political party loyalties, and disagreements over tactics. For them, the factory and industrialism were not agents of opportunity but reminders of their loss of independence and a measure of control over their lives. As United States society became more specialized and differentiated, greater extremes of wealth began to appear. And as the new markets created fortunes for the few, the factory system lowered the wages of workers by dividing labor into smaller, less skilled tasks.

\*strike: a stopping of work that is organized by workers

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

**Directions:** *Mark your answer by filling in the oval next to your choice.*

1. Which of the following can be inferred from the passage about articles manufactured before 1815?
  - They were primarily produced by women.
  - They were generally produced in shops rather than in homes.
  - They were produced with more concern for quality than for speed of production.
  - They were produced mostly in large cities with extensive transportation networks.

The creation of a labor force that was accustomed to working in factories did not occur easily. Before the rise of the factory, artisans had worked within the home. Apprentices were considered part of the family, and masters were responsible not only for teaching their apprentices a trade but also for providing them some education and for supervising their moral behavior. Journeymen knew that if they perfected their skill, they could become respected master artisans with their own shops. Also, skilled artisans did not work by the clock, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time.

2. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* answer choices change the meaning in important ways or leave out essential information.
- Masters demanded moral behavior from apprentices but often treated them irresponsibly.
  - The responsibilities of the master to the apprentice went beyond the teaching of a trade.
  - Masters preferred to maintain the trade within the family by supervising and educating the younger family members.
  - Masters who trained members of their own family as apprentices demanded excellence from them.

The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity. The new methods of doing business involved a new and stricter sense of time. Factory life necessitated a more regimented schedule, where work began at the sound of a bell and workers kept machines going at a constant pace. At the same time, workers were required to discard old habits, for industrialism demanded a worker who was alert, dependable, and self-disciplined. Absenteeism and lateness hurt productivity and, since work was specialized, disrupted the regular factory routine. Industrialization not only produced a fundamental change in the way work was organized; it transformed the very nature of work.

3. The word *disrupted* in the passage is closest in meaning to
- prolonged
  - established
  - followed
  - upset

The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained revealingly about “obedience to the ding-dong of the bell—just as though we are so many living machines.” With the loss of personal freedom also came the loss of standing in the community. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to supervisory positions, and even fewer could achieve the artisan’s dream of setting up one’s own business. Even well-paid workers sensed their decline in status.

4. In paragraph 4, the author includes the quotation from a mill worker in order to
- support the idea that it was difficult for workers to adjust to working in factories
  - to show that workers sometimes quit because of the loud noise made by factory machinery
  - argue that clocks did not have a useful function in factories
  - emphasize that factories were most successful when workers revealed their complaints
5. All of the following are mentioned in paragraph 4 as consequences of the new system for workers EXCEPT a loss of
- freedom
  - status in the community
  - opportunities for advancement
  - contact among workers who were not managers

In this newly emerging economic order, workers sometimes organized to protect their rights and traditional ways of life. Craftworkers such as carpenters, printers, and tailors formed unions, and in 1834 individual unions came together in the National Trades’ Union. The labor movement gathered some momentum in the decade before the Panic of 1837, but in the depression that followed, labor’s strength collapsed. During hard times, few workers were willing to strike or engage in collective action. And skilled craftworkers, who spearheaded the union movement, did not feel a particularly strong bond with semiskilled factory workers and unskilled laborers. More than a decade of agitation did finally bring a workday shortened to 10 hours to most industries by the 1850’s, and the courts also recognized workers’ right to strike, but these gains had little immediate impact.

6. The phrase gathered some momentum in the passage is closest in meaning to
- made progress
  - became active
  - caused changes
  - combined forces
7. The word spearheaded in the passage is closest in meaning to
- led
  - accepted
  - changed
  - resisted

8. Which of the following statements about the labor movement of the 1800's is supported by paragraph 5?
- It was successful during times of economic crisis.
  - Its primary purpose was to benefit unskilled laborers
  - It was slow to improve conditions for workers.
  - It helped workers of all skill levels form a strong bond with each other.

Workers were united in resenting the industrial system and their loss of status, but they were divided by ethnic and racial antagonisms, gender, conflicting religious perspectives, occupational differences, political party loyalties, and disagreements over tactics. For them, the factory and industrialism were not agents of opportunity but reminders of their loss of independence and a measure of control over their lives. As United States society became more specialized and differentiated, greater extremes of wealth began to appear. And as the new markets created fortunes for the few, the factory system lowered the wages of workers by dividing labor into smaller, less skilled tasks.

9. The author identifies political party loyalties, and disagreements over tactics as two of several factors that
- encouraged workers to demand higher wages
  - created divisions among workers
  - caused work to become more specialized
  - increased workers' resentment of the industrial system
10. The word them in the passage refers to
- workers
  - political party loyalties
  - disagreements over tactics
  - agents of opportunity



## PRACTICE SET 5 ANSWERS AND EXPLANATIONS

1. ③ This is an Inference question asking for an inference that can be supported by the passage. The correct answer is choice 3, “They were produced with more concern for quality than for speed of production.”

A number of statements throughout the passage support choice 3. Paragraph 1 states that “Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans . . . After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers.”

Paragraph 2 states that “Before the rise of the factory . . . skilled artisans did not work by the clock, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time.”

Paragraph 3 states, “The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity.”

Taken together, these three statements, about production rates, the rise of factories after 1815, and the decline of craftsmanship after 1815, support the inference that before 1815, the emphasis had been on quality rather than on speed of production. Answer choices 1, 2, and 4 are all contradicted by the passage.

2. ② This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

Apprentices were considered part of the family, and masters were responsible not only for teaching their apprentices a trade but also for providing them some education and for supervising their moral behavior.

The correct answer is choice 2. Choice 2 contains all of the *essential* information in the highlighted sentence. The highlighted sentence explains why (part of the family) and how (education, moral behavior) a master’s responsibility went beyond teaching a trade. The essential information is the fact that the master’s responsibility went beyond teaching a trade. Therefore, choice 2 contains all that is essential without changing the meaning of the highlighted sentence.

Choice 1 changes the meaning of the highlighted sentence by stating that masters often treated apprentices irresponsibly.

Choice 3 contradicts the essential meaning of the highlighted sentence. The fact that “Apprentices were considered part of the family . . .” suggests that they were not actual family members.

Choice 4, like choice 3, changes the meaning of the highlighted sentence by discussing family members as apprentices.

3. ④ This is a Vocabulary question. The word being tested is *disrupted*. It is highlighted in the passage. The correct answer is choice 4, “upset.” The word “upset” here is used in the context of “hurting productivity.” When something is hurt or damaged, it is “upset.”
4. ① This is a Factual Information question asking for specific information that can be found in paragraph 4. The correct answer is choice 1, “support the idea that it was difficult for workers to adjust to working in factories.” The paragraph begins by stating that workers did not adopt new attitudes toward work easily and that the clock symbolized the new work rules. The author provides the quotation as evidence of that difficulty. There is no indication in the paragraph that workers quit due to loud noise, so choice 2 is incorrect. Choice 3 (usefulness of clocks) is contradicted by the paragraph. The factory clock was “useful,” but workers hated it. Choice 4 (workers complaints as a cause of a factory’s success) is not discussed in this paragraph.
5. ④ This is a Negative Factual Information question asking for specific information that can be found in paragraph 4. Choice 4, “contact among workers who were not managers,” is the correct answer. The paragraph explicitly contradicts this by stating that “factories sharply separated workers from management.” The paragraph explicitly states that workers lost choice 1 (freedom), choice 2 (status in the community), and choice 3 (opportunities for advancement) in the new system, so those choices are all incorrect.
6. ① This is a Vocabulary question. The phrase being tested is “gathered some momentum.” It is highlighted in the passage. The correct answer is choice 1, “made progress.” To “gather momentum” means to advance with increasing speed.
7. ① This is a Vocabulary question. The word being tested is *spearheaded*. It is highlighted in the passage. The correct answer is choice 1, “led.” The head of a spear leads the rest of the spear, so the craftworkers who “spearheaded” this movement led it.

8. ③ This is a Factual Information question asking for specific information that can be found in paragraph 5. The correct answer is choice 3, “It was slow to improve conditions for workers.” The paragraph states, “More than a decade of agitation did finally bring a workday shortened to 10 hours to most industries by the 1850’s, and the courts also recognized workers’ right to strike, but these gains had little immediate impact.” This statement explicitly supports choice 3. All three other choices are contradicted by the paragraph.
9. ② This is a Factual Information question asking for specific information about a particular phrase in the passage. The phrase in question is highlighted in the passage. The correct answer is choice 2, “created divisions among workers.” The paragraph states (emphasis added): “. . . they (workers) were divided by ethnic and racial antagonisms, gender, conflicting religious perspectives, occupational differences, political party loyalties, and disagreements over tactics.” So “political party loyalties and disagreements over tactics” are explicitly stated as two causes of division among workers. The other choices are not stated and are incorrect.
10. ① This is a Reference question. The word being tested is *them*. It is highlighted in the passage. This is a simple pronoun-referent item. The word *them* in this sentence refers to those people to whom “the factory and industrialism were not agents of opportunity but reminders of their loss of independence and a measure of control over their lives.” Choice 1, “Workers,” is the only choice that refers to this type of person, so it is the correct answer.

# Improving Your Performance on TOEFL PBT Writing Section

The writing section of TOEFL PBT is two parts:

- 1-The Independent Writing
- 2-Structure and Written Expression

You have 25 minutes for each part to answer questions and write an essay in response.

## 1-The Independent Writing

Here is how the question is typically phrased:

Do you agree or disagree with the following statement?  
*[A sentence or sentences that present an issue appear here.]*

Use specific reasons and examples to support your answer.

An effective response is typically about 200 words long. If you write fewer than 200 words, you may still receive a top score, but experience has shown that shorter responses typically do not demonstrate the development of ideas needed to earn a score of 5. There is no maximum word limit. You may write as much as you wish in the time allotted. But do not write just to be writing; write to respond to the topic. The number of ideas you express is important, but it is the quality of your ideas and the effectiveness with which you express them that will be most valued by the raters.

## 2-Structure and Written Expression

The Structure and Written Expression section contains sentences that test your knowledge of important structural and grammatical elements of standard written English. These sentences include a variety of topics and give no particular advantage to individuals in any specific field of study.

## The Independent Writing

### Example

Do you agree or disagree with the following statement?

Always telling the truth is the most important consideration in any relationship.

Use specific reasons and examples to support your answer.

### *Essay-Writing Tips*

- Think before you write. Make a brief outline or some notes on scratch paper to help you organize your thoughts. You can even type your outline and notes right in the answer area on the computer and then replace your outline with sentences and paragraphs.
- Keep track of your time. Try to finish writing your essay by the time the clock counts down to 4 or 5 minutes. Use the remaining time to check your work and make final changes.

## How Essays Are Scored

Raters will judge the quality of your writing. They will consider how well you develop your ideas, how well you organize your essay, and how well you use language to express your ideas.

**Development** is the amount and kinds of support (examples, details, reasons) for your ideas that you present in your essay. To get a top score, your essay should be, according to the rater guidelines, “well developed, using clearly appropriate explanations, exemplifications, and/or details.” The raters will judge whether you have addressed the topic and how well your details, examples, and reasons support your ideas.

Do not “memorize” long introductory and concluding paragraphs just to add words to your essay. Raters will not look favorably on wordy introductory and concluding paragraphs such as the following:

“The importance of the issue raised by the posed statement, namely creating a new holiday for people, cannot be underestimated as it concerns the very fabric of society. As it stands, the issue of creating a new holiday raises profound implications for the future. However, although the subject matter in general cannot be dismissed lightly, the perspective of the issue as presented by the statement raises certain qualms regarding practical application.”

“In conclusion, although I have to accept that it is imperative that something be done about creating a new holiday for people and find the underlying thrust of the implied proposal utterly convincing, I cannot help but feel wary of taking such irrevocable steps and personally feel that a more measured approach would be more rewarding.”

Likewise, raters will not look favorably on paragraphs like the following one, which uses a lot of words but fails to develop any real ideas:

“At the heart of any discussion regarding an issue pertaining to creating a new holiday, it has to be borne in mind that a delicate line has to be trod when dealing with such matters. The human resources involved in such matters cannot be guaranteed regardless of all the good intentions that may be lavished. While it is true that creating a new holiday might be a viable and laudable remedy, it is transparently clear that applied wrongly such a course of action could be calamitous and compound the problem rather than provide a solution.”

In your writing, make sure you develop some solid ideas about the given topic. Don't just use a lot of words saying that a certain issue exists. Your essay may be 300 or even 400 words long, but if it consists largely of the sorts of empty or content-free paragraphs shown above, you'll probably earn a score of just 1 or 2.

**Organization** is something that raters notice—when you fail to organize. If an essay is organized, a reader will be able to read it from beginning to end without becoming confused. Writing in paragraphs and marking transitions from one idea to another in various ways usually helps the reader to follow your ideas. But be aware that just using transition words such as *first* or *second* does not guarantee that your essay is organized. The points you make must all relate to the topic of the essay and to the main idea you are presenting in response. In other words, your essay should be unified. The scoring guide mentions “unity” as well as “progression” and “coherence”—these are terms that all have to do with how well your essay is organized and how easy it is for the reader to follow your ideas. To earn a top score, you need to avoid redundancy (repetition of ideas), digression (points that are not related to your main point, that take away from the “unity” of your ideas), and unclear connections (places where it is hard for the reader to understand how two ideas or parts of your writing are related).

**Language use** is the third criterion on which your essay will be judged. To get a top score, an essay must display “consistent facility in the use of language.” There should be a variety of sentence structures, and word choice should be appropriate. If your essay includes a few minor lexical or grammar errors, you can still get a high score. However, if you make a lot of grammar errors and if those errors make it hard to understand your meaning, you will get a lower score. Raters will also judge your essay based on the complexity of sentence structures and on the quality and complexity of your vocabulary. If you use very simple sentences and very basic vocabulary, you will probably not be able to express very complex ideas. If your language is hard to follow, your sentences are overly simple, and your vocabulary is limited, you may score no higher than a 3 no matter how impressive your ideas may be.

# Writing Scoring Rubric

Score	Task Description
5	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> <li>● Effectively addresses the topic and task</li> <li>● Is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details</li> <li>● Displays unity, progression, and coherence</li> <li>● Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors</li> </ul>
4	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> <li>● Addresses the topic and task well, though some points may not be fully elaborated</li> <li>● Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details</li> <li>● Displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections</li> <li>● Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning</li> </ul>
3	<p>An essay at this level is marked by one or more of the following:</p> <ul style="list-style-type: none"> <li>● Addresses the topic and task using somewhat developed explanations, exemplifications, and/or details</li> <li>● Displays unity, progression, and coherence, though connection of ideas may be occasionally obscured</li> <li>● May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning</li> <li>● May display accurate but limited range of syntactic structures and vocabulary</li> </ul>

Score	Task Description
2	<p>An essay at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none"><li>● Limited development in response to the topic and task</li><li>● Inadequate organization or connection of ideas</li><li>● Inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task</li><li>● A noticeably inappropriate choice of words or word forms</li><li>● An accumulation of errors in sentence structure and/or usage</li></ul>
1	<p>An essay at this level is seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"><li>● Serious disorganization or underdevelopment</li><li>● Little or no detail, or irrelevant specifics, or questionable responsiveness to the task</li><li>● Serious and frequent errors in sentence structure or usage</li></ul>
0	<p>An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>

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## Sample Scored Responses for the Writing Task

The following essays are responses to this Independent Writing Task:

Do you agree or disagree with the following statement?

Always telling the truth is the most important consideration in any relationship.

Use specific reasons and examples to support your answer.

This topic supports a variety of approaches. Some writers disagree with the statement and describe instances where to them it is appropriate to lie; typically these include white lies, lies to avoid hurting others, and lies in a business context (which often have more to do with not disclosing proprietary information than with outright lying). Others take the position that lies beget more lies and undermine trust. These writers present examples that support the statement. Still others look at both sides of the issue, often delineating or classifying situations where they consider lying appropriate and others where they consider lying inappropriate or more consequential. The telling of stories—real and hypothetical—is not inappropriate; it is reasonable to illustrate one’s ideas on this topic with examples.

### Score 5 Essay

#### **DISHONESTY KILLS RELIABILITY**

There are certain considerations or factors that everyone takes into account in a relationship. People may look for honesty, altruism, understanding, loyalty, being thoughtful etc! Everyone would more or less wish that the person s/he is dealing with, has some of these virtues above. Putting them in an order according to their importance, however can be very subjective and relative.

When someone asks him/herself the question “What do I consider to be the most important thing in my relationship?” the answer depends on a lot of factors such as how his/her earlier relationships were.

After stating that everyone’s opinion can be different about this, for me honesty, in other words, always telling the truth is the most important consideration in a relationship. Opposite of this is inarguably lying and if someone needs to lie, either s/he is hiding something or is afraid of telling me something.

In any relationship of mine, I would wish that first of all, the person I’m dealing with is honest. Even though s/he thinks that s/he did something wrong that I wouldn’t like, s/he’d better tell me the truth and not lie about it. Later on if I find out about a lie or hear the truth from someone else, that’d be much more unpleasant. In that case how can I ever believe or trust that person again? How can I ever believe that this person has enough confidence in me to forgive him/her and carry on with the relationship from there. So if I cannot trust a person anymore, if the person doesn’t think I can handle the truth, there’s no point to continuing that relationship.

Although I would like to see altruistic, understanding, thoughtful and loyal

behavior from people, an instance of the opposite of these behaviors would not upset me as much as dishonesty would. Among all the possible behaviors, dishonesty is the only one for me that terminates how I feel about a person's reliability. Therefore honesty would be my first concern and the most important consideration in a relationship.

### ***Rater's Comments***

In this response the writer first approaches the topic by underscoring that a number of character traits are important to a relationship. The writer then effectively develops an argument that unlike other negative behaviors, dishonesty or unwillingness to fully disclose some bad action cannot be forgiven and can be the most important factor in destroying a relationship. The writer's language is fluent, accurate, and varied enough to effectively support the progression and connection of ideas. There is a variety of sentence structures, including rhetorical questions. The essay is not mechanically perfect, but as long as such errors are occasional, minor, and do not interfere with the reader's understanding, an essay like this one can still earn a top score.

### **Score 4 Essay**

Always telling the truth in any relationship is really the most important consideration for many reasons. I could say that when you lie to someone, this person will not trust you anymore and what is a relationship based on? Trust, confidence, so the sense of relationship is being lost. Another point is that if the true is omitted once, it will surely appear sometime, somewhere and probably in the most unexpected way, causing lots of problems for the ones involved. So, the truth is the basis for everything.

First, confidence is the most important aspect of a friendship or a marriage, or anything like that, so, once it is lost, the whole thing goes down in a way that no one can bear it. To avoid losing confidence, there is only one way, telling the truth, lying will just help throwing it away. For example, a couple decided to go out on the weekend, but the man has a party to go with his friends to where he can not take his girlfriend and then he lies to her saying that he is sick and can not go to the date. She understands him and they do not see each other in that weekend, but he goes to the party and has much fun. Suppose on monday, the girl talks to a friend that saw him at the party and asked why did not she go with him. She found out the true and all confidence was lost, the basis for their relation is now gone and what happens next is that they break up or if they do not, he will persist on lyes and someday it will end.

What happened to this couple is very common around here and many relationships, even friends and marriages end because of something like that. Some may argue that lying once or another will not interfere anything and it is part of a relation, but I strongly disagree, the most important thing is the true, even if it is to determine the end of a relation, it must be told. There are more chances to end something lying than saying what really happened

**Rater's Comments**

This essay earned a score of 4. It clearly develops reasons why lying is a bad thing, with a first paragraph that introduces the writer's position ("truth is the basis for everything"), a hypothetical story in paragraph 2, and a final paragraph that entertains and quickly dismisses a possible counterargument. All this amounts to solid development of the idea. The response displays facility in language use through a variety of sentence structures and the use of clear transitions between sentences. However, sometimes the writer's sentences include noticeable errors in word form ("if the true is omitted," "lying will just help throwing it away," "lying once or another," "persist on lies"), and in some places the writer extends, or "runs on," a sentence to include many steps in the argument when using two or more sentences would make the relationships between ideas clearer. "Some may argue that lying once or another will not interfere anything and it is part of a relation, but I strongly disagree, the most important thing is the true, even if it is to determine the end of a relation, it must be told."

**Score 3 Essay**

Some people believe that it is one of the most important value in many relationships to tell the truth all the time. However, it cannot be always the best choice to tell the truth in many situations. Sometimes white lies are indispensable to keep relationships more lively and diligently. There are some examples to support this idea.

Firstly, in the relationships between lovers, it is often essential to compliment their lovers on their appearance and their behavior. Even though they do not think that their boyfriend or girlfriend looks good on their new shoes and new clothes, it will probably diss them by telling the truth. On the other hand, little compliments will make them confident and happy making their relationship more tight.

Secondly, parents need to encourage their children by telling lies. Even if they are doing bad work on studying or exercising, telling the truth will hurt their hearts. What they need is a little encouraging words instead of truthful words.

Thirdly, for some patients telling them their current state of their disease will probably desperate them. It is accepted publically not to let the patients know the truth. They may be able to have hope to overcome their disease without knowing the truth.

In conclusion, it is not always better to tell the truth than lies. Some lies are acceptable in terms of making people's life more profusely. Not everybody has to know the truth, and it will lead them more happier not knowing it. In these cases, white lies are worth to be regarded as a virtue of people's relationships

**Rater's Comments**

This essay focuses on explaining why "white lies" are sometimes appropriate. The explanations here are "somewhat developed." Each example supports the writer's main point, but in every case, the writer does not say why the positive effect of the "white lie" outweighs any negative effect. There is inconsistent control of structure and vocabulary, with some errors in both structure and vocabulary

obscuring meaning: “keep relationships . . . diligently,” “will probably desperate them,” “making peoples life more profusely,” “it will lead them more happier not knowing it.” These weaknesses and errors earn this essay a score of 3.

## Score 2 Essay

Recently, there is a big debate on the issue that telling the truth or not is the most important consideration in the relationship between people. For my experience, I think telling a truth is the most important consideration in people’s relationship. In the following, I will illustrate my opinion by two reasons.

First of all, honest make the trust stronger between friends or colleagues. As we know, if people tell a lie to others he will not be trusted. When he tell a truth, others will believe that he tells a lie. For example, a person who is honest to others, can get real help and get trust of others.

Secondly, telling a lie always makes things worse not only in work but also in family life. When somebody do something wrong in his job he should annouce his mistake to his manager. If he don’t do that others may continue their jobs base on the mistake. Consequently, the work will be worse and worse.

On the contrary, sometimes it is better to tell a lie to others, such as telling a lie to a patient. As we know, the sick become worse when a cancer patient know his illness. A good way to protect their life is to tell a lie. So that many doctors will not tell the truth to a dying patient.

To sum up, people should tell the truth to maintain their relationship with other people, although sometimes people have to tell a lie. People can get trust when they are honest to others.

### *Rater’s Comments*

This essay is quite long; but even though it uses several examples, each idea is only partly developed, and the connections among ideas are weak or contradictory. For instance, in paragraph 2 the first sentence says, “honest make the trust stronger.” The next two sentences present a contrast: “if people tell a lie to others he will not be trusted” then “when he tell a truth, others will believe that he tells a lie.” Then the last sentence in the paragraph says, “For example, a person who is honest to others, can get real help and get trust of others.” But that is not an example of the previous sentence and only confuses the reader. This last sentence does not advance the progression of ideas much beyond the first sentence and certainly is not an example of the point made by the second and third sentences. Thus connections throughout this paragraph are tenuous. Paragraph 3 begins by saying that telling a lie makes things worse at work and at home, but it doesn’t follow through at all on the latter. The “On the contrary” paragraph comes as a surprise to the reader since paragraph 1 said that the writer was going to give two reasons why telling the truth was the most important consideration in human relationships. Because of all these weaknesses, this essay earns a score of 2.

## Score 1 Essay

Nowadays, many people think that the people who always telling the true is the most inportant consideration in any relationship between human. but another think that is necessary to tell some lies. It is seldom to reach the same issue.I agree with the first thinking because of the following reasons.

First fo all, we all live in the realized world , people can respect you unless you want to use correct method to communicate with other people. It is very important, especially in business , if you want to recieve the good resulit ,you must tell the ture about your own so that gain the considement.

Secondly, if you are honest man/woman, many people may be want to make friend with you. You can have more chance to communate with other people . you may be gain more information from them.

However,sometimes we must speak some lie.for examlpe, when our relatives have heavy illness such as cancer,we couldn't telling them the ture. because that not good for their health,and may be affect their life.

In conclusion,tellingthe ture is the people good behavire .we must require most of people to tell the ture.thus,we can see the better world in our life unless we always tell the ture.

### ***Rater's Comments***

This essay contains serious and frequent errors in sentence structure and usage. Paragraph 2 beginning "First fo all" is nearly incomprehensible and contains vocabulary that is either vague at best or non-standard English ("realized world," "considement"). Paragraph 3 is completely vague, and paragraph 4 (actually one sentence), though it mentions a familiar example, is poorly expressed and certainly underdeveloped. For all these reasons, this essay rates a score of 1.

## The Writing Topics

The following is a list of the actual Writing topics that were eligible for use on former versions of the TOEFL test. You will see topics very similar to these on the TOEFL PBT test. Whatever the topic, you will be asked to give your opinion and to support your opinion with specific reasons and examples.

It does not matter whether you agree or disagree with the topic; the raters are trained to accept all varieties of opinions. What matters are the skills discussed in the previous section: your ability to respond directly to the question, to take a clear position, and to write an essay characterized by good organization, proper use of supporting examples, sentence variety, correct sentence structures, and appropriate vocabulary.

None of the topics requires specialized knowledge. Most topics are general and are based on the common experience of people in general and students in particular.

What should you do with this list of topics? To prepare for the Writing section of TOEFL PBT test, you should choose topics from the list and practice writing essays in response. Make sure you time yourself, taking 25 minutes to read the question, plan your work, and write your essay. After completing the essay, read it over and compare it with the scoring guide. Or better yet, have a friend or teacher evaluate the essay against the scoring criteria and give you feedback.

### Topic List

- People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.
- Nowadays, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.
- It has been said, “Not everything that is learned is contained in books.” Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why? Use specific reasons and examples to support your answer.
- A company has announced that it wishes to build a large factory near your community. Discuss the advantages and disadvantages of this new influence on your community. Do you support or oppose the factory? Explain your position.
- If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.
- How do movies or television influence people’s behavior? Use reasons and specific examples to support your answer.

- Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your opinion.
- Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Use specific reasons and details to support your answer.
- “When people succeed, it is because of hard work. Luck has nothing to do with success.” Do you agree or disagree with the quotation above? Use specific reasons and examples to explain your position.
- Do you agree or disagree with the following statement? Universities should give the same amount of money to their students’ sports activities as they give to their university libraries. Use specific reasons and examples to support your opinion.
- Many people visit museums when they travel to new places. Why do you think people visit museums? Use specific reasons and examples to support your answer.
- Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.
- Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.
- Neighbors are the people who live near us. In your opinion, what are the qualities of a good neighbor? Use specific details and examples in your answer.
- It has recently been announced that a new restaurant may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.
- Some people think that they can learn better by themselves than with a teacher. Others think that it is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.
- What are some important qualities of a good supervisor (boss)? Use specific details and examples to explain why these qualities are important.
- Should governments spend more money on improving roads and highways, or should governments spend more money on improving public transportation (buses, trains, subways)? Why? Use specific reasons and details to develop your essay.
- It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use specific reasons and examples to develop your essay.
- In general, people are living longer now. Discuss the causes of this phenomenon. Use specific reasons and details to develop your essay.

- We all work or will work in our jobs with many different kinds of people. In your opinion, what are some important characteristics of a co-worker (someone you work closely with)? Use reasons and specific examples to explain why these characteristics are important.
- In some countries, teenagers have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and details.
- A person you know is planning to move to your town or city. What do you think this person would like and dislike about living in your town or city? Why? Use specific reasons and details to develop your essay.
- It has recently been announced that a large shopping center may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.
- It has recently been announced that a new movie theater may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.
- Do you agree or disagree with the following statement? People should sometimes do things that they do **not** enjoy doing. Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Television, newspapers, magazines, and other media pay too much attention to the personal lives of famous people such as public figures and celebrities. Use specific reasons and details to explain your opinion.
- Some people believe that the Earth is being harmed (damaged) by human activity. Others feel that human activity makes the Earth a better place to live. What is your opinion? Use specific reasons and examples to support your answer.
- It has recently been announced that a new high school may be built in your community. Do you support or oppose this plan? Why? Use specific reasons and details in your answer.
- Some people spend their entire lives in one place. Others move a number of times throughout their lives, looking for a better job, house, community, or even climate. Which do you prefer: staying in one place or moving in search of another place? Use reasons and specific examples to support your opinion.
- Is it better to enjoy your money when you earn it or is it better to save your money for some time in the future? Use specific reasons and examples to support your opinion.
- You have received a gift of money. The money is enough to buy either a piece of jewelry you like or tickets to a concert you want to attend. Which would you buy? Use specific reasons and details to support your answer.
- Businesses should hire employees for their entire lives. Do you agree or disagree? Use specific reasons and examples to support your answer.



## Structure and Written Expression

This section is designed to measure your ability to recognize language that is appropriate to use in standard written English. Here are two types of questions in this section, with special directions for each type.

### Structure Example

1- Mt. Hood \_\_\_\_\_ in the state of Oregon.

- A. although      B. and      C. is      D. which

The correct choice is C.

Sample Answer



2- \_\_\_\_\_ most important event in San Francisco's history was the disastrous earthquake and fire of 1906.

- A. The      B. It was the      C. That the      D. There was a

The correct choice is A.

3- Vegetables are an excellent source \_\_\_\_\_ vitamins.

- A. of      B. has      C. where      D. that

The correct choice is A.

4- Microscopes make small things appear larger than \_\_\_\_\_ .

- A. really are      B. are really      C. are they really      D. they really are

The correct choice is D.

5- The city of Montreal \_\_\_\_\_ over 70 square miles.

- A. covers      B. that covers      C. covering      D. is covered

The correct choice is A.

6- Janet Collins's struggle to make a place for herself in ballet is the kind of a life story \_\_\_\_\_ a fascinating novel might be written.

- A. of      B. by      C. for whom      D. about which

The correct choice is D.

### Written Expression Example

1- Fewest than half of all the adults fully understand the kinds and amounts of exercise necessary for an effective physical fitness program.

A

B

C

D

Sample Answer



- The correct answer is A.

2- How many people know that the Brooklyn Bridge, built in 1883, were the world's first suspension bridge?

A

B

C

D

- The correct answer is C.

3- Anna Maxwell's gift for organization was exemplified by her service while the Spanish-American War in 1898.

A

B

C

D

- The correct answer is D.

4- When a severe ankle injury forced herself to give up reporting in 1926, Margaret Mitchell began writing her novel, Gone with the Wind.

A

B

C

D

- The correct answer is C.

5- Anne Elizabeth McDowell is best remembered for a weekly journal, Woman's Advocate, who she launched in January 1855.

A

B

C

D

- The correct answer is D.