

# **READING IV**

**A Reading Material for Students of English Study Program**



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## **PREFACE**

Reading IV is a reading material intended for students of the fourth semester at the English Study Program, Faculty of Social and Cultural Sciences, University of Trunojoyo Madura.

This material consists of various texts suitable for classroom activities from the beginning level extensive reading. Also, it provides reading and discussing materials lead to critical thinking. TOEFL reading materials and practice tests are also provided in this module.

Aside from using this teaching material, to enrich and develop students' comprehension of various texts, students are advised to read any longer texts as part of their individual assignment/homework. It is also the requirement for reading a book for the extensive reading program.

Enjoy reading and get a lot of knowledge from it.

Bangkalan, February 2019

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## **Unit 1**

### **Introduction to Extensive Reading**

#### **Objective**

At the end of this unit, students are able to:

1. define the extensive reading
2. understand the characteristics of extensive reading
3. understand how to choose a book for extensive reading

#### **Activities**

*Answer the questions below on your own. Then form a group of two to four students and compare your answers.*

1. Looking back at your childhood, what do you remember as your first reading experiences?
2. What kinds of reading material did your parents have in the house when you were young?
3. Do you remember having books or other materials read to you as a child? If so, what did you like best?
4. When you were able to read on your own, what did you enjoy reading?

5. Did your parents or other members of the family like to read? If so, what did they read?
6. What kind of reading is important in your life today? For example, do you read a lot for school or for your job?
7. About how many hours a week do you usually read materials of your own choice (magazines, newspapers, novels, nonfiction)?
8. Do you have a favorite writer in your first language? A favorite book?
9. What books have you read in English?
10. If you could easily read anything in English, what would you like to read?

### **Extensive Reading Defined**

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. They are also encouraged to expand their reading comfort zone, the range of material that can be read easily and with confidence.

### **What Is Extensive Reading?**

Because extensive reading depends on students having suitable reading material, it is fitting that the first two principles are about what students read. The rest of the principles follow from and depend on these first two.

#### *1. The reading material is easy.*

This is the most important principle of extensive reading for language learning because students are unlikely to succeed in reading extensively if they have to struggle with difficult material. Learners read material that contains few or no unfamiliar items of vocabulary and grammar. (There should be no more than one or two unknown vocabulary items per page for beginners and no more than four or five for intermediate learners.)

#### *2. A variety of reading material on a wide range of topics is available.*

Variety means that learners can find things they want to read, whatever their interests. Different kinds of reading material also encourage a flexible approach to reading. Learners are led to read for different reasons (e.g., entertainment, information, passing the time) and in different ways (e.g., skimming, scanning, more careful reading).

#### *3. Learners choose what they want to read.*

Self-selection of reading material is the basis of extensive reading, and it puts students in a different role from that in a traditional classroom, where the teacher chooses or the textbook supplies reading material. One reason that many students enjoy extensive reading is that they choose what they want to read. This choice extends beyond selection of reading material. Learners are also free, indeed

encouraged, to stop reading anything that is not interesting or that they find too difficult.

*4. Learners read as much as possible.*

The language learning benefits of extensive reading come from quantity of reading. For the benefits of extensive reading to take effect, a book a week is an appropriate goal. Books written for beginning language learners are very short, so this is normally a realistic target for learners of any ability level.

*5. Reading speed is usually faster rather than slower.*

Because learners read material that they can easily understand, it encourages fluent reading. Dictionary use is normally discouraged because it interrupts reading, making fluent reading impossible. Instead, learners are encouraged to ignore or guess at the few unknown language items they may meet.

*6. The purpose of reading is usually related to pleasure, information, and general understanding.*

In contrast to academic reading and intensive reading, and the detailed understanding they require, extensive reading encourages reading for pleasure and information. Rather than 100 percent comprehension, learners aim only for sufficient understanding to achieve their reading purpose.

*7. Reading is individual and silent.*

Learners read at their own pace. In some schools, there are silent reading periods when students read their self-selected books in the classroom. Most extensive reading, however, is homework. It is done out of the classroom in the student's own time, when and where the student chooses.

*8. Reading is its own reward.*

Because a learner's own experience is the goal, extensive reading is not usually followed by comprehension questions. At the same time, teachers may ask students to complete some kind of follow-up activity after reading. There are a variety of reasons for this: to discover what the students understood and experienced from the reading; to keep track of what students read; to check student attitude toward reading; and to link reading with other parts of the curriculum. What is important is that any follow-up activity respect the integrity of the reading experience and that it encourage rather than discourage further reading.

*9. The teacher orients and guides the students.*

Extensive reading is different in many ways from traditional classroom practice, and teachers need to explain to students what it is, why they are doing it, and how to go about it. The teacher will also want to keep track of what and how much students read and their reactions to what was read in order to guide them in getting the most out of their reading.

*10. The teacher is a role model of a reader.*

Example is the most powerful instructor. If the teacher reads some of the same material that the students are reading and talks to them about it, this gives the students a model of what it is to be a reader. It also makes it possible for the teacher to recommend reading material to individual students. In this way, teacher and students can become an informal reading community, experiencing together the value and pleasure to be found in the written word.

*(Taken from: Bamford, Julian & Day, Richard R. (2004). Extensive Reading Activities for Teaching Language)*

### **How to choose a book for extensive reading**

1. Choose a book that interests *you*. Teacher and classmates may have good suggestions, but choose the book that is best for you, not for them.
2. Choose a full-length book, not a collection of articles or stories. Reading a whole book by a single author allows you to become comfortable with the writer's style and vocabulary.
3. Avoid a book whose story you are already familiar with because you have read it in another language or have seen the movie made from it. Knowing what will happen may make it less interesting for you.
4. Evaluate the book. To find out about the author and the genre (type of book), read the front and back covers. Read the first few pages, to find out about the style and subject.
5. Check the level of difficulty. If a book is too easy, it may be boring; if it is too difficult, you may become discouraged and stop reading. To find out how difficult the book is for you, count the number of unknown key words on a typical page. (A key word is a word you must know in order to follow the general meaning.) Five unknown key words on one page means the book is difficult for you. No unknown key words means the book is easy.

*(Taken From: Mikulecky, Beatrice S., (2007, Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster)*

### **Helping Students Choose ER Materials Wisely**

Normally, in ER, students choose their reading materials. The following questions and suggestions guide students to choose well.

1. What types of books do you enjoy fiction, non-fiction, comic books, encyclopedias, joke books? Look for that type of book.
2. What topics do you enjoy? Look for more books on those topics.
3. Who are your favourite authors? Can you find more books by them?
4. What is a tv show, video game, or movie that you enjoy? Can you find books that are connected to them?
5. Does the book have pictures, drawings, and other visuals? Do they help you understand and enjoy the book? Are you comfortable reading a book that does not have many visuals?
6. What length of book do you like to read?
7. What about the size of the print? Is it too big, too small, or just nice?
8. What books do your friends and other classmates enjoy?
9. What books do older students and adults say that they enjoyed when they were your age?
10. If you have already read a book, would you enjoy reading it again? Sometimes, you can enjoy a book just as much or even more the second or third time you read it.

11. Spend about five minutes reading a book before you decide to choose it. Is the book interesting? Is it understandable?
12. Try the “Five Finger Test.” Open the book to any page and start reading. Every time you meet a word or term that you do not know, put a finger on that word. If you run out of fingers on one hand before you finish the page, the book may be too difficult for you to enjoy. To say the same thing another way, if there are five or more unknown words on a page, you may want to wait a few months before you read that book.
13. It is okay to change your mind. Maybe after you have read a book for a while, you will change your mind about it. Maybe when you are choosing books, you think you like a particular book, but after reading it some more, you change your mind. That is okay. Stop reading that book and start reading another. Therefore, choose more than one book. Then, if you decide that you do not like a book you chose, you have other books to read.

*(Taken From: Jacobs, G. M. (2014). Selecting Extensive Reading Materials. Beyond Words, 2 (1), 116-131)*

### **Reading Activity**

#### **The Real Reasons Why We gain Weight**

You were born with 30 billion fat cells in your body! These remarkable cells act like microscopic balloons which store excess fat. (Imagine a balloon filled with oil, and that's roughly what a fat cell looks like.) Each fat cell can grow to more than 1,000 times its original size. Once it reaches full capacity, the fat cell divides. Now you have more fat cells for life, and you are more prone to gain weight.

To lose weight, you must *shrink* fat cells. But the idea of giving up on all your favorite food would be a severe punishment which leads more often to disappointment. Have you ever asked yourself why most of your dieting attempts didn't work properly? There are several reasons for that. First, dieting actually makes your fat cells fatter. By starving your fat cells, they improve their ability to preserve fat. Second, very low-calorie diets trigger a chain reaction that tells your metabolism to slow down, and consequently, your energy level *deteriorates*. Third, diets lead to *binge* eating. If you deprive yourself, you are more likely to eat twice as much once you give in.

When you are active, your body draws open two sources for energy: the food you eat or the fat you have stored in those balloons. If you are inactive, your body will store more fat than it burns. You can definitely lose weight not by following certain diets but by changing your eating habits, such as eating more often-but decreasing your portions-and increasing your energy level to help burn excess calories and stored fat.

If you are serious about safety removal of your extra weight, we can design a program to fit your specific needs, lifestyle, and budget without any of the above concerns! You will not be hungry or deprived of any basic nutrient.

Your energy level will soar, and we will counsel you through the entire program. Our program comes with an unconditional 30-day, money-back guarantee! Upon filling out the confidential *survey*, you will be contacted by one of our associates who puts you on the right track to the life you deserve.

(Taken From: [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/reading\\_comprehension/food-upperintermediate-b2/4677](https://en.islcollective.com/resources/printables/worksheets_doc_docx/reading_comprehension/food-upperintermediate-b2/4677))

*Answer the following questions in complete sentences.*

1. According to the article, how do people gain weight?

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2. Is the writer in favor of following a certain diet program? Explain.

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3. What would the article lose if the last paragraph was omitted?

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4. Where do you think you can come across articles like this? Justify your answer.

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5. Are such programs popular in your country? Explain.

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### **Timetable for extensive reading project**

Week 1	<ul style="list-style-type: none"><li>• Students begin selecting books.</li><li>• Consider various ways of organizing reading logs</li></ul>
Week 2	<ul style="list-style-type: none"><li>• Students select books and begin reading. Make sure that</li></ul>

	students have selected a book to read and enjoy.
Week 3	<ul style="list-style-type: none"> <li>• Students report to class about the book they have chosen, the number of pages they have read, the complexity of the vocabulary, etc.</li> <li>• Students continue working with their reading logs</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Students report on how they are getting on with reading, problems they have encountered, and emotions and feelings they experience as they read and write.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Students recount their experiences in both reading and writing. Since they have finished the book by now, it is time for them to give an overview of the book and to recommend or not recommend the book to their classmates</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Students recount their experiences in both reading and writing. Since they have finished the book by now, it is time for them to give an overview of the book and to recommend or not recommend the book to their classmates</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Students submit their final reading logs</li> </ul>

## Reading Logs

Book Title: \_\_\_\_\_

Number of pages : \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_

Week	Day	Pages	Vocabulary Building	Summary or Reflections
<b>1</b>	Sun Mon Tue Wed Thurs Fri Sat			
<b>2</b>				

<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				
<b>7</b>				

**I would/would not recommend it to a friend. Why?**

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**Some suggested questions for summary/reflections**

1. What do you predict will happen next in your book? Why?
2. What character do you like least? Why?
3. What character do you like the most? Why?
4. The part of the book/chapter that surprised me was when.....
5. Is there a problem in the story? What is it? How was it solved?
6. The setting of this story is \_\_\_\_\_. I know this because \_\_\_\_\_.
7. Who the main character? Describe him/her using at least three adjectives.
8. What advice would you give a particular character? Why?
9. The lesson I learned from the story was....
10. In what ways are you like any of the characters in the book? Explain.
11. If you had been the main character in the story, would you have acted differently? Why or why not?
12. If you could trade places with one of the characters, who would it be and why?
13. How do you feel about this story? Would you recommend it to someone else? Why or why not?
14. What was the best part of the story? Why?

15. Summarize the chapter that you read. What were the most important events? Did you learn anything new about the characters?
16. If you were the author, what would you change in the story? Why would you make that change?
17. Is what you read believable? Why or why not?
18. Pretend you are interviewing the main character of the story. What two questions would you ask them?
19. What do you think will happen next in the story/What do you think will happen in the next chapter? Or what do you think happen if the author wrote a sequel to the book?
20. What do you remember most from the story?
21. What is the main idea of the non-fiction selection that you read? How do you know?
22. What are three interesting facts you learned by reading the selection you read?
23. What do you remember most about what you read?

## **Unit 2**

### **Reading and Discussing Nonfiction**

#### Objective

At the end of this unit, students are able to:

1. Discuss nonfiction
2. Identify characteristic of nonfiction

In this unit, you will practice reading and discussing nonfiction with an article from the *New York Times*, "Why the Internet Isn't the Death of the Post Office."

*Before you read the article, preview it.*

1. Read the first paragraph. Can you tell what the article will be about?
2. Scan the article for names, dates, numbers, and boldface type.
3. Read the last paragraph on the next page.

*Now read the article all the way to the end. As you read, underline any unfamiliar words with a pencil but do not look them up in a dictionary now. (You can do that later.)*

## **Why the Internet Isn't the Death of the Post Office**

by James Fallows

Millions of people now rent their movies the Netflix way. They fill out a wish list from the 50,009 titles on the company's web site and receive the first few DVD's in the mail; when they mail each one back, the next one on the list is sent.

The Netflix model has been exhaustively analyzed for its disruptive, new-economy implications. What will it mean for video stores like Blockbuster, which has, in fact, started a similar service? What will it mean for movie studios and theaters? What does it show about "long tail" businesses—ones that amalgamate many niche markets, like those for Dutch movies or classic musicals, into a single target audience? But one other major implication has barely been mentioned: what this and similar Internet-based businesses mean for that stalwart of the old economy, the United States Postal Service.

Every day, some two million Netflix envelopes come and go as firstclass mail. They are joined by millions of other shipments from online pharmacies, eBay vendors, Amazon.com and other businesses that did not exist before the Internet.

The eclipse of "snail mail" in the age of instant electronic communication has been predicted at least as often as the coming of the paperless office. But the consumption of paper keeps rising. (It has roughly doubled since 1980, with less use of newsprint and much more of ordinary office paper.) And so, with some nuances and internal changes, does the flow of material carried by mail. On average, an American household receives twice as many pieces of mail a day as it did in the 1970's.

"Is the Internet hurting the mail, or helping?" asks Michael J. Critelli, a co-chairman of the public-private Mail Industry Task Force. "It's doing both." Mr. Critelli's day job is chief executive of Pitney Bowes—yes, that Pitney Bowes, once known for its postage meters and now a "mail and document management" company.

In the last few years, it has also functioned as a research group for the mail industry, commissioning a series of studies, available free at PostInsight (q)PB.com, that contain startling findings about the economic, technological and cultural forces that affect use of mail.

The harmful side of the Internet's impact is obvious but statistically less important than many would guess. People naturally write fewer letters when they can send e-mail messages. To leaf through a box of old paper correspondence is to know what has been lost in this shift: the pretty stamps, the varying look and feel of handwritten and typed correspondence, the tangible object that was once in the sender's hands. To stay in instant touch with parents, children and colleagues around the world is to know what's been gained. But even before e-mail, personal

letters had shrunk to a tiny share of the flow. As a consultant, Fouad H.Nader, wrote in a Pitney Bowes study, personal mail had "long ago been reduced to a minimum with the proliferation of telephone services in the last 50 years."

Personal letters of all sorts, called "household to household" correspondence, account for less than 1 percent of the 100 billion pieces of first-class mail that the Postal Service handles each year. Most of that personal mail consists of greeting cards, invitations, announcements, and other mail with "emotional content," a category that is generally holding its own.

The same higher-income households that rely the most on e-mail correspondence also send and receive the most letters. Whatever shrinkage email has caused in personal correspondence, it is not likely to do much more.

The Internet and allied technologies, meanwhile, are increasing the volume of old-fashioned mail in three ways. The first follows the Netflix example: Postal Service fulfillment of transactions made on the Internet. About two million prescriptions a day—roughly one-fifth of the total—are delivered by first-class mail. EBay's vendors list five million new items daily, and those that are sold ship mainly by mail. One Pitney Bowes study found that online retailers were increasingly using paper catalogs sent through the mail to steer people to their sites.

The second force also involves finance. Many studies conclude that people are more and more willing to make payments online, but that they strongly prefer to receive the original bills on paper, by mail.

Since the late 1980's, mail to households from credit card companies has risen about 10 percent a year. Americans' financial lives have become more complicated, in part because of choices created by the Internet. In turn, banks, telecommunication companies, insurance companies and investment houses send more mail.

Third is the sleeper: the increasing sophistication of the Postal Service's own technology. Everyone takes for granted that FedEx and the United Parcel Service can track the movement of each item through their systems. The Postal Service has now installed similar scanning equipment, and in principle it can bar-code and scan every envelope or postcard and know where it is at any time. In reality, it does this mainly for a fee, for businesses that want to know their material has reached the right audience at the right time—for instance, the Thursday before a weekend sale at a local store.

In Internet terms, this and related improvements are intended to make advertising mail less like spam—unwanted and discarded—and more like embedded ads, tied to the content of a particular web site. "Over time, there is an increasing ability to send you only what's interesting to you, at a time when you're interested in it," Mr. Critelli says. If you have just moved, for example, that may mean mail from your new area's window-cleaning or handyman services. He says response rates to these targeted mailings are better than the dismal rates for the usual direct-mail campaigns. The most touching artifact among these e-mail studies is a survey conducted by the Postal Service called "The Mail Moment." "Two thirds of all consumers do not expect to receive personal mail, but when they do, it makes their day," it concluded. "This 'hope' keeps them coming back

each day." Even in this age of technology, according to the survey, 55 percent of Americans said they looked forward to discovering what each day's mail might hold. Now I'll confess my bias. My first real job was at the post office. On the day when I was paroled from the sorting floor to substitute for an absent letter carrier, I felt as if I were bringing "the mail moment" to people along the route. It's nice to think that such moments will survive the Internet.

(Taken from: *The New York Times*. September 4, 2005)

*A. Write any unfamiliar words that made comprehension difficult and write their dictionary definitions. Compare your words with those of another student. Do you have any of the same words?*

*B. Discuss the article with another student. Consider these questions.*

1. Where does the writer tell you what this article is about?
2. What do you already know about this?
3. Were there any parts of the article that you did not understand?

*C. Read the article again. Then discuss these questions with a group of three or four students.*

1. Why does the writer believe that the Internet is not the death of the Post Office?
2. Do you agree with the writer? Why or why not?
3. What evidence does the writer give to support his ideas?
4. How do you use the post office?
5. Do you ever buy things over the Internet?

### **Unit 3**

## **Reading and Discussing Fiction**

#### **Objective**

At the end of this unit, students are able to:

1. discuss fiction
2. identify characteristic of fiction

In this unit you will practice reading and discussing fiction with a short story titled "All Summer in a Day," by Ray Bradbury.

*Before you read, discuss these questions with another student.*

1. Have you ever heard of this author? Have you read any of his stories or books or seen movies made from them?
2. Ray Bradbury's other books include *Fahrenheit 451* and *The Martian Chronicles*. Do these titles help you to guess what kind of fiction Bradbury writes?

3. Think about the title of this story, "All Summer in a Day," and try to imagine what the title might refer to. Guess what type of story this will be.

*Read the story all the way to the end. As you read, underline any unfamiliar words with a pencil but do not look them up in a dictionary now. Mark any confusing parts of the story with a question mark (?). Make notes in the margin about your reactions. Then complete the exercises that follow.*

## All Summer in a Day

Ready?"

Ready."

"Now?"

"Soon."

"Do the scientists really know? Will it happen today, will it?"

"Look, look; see for yourself!"

The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.

It rained.

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives.

"It's stopping, it's stopping!"

"Yes, yes!"

Margot stood apart from them, from these children who could never remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall.

Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew they thought they remembered a warmth, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the tating drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone. All day yesterday they had read in class about the sun. About how like a lemon it was, and how hot. And they had written small stories or essays or poems about it:

*I think the sun is a flower,*

*That blooms for just one hour.*

That was Margot's poem, read in a quiet voice in the still classroom while the rain was falling outside.

"Aw, you didn't write that!" protested one of the boys. "I did," said Margot. "I did."

"William!" said the teacher.

But that was yesterday. Now the rain was slackening, and the children were crushed in the great thick windows.

"Where's teacher?"

"She'll be back."

"She'd better hurry, we'll miss it!"

They turned on themselves, like a feverish wheel, all tumbling spokes.

Margot stood alone. She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair. She was an old photograph dusted from an album, whitened away, and if she spoke at all her voice would be a ghost. Now she stood, separate, staring at the rain and the loud wet world beyond the huge glass.

"What're *you* looking at?" said William.

Margot said nothing.

"Speak when you're spoken to." He gave her a shove. But she did not move; rather she let herself be moved only by him and nothing else.

They edged away from her, they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow. When the class sang songs about happiness and life and games her lips barely moved. Only when they sang about the sun and the summer did her lips move as she watched the drenched windows.

And then, of course, the biggest crime of all was that she had come here only five years ago from Earth, and she remembered the sun and the way the sun was and the sky was when she was four in Ohio. And they, they had been on Venus all their lives, and they had been only two years old when last the sun came out and had long since forgotten the color and heat of it and the way it really was. But Margot remembered.

"It's like a penny," she said once, eyes closed.

"No, it's not!" the children cried.

"It's like a fire," she said, "in the stove."

"You're lying, you don't remember!" cried the children.

But she remembered and stood quietly apart from all of them and watched the patterning windows. And once, a month ago, she had refused to shower in the school shower rooms, had

clutched her hands to her ears and over her head, screaming the water mustn't touch her head. So after that, dimly, dimly, she sensed it, she was different and they knew her difference and kept away. There was talk that her father and mother were taking her back to Earth next year; it seemed vital to her that they do so, though it would mean the loss of thousands of dollars to her family. And so, the children hated her for all these reasons of big and little consequence.

They hated her pale snow face, her waiting silence, her thinness, and her possible future.

"Get away!" The boy gave her another push. "What're you waiting for?"

Then, for the first time, she turned and looked at him. And what she was waiting for was in her eyes.

"Well, don't wait around here!" cried the boy savagely. "You won't see nothing!"

Her lips moved.

"Nothing!" he cried. "It was all a joke, wasn't it?" He turned to the other children. "Nothing's happening today. Is it?"

They all blinked at him and then, understanding, laughed and shook their heads. "Nothing, nothing!"

"Oh, but," Margot whispered, her eyes helpless. But this is the day, the scientists predict, they say, they know, the sun . . ."

All a joke!" said the boy, and seized her roughly. "Hey, everyone, let's put her in a closet before teacher comes!"

"No," said Margot, falling back.

They surged about her, caught her up and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door. They stood looking at the door and saw it tremble from her beating and throwing herself against it. They heard her muffled cries. Then, smiling, they turned and went out and back down the tunnel, just as the teacher arrived.

"Ready, children?" She glanced at her watch.

"Yes!" said everyone.

Are we all here?"

"Yes!"

The rain slackened still more.

They crowded to the huge door.

The rain stopped.

It was as if, in the midst of a film concerning an avalanche, a tornado, a hurricane, a volcanic eruption, something had, first, gone wrong with the sound apparatus, thus muffling and finally cutting off all noise, all of the blasts and repercussions and thunders, and then, second, ripped the film from the projector and inserted in its place a peaceful tropical slide which did not move or tremor. The world ground to a standstill. The silence was so immense and unbelievable that you felt your ears had been stuffed or you had lost your hearing altogether. The children put their hands to their ears. They stood apart. The door slid back and the smell of the silent, waiting world came in to them.

The sun came out.

It was the color of flaming bronze and it was very large. And the sky around it was a blazing blue tile color. And the jungle burned with sunlight as the children, released from their spell, rushed out, yelling, into the springtime.

"Now, don't go too far," called the teacher after them. "You've only two hours, you know. You wouldn't want to get caught out!"

But they were running and turning their faces up to the sky and feeling the sun on their cheeks like a warm iron; they were taking off their jackets and letting the sun burn their arms.

" Oh, it's better than the sun lamps, isn't it?"

" Much, much better!"

They stopped running and stood in the great jungle that covered Venus, that grew and never stopped growing, tumultuously, even as you watched it. It was a nest of octopi, clustering up great arms of flesh-like weed, wavering, flowering in this brief spring. It was the color of rubber and ash, this jungle, from the many years without sun. It was the color of stones and white cheeses and ink, and it was the color of the moon.

The children lay out, laughing, on the jungle mattress, and heard it sigh and squeak under them, resilient and alive. They ran among the trees, they slipped and fell, they pushed each other, they played hide-and-seek and tag, but most of all they squinted at the sun until tears ran down their faces, they put their hands up to that yellowness and that amazing blueness and they breathed of the fresh, fresh air and listened and listened to the silence which suspended them in a blessed sea of no sound and no motion. They looked at everything and savored everything. Then, wildly, like animals escaped from their caves, they ran and ran in shouting circles. They ran for an hour and did not stop running.

And then—

In the midst of their running one of the girls wailed. Everyone stopped.

The girl, standing in the open, held out her hand.

" Oh, look, look," she said, trembling.

They came slowly to look at her opened palm.

In the center of it, cupped and huge, was a single raindrop.

She began to cry, looking at it.

They glanced quietly at the sky.

"Oh. Oh."

A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cool around them. They turned and started to walk back toward the underground house, their hands at their sides, their smiles vanishing away.

A boom of thunder startled them and like leaves before a new hurricane, they tumbled upon each other and ran. Lightning struck ten miles away, five miles away, a mile, a half mile. The sky darkened into midnight in a flash.

They stood in the doorway of the underground for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling in tons and avalanches, everywhere and forever.

" Will it be seven more years?"

" Yes. Seven."

Then one of them gave a little cry.

" Margot!"

" What?"

"She's still in the closet where we locked her."

" Margot."

They stood as if someone had driven them, like so many stakes, into the floor. They looked at each other and then looked away. They glanced out at the world that was raining now and raining and raining steadily. They could not meet each other's glances. Their faces were solemn and pale.

They looked at their hands and feet, their faces down.

"Margot."

One of the girls said, "Well . . . ?"

No one moved.

"Go on," whispered the girl.

They walked slowly down the hall in the sound of cold rain. They turned through the doorway to the room in the sound of the storm and thunder, lightning on their faces, blue and terrible. They walked over to the closet door slowly and stood by it.

Behind the closet door was only silence.

They unlocked the door, even more slowly, and let Margot out.

### EXERCISE 1

*A. Write any unfamiliar words that made comprehension difficult and write their dictionary definitions. Compare your words with those of another student. Do you have any of the same words?*

*B. Discuss these questions with another student. You may look back at the story if necessary.*

1. Did you enjoy reading the story? Explain your answer.
2. Were there any parts of the story that you did not understand? Which ones?
3. Were there any unfamiliar words that you need to look up in order to understand the story?
4. Why do you think the author decided to call this story "All Summer in a Day"?

*C. Read the story a second time. Then, working with two or three other students, retell the story to each other in your own words.*

### EXERCISE 2

*A. In this exercise you will analyze the story for the way the writer sets the scene and tells us "who," "when," and "where." (This is called the "exposition.") Working with another student, look back at the first part of "All Summer in a Day" and fill in the table.*

Main characters (list and describe):

Setting (time):

Setting (place):

*B. Compare your work with that of another pair of students. If you disagree, look back at the story to check your answers.*

**EXERCISE 3**

*A. Listed below are the events that make up the plot of "All Summer in a Day." Working with another student, put the events in chronological order by numbering them from 1 to 11.*

- \_\_\_\_\_ a. They let Margot out of the closet.
- \_\_\_\_\_ b. The children stood at the window waiting for the sun.
- \_\_\_\_\_ c. The children remembered that Margot was in the closet.
- \_\_\_\_\_ d. All day the children read and wrote about the sun in class.
- \_\_\_\_\_ e. The teacher left the classroom.
- \_\_\_\_\_ f. The children put Margot in the closet.
- \_\_\_\_\_ g. William and the children began to mistreat Margot.
- \_\_\_\_\_ h. The whole world seemed silent and the sun came out.
- \_\_\_\_\_ i. Raindrops began to fall and a boom of thunder startled the children.
- \_\_\_\_\_ j. The children went inside.
- \_\_\_\_\_ k. The children ran and played in the sunlight.

*B. Compare your answers with those of another pair of students. If you disagree, look back at the story to check your answers.*

*C. In the chart below you will find the terms that are often used to discuss the main elements of the plot in a work of literature. Look again at the events listed in Exercise 3 and decide where they belong in the chart. Write the letters (a-k) of the events in the appropriate box. The first one has been done for you.*

Note:

Like many other stories, this story can be interpreted in several different ways, depending on the reader's point of view. Therefore, a variety of different answers is possible in this chart. Be prepared to explain your choices.

<i>Exposition</i> (Where the writer provides essential information about the story: "who," "where," "when," and "what.")	
<i>Complicating action</i> (Often involving a conflict between two characters.)	

<i>Climax</i> (The moment of greatest tension, usually also the turning point in the story.)	
<i>Resolution</i> (The ending, which may or may not be happy, and may even be left open for the reader to imagine.)	

*C. Discuss these questions with two or three other students.*

1. Did the children have any doubts about whether or not they should be locking Margot in the closet? How can you tell?
2. How do you think Margot feels being locked in the closet?
3. Was the author trying to teach a lesson to the readers of the story? If so, what was the lesson?
4. How would you describe the ending of this story? Happy, sad, or inconclusive (incomplete)? Explain.
5. Could this story have an alternate ending? Try to imagine one and describe it.

#### EXERCISE 4

*A. In "All Summer in a Day" Bradbury used rich descriptive language. Working with another student, look back at the story to find examples of the way he used words to create images and tell the story.*

1. The setting (when and where)
  - a. *a raining world*
  - b.
  - c.
  - d.
2. Margot
  - a. *pale snow face*
  - b.
  - c.
  - d.
3. The children
  - a. *running and turning their faces up to the sky*
  - b.
  - c.
  - d.

4. William  
a. *cried savagely*  
b.  
c.  
d.

5. The sun  
a. *flaming bronze*  
b.  
c.  
d.

6. The rain  
a. *the drum and gush of water*  
b.  
c.  
d.

7. The sky  
a. *stir of mist*  
b.  
c.  
d.

## Unit 4

### Responding to and Reporting on Extensive Reading Books

#### Objective

At the end of this unit, students are able to:

1. Respond to the reading books
2. Report on reading books

Sharing your experience of reading with others can benefit you in several ways. First of all, your reading comprehension improves when you talk about what you read. And second, sharing ideas and information about your book with others is enjoyable, and this enjoyment can motivate you to read more. This unit gives you suggestions for how to share books with your classmates and teacher.

#### **Book Conferences**

A book conference is a one-on-one conversation about your book with the teacher. Since a book conference is not a test, you will not need to remember details from the book. There is no need to prepare notes in advance of the conference. Your teacher may ask various questions, including: Why did you

choose this book? What was your reaction? Did you enjoy it? What do you already know about the subject? Does the book relate in any way to your own life? If so, how? What are your favorite characters in the book? What was your favorite part?

### **Reading Circles**

A reading circle is a small group of four to six students who meet regularly to talk about their extensive reading books and compare reading experiences.

#### *Instructions for Reading Circles*

1. Form a group with about four other students.
2. Take turns telling the other students in your group briefly about your book (not more than five minutes). Include the following: Title, author and genre (fiction, non-fiction, biography, etc.); Publication date; Number of pages; Reaction so far (Does it seem interesting or involving?); Level of difficulty for you (Are there many new words? Is the subject familiar or new for you?); Predictions about the book (What might happen next?).
3. One student in the group should time the student who is talking.
4. While each student is talking, the others should listen carefully, take brief notes, and ask questions afterward.
5. Follow the same procedure for each meeting of your group. Include the following in your talk: number of pages read so far; your reaction at this point (Are you enjoying it so far?); difficulties or problems in reading. Read aloud to your reading circle a short passage (about half a page) that you especially like or that you find surprising.
6. When you finish a book, tell your teacher.

### **Book Presentations**

A book presentation is a brief (about five minutes) oral report to the class about a book that you have finished reading. To prepare a presentation, make five note cards, one for each of the following points.

1. About the book and the author: Title, author, and year first published; information about the author (from the back of the book or the Internet); genre and number of pages
2. Difficulty: Language (use of technical or unusual vocabulary, use of dialect, complicated sentences); plot or point of view (multiple points of view or multiple time frames)
3. Key elements of the plot (*very* briefly)
4. Your reaction to the book: Did you enjoy it? Why or why not? Would you read another book by the same author? Would you recommend this book to your classmates?
5. One or two of the following topics: A part of the book or one of the characters that interests you particularly; one of the characters that you like and identify with; personal experiences or thoughts related to the book; larger issues that are dealt with in the book (e.g., racism, poverty, war, etc.)

Here is an example of a note card for the first point.

*Title: Mountains Beyond Mountains, by Tracy Kidder (2004)*  
*Tracy Kidder graduated from Harvard and studied at the University of Iowa.*  
*.. served in the army during the Vietnam War*  
*.. has won many prizes including the Pulitzer and the National Book Award*  
*.. lives in Massachusetts and in Maine*  
*Other books include The Soul of a New Machine and Home Town*  
*Genre: Biography (of Or. Paul Farmer)*  
*301 pages*

When you have completed the note cards, try out your presentation aloud several times to practice the way you will present your ideas. Time yourself to see how long the presentation takes. If it takes more than five minutes, cut out some parts and try again. If it takes less than five minutes, think of more information to add to some of your note cards.

### **Book Response Form**

When you finish reading a book, complete a copy of this form and give it to your teacher.

#### Book Response Form

Book title:

Author:

Publisher:

Date published:

Number of pages:

Genre (Type of book)—Choose one:

- novel
- mystery
- science fiction
- romance
- biography
- history science/technology
- other:

Why did you decide to read this book?

Were you glad that you decided to read it? Explain.

What did you like best about this book?

What did you like least?

Would you recommend this book to a friend? Explain.

On a scale of 1-10, how difficult was this book for you? (1 = easy, 10 = difficult) Why?

### **Socratic Seminar**

The Socratic seminar is a form of intellectual discourse where students take an active role in learning (Tredway, 1995). Socratic seminars are modeled after the instruction through questioning methods of Socrates. The seminars are held

in a student-centered environment where the teacher acts as a facilitator of learning, rather than a keeper of knowledge. There are many different approaches to implementing a Socratic seminar, but the core premise is to have students read a given text, then generate questions to further explore that text within a discussion-based setting (Chorzempa & Lapidus, 2009). As an activity that promotes advanced critical thinking and analytical skills.

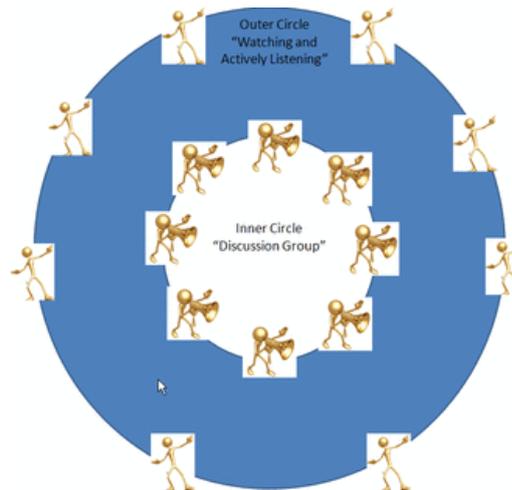


Figure of Socratic Seminar

## Socratic Seminar Guidelines

### A. Before the Socratic Seminar

Read and prepare your text before the seminar using the critical reading process.

1. Make sure you understand your purpose for reading.
2. Pre-read by previewing the text and determining how it is structured, thinking about any background information you already know or you discussed in class, and noticing the questions you have before you read.
3. Interact with the text so you read it closely. This includes:
  - Marking the text:
    1. Number the paragraphs
    2. Circle key terms
    3. Underline important parts of the text that are connected to your purpose for reading
  - Making annotations and/or taking notes:
    1. Write notes in the margins or use sticky notes to write your thoughts and questions

2. Use Cornell notes, a dialectical journal, or some other form of notetaking to keep track of your thoughts, paying close attention to noting passages/paragraph numbers, page numbers, etc. You want to easily reference the text.

4. Extend beyond the text by writing several open-ended, higher-level questions that have no single right answer and will encourage discussion.

Areas to consider for questions:

- Ask “Why?” about the author’s choices in the text, about a character’s motivation, about a situation described in the text, etc.
- Ask about viewpoint or perspectives (realist, pessimist, optimist, etc.)
- Examine the title, or tone of the text, or connect to current issues, theme, etc.
- Ask, “If the author were alive today, how would s/he feel about...?”
- Ask questions that explore your own interpretation of the reading.
- Ask about importance: “So what . . . ?” “What does it matter that . . . ?” “What does it mean that . . . ?”

## **B. During the Seminar**

Use all of your close reading to participate in a discussion that helps you understand the text at a deeper level. Be ready to discuss the text like the scholar you are!

1. Be prepared to participate and ask good questions. The quality of the seminar is diminished when participants speak without preparation.
2. Show respect for differing ideas, thoughts, and values--no put-downs or sarcasm.
3. Allow each speaker enough time to begin and finish his or her thoughts—don’t interrupt.
4. Involve others in the discussion, and ask others to elaborate on their responses (use “Academic Language Scripts”).
5. Build on what others say: ask questions to probe deeper, clarify, paraphrase and add, synthesize a variety of different views in your own summary.

Examples:

- Ask questions to probe deeper: “Juan makes me think of another point: why would the author include....?” or “Sonya, what makes you think that the author meant...?”
  - Clarify: “I think what Stephanie is trying to say is....” or “I’m not sure I understand what you are saying, Jeff. What is....”
  - Paraphrase and add: “Lupe said that.... I agree with her and also think....”
  - Synthesize: “Based on the ideas from Tim, Shanequia, and Maya, it seems like we all think that the author is....”
6. Use your best active listening skills: nod, make eye contact, lean forward, provide feedback, and listen carefully to others.

7. Participate openly and keep your mind open to new ideas and possibilities.
8. Refer to the text often, and give evidence and examples to support your response. Example:  
“The author has clearly stated in line 22 that...”
9. Discuss the ideas of the text, not each other’s opinions or personal experiences.
10. Take notes about important points you want to remember or new questions you want to ask.

### **C. After the Seminar**

Think about what you’ve learned as a result of participating in the Socratic seminar.

1. Summarize: Use writing to think about and summarize the content of the seminar, especially to capture new understandings of the text.

Examples of Summary Questions/Prompts:

- Based on this seminar, what are the most important points about this text?
- How does my understanding of the text connect to other things I’m learning?
- What major ideas do I better understand about this text after the seminar?
- There are three main ideas I’m taking away from this seminar...

2. Reflect: Use writing to think about and reflect on the process of the seminar—both your contribution and the group's process.

Examples of Reflection Questions/Prompts:

- How did I contribute to this discussion—what did I add to it?
- What questions do I now have as a result of this seminar?
- Who helped move the dialogue forward? How?
- At what point did the seminar lapse into debate/discussion rather than dialogue? How did the group handle this?
- Did anyone dominate the conversation? How did the group handle this?
- What would I like to do differently as a participant the next time I am in a seminar?

3. Set Goals: Be prepared to set goals for improvement in the next seminar.

Examples of Goal-setting Questions/Prompts:

- What will I do differently to make the next seminar better?
- Two things I will do in the next seminar to be a more active listener....

- To be better prepared for the seminar, I will do \_\_\_\_\_ with the text.

## A Taxonomy of Socratic Questions

### Questions of Clarification

- What do you mean by \_\_\_\_?
- What is your main point?
- How does \_\_\_\_ relate to \_\_\_\_?
- Could you put that another way?
- What do you think is the main issue here?
- Is your basic point \_\_\_\_ or \_\_\_\_?
- Let me see if I understand you. Do you mean \_\_\_\_?
- How does this relate to our discussion/problem/issue?
- Would you summarize in your own words what John has said? John, is that what you meant?
- Could you give me an example?
- Would this be an example: \_\_\_\_?
- Could you explain this further?
- Would you say more about that?
- Why do you say that?

### Questions That Probe Assumptions

- What are you assuming?
- What is Susan assuming?
- What could we assume instead?
- You seem to be assuming \_\_\_\_\_. Do I understand you correctly?
- All of your reasoning is dependent on the idea that \_\_\_\_\_ Why have you based your reasoning on \_\_\_\_\_ rather than \_\_\_\_\_?
- You seem to be assuming \_\_\_\_\_. How would you justify taking this for granted?
- Is it always the case? Why do you think the assumption holds here?

### Questions That Probe Reason and Evidence

- What would be an example?
- What are your reasons for saying that?
- What other information do we need to know?
- Could you explain your reasons?
- Are those reasons adequate?
- Is there reason to doubt that evidence?
- But is that good evidence to believe that?
- Who is in a position to know if that is the case?
- What would you say to someone who said \_\_\_\_\_?
- Can someone else give evidence to support that response?
- By what reasoning did you come to that conclusion?
- How could we go about finding out whether that is true?
- How do you know?
- Why did you say that?
- Why do you think that is true?
- What led you to that belief?

- Do you have any evidence for that?
- How does that apply to this case?
- What difference does that make?
- What would convince you otherwise?

### Questions About Viewpoints or Perspectives

- You seem to be approaching this issue from \_\_\_\_ perspective. Why have you chosen this rather than that perspective?
- How would other groups/types of people respond? Why? What would influence them?
- How could you answer the objection that \_\_\_\_ would make?
- Can/did anyone see this another way?
- What would someone who disagrees say?
- What is an alternative?
- How are Tim's and Mary's ideas alike? Different?

### Questions That Probe Implications and Consequences

- What are you implying by that?
- When you say \_\_\_\_\_, are you implying \_\_\_\_\_?
- But if that happened, what else would also happen as a result? Why?
- What effect would that have?
- Would that necessarily happen or only probably happen?
- What is an alternative?
- If this and this are the case, then what else must also be true?

### Questions About the Question

- How can we find out?
- How could someone settle this question?
- Is the question clear? Do we understand it?
- Is this question easy or hard to answer? Why?
- Would \_\_\_\_ put the question differently?
- Does this question ask us to evaluate something?
- Do we all agree that this is the question?
- To answer this question, what questions would we have to answer first?
- I'm not sure I understand how you are interpreting the main question at issue.
- Is this the same issue as \_\_\_\_\_?
- Can we break this question down at all?
- How would \_\_\_\_ put the issue?
- What does this question assume?
- Why is this question important?

## **Unit 5**

### **Integrating Extensive Reading and Critical Thinking**

#### Objective

At the end of this unit, students are able to:

1. define critical thinking
2. integrate extensive reading & critical thinking

Extensive reading develops critical thinking skills. According to Bamford and Helgesen (1998) extensive reading is a very effective way of reinforcing, confirming and deepening knowledge of vocabulary, expressions and structures, and of developing an implicit understanding of when and how words are used. If extensive reading is encouraged in a class, it will promote critical thinking, which in its turn will instill a critical and reflexive attitude of students. Students will be more likely to form well-founded and fair judgments and beliefs in their academic endeavors, but also in their future careers and personal lives.

Richard Paul (2004) and Peter Facione (1998) state that ESL students develop critical thinking skills through extensive reading. Students can be aware of the relationship between critical thinking and extensive reading, especially for academic studies which provide a context in which the two skill sets interrelate significantly. Students should know that they should not accept everything they read. They have to examine reading materials to obtain their own points of view and perspectives. Because human beings naturally create and build concepts through the information available about them, reading creates the unique opportunity to build academic success by thinking critically. Students need to think about the materials they read and use their own conceptualizations.

Critical thinking is thinking that explicitly aims to establish well-founded judgments and utilizes appropriate evaluation standards to determine the true worth, or value of what we have read. We can also describe it as reasonable, reflective, responsible and skillful thinking that is focused on deciding what to believe or to do in life. Someone who applies critical thinking skills in his or her life is engaging in an analytical and profound study, because this person is concerned about the results obtained from analysis. According to Victor Maiorana (1992), the purpose of critical thinking is to understand the situation, to evaluate different points of view and to solve problems. Also, Barbara Fowler (2002) affirmed that critical thinking is connected with rationality, liberalism and clarity of mind while it

is contrary to mental inactivity and insularity. Critical thinking means to think open-mindedly with your feet on the ground to make assertive and objective decisions.

### **Strategies for Enhancing Critical Thinking Skills**

You can use the techniques below for enhancing critical thinking skills in every lesson and subject. Get creative and find different ways to incorporate them into your practices.

#### **1. Begin with a Question**

This is the simplest foray into critical thinking. What do you want to explore and discuss? It shouldn't be a question you can answer with a 'yes' or a 'no.' You want to develop essential questions here, ones that inspire a quest for knowledge and problem-solving. They'll support the development of critical thinking skills beautifully. When you pose your question, encourage brainstorming. Write down possible answers.

#### **2. Create a Foundation**

You cannot think critically if you do not have the information you need. Begin any critical thinking exercise with a review of related information. This ensures you can recall facts pertinent to the topic. These may stem from things like reading assignments and other homework, previous lessons or critical thinking exercises, a video or text

#### **3. Consult the Classics**

Great literary works are a perfect launch pad for critical thinking, with challenging narratives and deep characterization. Use them for specific lessons on character motivation, plot predictions, and theme. Here are some links to explore for resources: [Skeptic North](#), [Shakespeare and Critical Thinking](#), [The Critical Thinking Community](#)

#### **4. Creating a Country**

This could be great project-based learning scenario requiring sufficient research to discover what actually makes a country. In the process you learn history, geography, politics, and more. Leave this assignment open-ended over a couple of days or weeks so they can really dig deep. Here are some resources to help you: [The Geography Site](#), [Could You Start Your Own Country?](#), [How to Start Your Own Micro-nation](#)

#### **5. Use Information Fluency**

Part of critical thinking is knowing when to pursue and when to discard information. You must learn to amass the appropriate knowledge to inform that thinking. Teaching critical thinking skills can be supported by an understanding of Information Fluency.

Mastering the proper use of information is crucial to your success in school and life. It's about learning how to dig through knowledge in order to find the most useful and appropriate facts for solving a problem. Critical thinking is deeply embedded in the process of Information Fluency.

#### **6. Utilize Peer Groups**

There is comfort in numbers, as the saying goes. Digital kids thrive on environments where critical thinking skills develop through teamwork and collaboration. Show kids their peers are an excellent source of information, questions, and problem-solving techniques.

### **7. Try One Sentence**

Try this exercise: form groups of 8-10 students. Next, instruct each student to write one sentence describing a topic on a piece of paper. The student then passes the paper to the next student who adds their understanding of the next step in a single sentence. This time, though, that student folds the paper down to cover their sentence. Now only their sentence is visible and no other, so each time they pass students can only see one sentence.

The object of the task is for students to keep adding the next step of their understanding. This teaches them to really home in on a specific moment in time. Additionally, they learn to critically apply their knowledge and logic to explaining themselves as clearly as possible.

### **8. Problem-Solving**

Assigning a specific problem is one of the best avenues for teaching critical thinking skills. Leave the goal or “answer” open-ended for the widest possible approach. This is the essence of asking essential questions requiring discovery and synthesis of knowledge through critical thinking.

### **9. Return to Roleplaying**

Roleplaying has always been an excellent method for exercising critical thinking. It’s why actors do tireless research for their roles as it involves inhabiting another persona and its characteristics. Becoming someone else calls upon stretching both your analytical and creative mind.

Pair up and have them research a conflict involving an interaction between two famous historical figures. Then lead them to decide which character they each choose to play. They’ll each have opposite points of view in this conflict. Have them discuss it until they can mutually explain the other’s point of view. Their final challenge will be to each suggest a compromise.

### **10. Speaking With Sketch**

Though we are inherently visual learners, it can be challenging to effectively communicate an idea without words. Nevertheless, translating thoughts to picture form encourages critical thinking beautifully. It guides kids to think using a different mental skill set, and it’s also a great way to get them truly invested in an idea. There are some resources on the [Teaching Channel](#) and [Ruth Catchen’s Blog](#) that you may find useful.

### **11. Prioritize It**

Every subject offers opportunities for critical thinking, so put teaching critical thinking skills at the forefront of your lessons. Check understanding and offer room for discussion, even if such periods are brief. You’ll begin to see critical thinking as a culture rather than just an activity.

### **12. Change Their Misconceptions**

Critical thinking involves intensive work and concentration, but students should be left to themselves for much of the process. That said, it can be helpful to step

in partway through their process. You can do this to correct misconceptions or assumptions. Students will benefit from practicing critical thinking. You'll offer richer lessons, deeper exploration, and better lifelong learning.

(Taken From: <https://globaldigitalcitizen.org/12-strategies-teaching-critical-thinking-skills>)

## **Reading Activities**

### **Why Women are Inferior to Men**

Women are obviously inferior to men. There are hundreds of reasons for believing this fact, and we can see them every day. First, women cannot do the work that men do - for example, few women are firemen because they cannot carry the heavy equipment such as water hoses and power saws that is needed to fight fires. The same is true for policemen, farmers, doctors, and politicians. Even in jobs held by women that are comparable to jobs held by men, women are often paid less because they are less capable and less trustworthy.

Second, women are less intelligent than men. This is clearly seen in IQ test scores and academic achievement. Certainly, the reason why there are many fewer women scientists, lawyers, doctors, academics, and politicians is that men are simply more intellectually capable than women. Although it may be true that women are more caring and intuitive - that's why they are the ones who take care of young children - men are obviously more rational.

Third, women are more emotional than men. Because of their biological make-up, women are more likely to react to a difficult situation by becoming upset and irrational. This is why we see women screaming and running away when a mouse or insect appears, or crying when someone raises his voice at them. Men, on the other hand, react coolly and rationally when they have these experiences, demonstrating that they are intellectually and emotionally superior.

Finally, men are much more objective and fair-minded, and less opinionated than women. Women tend to judge someone or some group of people immediately and according to their own subjective emotional reaction to them. Men, on the other hand, never jump to quick conclusions - they always weigh several different points of views and consider all sides of the question carefully and rationally. When they have made up their mind they still remain flexible and rarely if ever express their opinion strongly.

For these reasons it is clear that women are inferior and men are superior. But because women are also part of the human race, we have to help them to do the best they can do under the circumstances.

Strength/Weaknesses of the arguments:

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

3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## **Learning Through Multiple Intelligences**

By CompassMedia

Howard Gardner is a psychologist who is best known for his theory of multiple intelligences. As described in his 1983 book, *Frames of Mind: The Theory of Multiple Intelligences*, the theory has very important implications for modern education.

Gardner believes that intelligence is not easily measured because people process information in many different ways . For example , a class of English literature students may be studying the same poem . The processes by which they synthesize this information , however , may vary a great deal . Some might make sense of the work by listening to a lecture . Others might find it useful to privately reflect on their impressions of the work . Still others might benefit from engaging in a debate Gardner's theory suggests that there are seven main intelligences, possibly more. These are sometimes called learning styles. Individuals will usually learn best when they apply their primary learning style to an academic topic or skill.

Intelligence in a given area is often associated with aptitudes for specific careers. People with a strong kinesthetic intelligence learn best by doing physical tasks. Careers associated with kinesthetic intelligence include dancing and acting. Those with an interpersonal learning style will benefit from interacting with others. A corresponding career might be social work. Musically intelligent people exhibit an affinity for recognizing pitch and tone. They may, for instance, become singers or conductors. Spatial intelligence relates to the ability to see objects in the mind. A strong artistic ability is also associated with this learning style. Engineers and architects are usually strong in this area. Intrapersonal types have a strong sense of self and work best individually. Many writers and poets fall into this category.

The other intelligences are those that have dominated traditional academic environments. Linguistic intelligence implies that learning takes place best in environments where reading and writing activities are stressed. Taking notes, reading passages of text, and writing essays are all ways that linguistically intelligent people process chunks of information. These people also tend to communicate well in writing-a skill that is important for many evaluation methods. Logical intelligence concerns working with numbers and using reasoning to solve problems. These skills are stressed in a variety of math and science-related fields.

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Gardner's theory has gained acceptance in many educational institutions across North America. Many academics now believe that there is a need to change the education system to cater to the variety of ways in which people learn. Institutions should offer more individualized instruction in classrooms by varying the ways in which material is presented. For example, instead of always reading stories aloud to students or lecturing on a topic, instructors should incorporate debates, dramatizations, or visual representations of the material. This will afford more students the opportunity to learn. Student choice in the way they will be evaluated is also recommended. Instead of requiring students to write a term paper, a task most suited to those with a strong linguistic intelligence, teachers could allow students to demonstrate their understanding through a creative project, a multimedia presentation, or a speech.

Multiple intelligence theory also has implications for traditional IQ tests and other standardized tests. Gardner argues that these tests only measure a small number of intelligences, primarily linguistic and logical, and so do not reflect the whole intelligence of the individual. People who are not strong at math, for example, may be quite adept at communicating with others. Their test results, however, will not reflect this strength. Therefore, Gardner believes that such tests should be abandoned and that the education system should be reformed to value a broader definition of what it means to be an intelligent person. Many professional educators share his view.

Multiple intelligence theory is gaining traction, but it is not without its critics, and it is still not accepted by the majority of educators. One common

criticism is that these core proficiencies are better classified as abilities rather than intelligences. Nonetheless, widespread acceptance could fundamentally change how people think about learning and what it means to be intelligent.

1. What does the title, author's name tell me about the text?
2. What is the writer's main argument (what does the writer want me to believe)?
3. What supporting reasons does he/she give? Do the reasons seem credible?
4. Does anything the writer say agree/disagree with something you have already read? How?
5. What does the language of the text tell me about the writer?
6. What biases or values can you notice in the writer's argument?
7. What words and ideas are represented by the author in a positive way? What are the opposites of these words and ideas?
8. Are alternative viewpoints (counterarguments) presented? How are they dealt with?

## **American Superstitions**

By CompassMedia

Every culture has superstitions. Some people believe them more than others. Even in our modern technological society, superstitions still hold a powerful influence. Most people seem to outgrow them. But how many people continue to believe (or at least act like they believe) these superstitions as adults?

A survey conducted for the journal *American Demographics* by the research firm Market Facts found some surprising results. In modern America, where superstitions are seen as nothing more than the beliefs of a weak mind, 44 percent of the people surveyed still admitted they were superstitious. The other 56 percent claimed to be only "optimistically superstitious," meaning they were more willing to believe superstitions relating to good luck over ones related to bad luck.

For example, 12 percent of those who said they were not really superstitious confessed to knocking on wood for good luck. And 9 percent confessed they would pick up a penny on the street for good luck. A further 9 percent of non-believers also said they would pick a four-leaf clover for luck if they found one. And some still believed in kissing under the mistletoe for luck.

Of the 44 percent of Americans who admit their superstitious beliefs, 65 percent said they were "only a little" superstitious, 27 percent were "somewhat" superstitious, and 8 percent were "very" superstitious. Among this group of believers, some interesting differences appeared when the men and women were considered separately. In the survey, women comprised 60 percent of the entire superstitious group, seeming to indicate that women tend to be more

superstitious than men. However, more than half (64 percent) of the "very" superstitious believers were male.

Additionally, age also showed significant differences between the believers and non-believers. More young people admitted their superstitious nature than older people in the survey. For people between the ages of eighteen and twenty four taking the survey, 64 percent claimed to be at least a little superstitious. But for seniors 65 and older, only 30 percent admitted to believing any superstitions.

It might be expected that people with more education would be less superstitious, but results from the survey indicated almost equal numbers of believers between those with and without college degrees. Of those survey respondents who never finished or only finished high school, 42 percent reported being at least a little superstitious. For those with a college education, 47 percent claimed the same minimal level of belief.

In the survey, ten common superstitions were listed for the people who responded. Of these superstitions, five were related to good luck and five to bad luck. Respondents were then asked to check the ones they believed. Of the superstitions in the list, good - luck superstitions were more widely held. The top superstitions related to good luck that most people followed "very much" were picking four - leaf clovers (79 percent), knocking on wood (72 percent), picking up pennies (70 percent), and crossing fingers for luck (59 percent ). Of the bad - luck superstitions, the most common belief was that breaking a mirror brought bad luck (82 percent). Other bad luck superstitions listed in the survey included seeing black cats, walking under ladders, seeing the bride before the wedding, and doing anything on Friday the 13th.

Many people would like to think it could not hurt to do something like knocking on wood or crossing your fingers to bring a little luck. After all, who doesn't want a little luck?

## Questions

1. Write five actions that are considered unlucky!
2. What percentage of Americans said they were "very" superstitious?
3. What is the 5th paragraph about?
  - a) Differences in beliefs according to age,
  - b) Reasons that young people are more superstitious
4. What is the main purpose of the reading?
  - a. To explain where some American superstitions come from
  - b. To describe Americans' beliefs about certain superstitions
  - c. To discuss why Americans are surprisingly superstitious
  - d. To compare American superstitions with those of other countries
5. In paragraph 2, the word held is closest in meaning to \_\_\_\_\_.
  - a. owned
  - b. kept
  - c. argued
  - d. believed
6. Which of the following is thought to bring bad luck?
  - a. A cracked mirror
  - b. Crossed fingers
  - c. Money on the street
  - d. Walking under mistletoe

7. Which good-luck tradition was most commonly followed by “non-believers”?
- a. Avoiding black cats
  - b. Kissing under mistletoe
  - c. Knocking on wood
  - d. Picking up money
8. What differences were found between men and women?
9. How did the beliefs of the college-educated compared with those of people without a college education?

## **How the Turtle Won the Race**

By Diane

No matter who you are, no matter what you do, it is important that you do not give up in what you are doing. It is important that you know in yourself that you can move mountains if you need and want to. Just take the story of a turtle who won a race against the fast running rabbit. As difficult as it may seem, even the slowest moving ones can still win. This is why you must know the real story of the rabbit and the turtle.

One day, there was a rabbit that was running around . He was looking for someone who he will race with because he knows that he is very good and that he is sure that he will win. Everyone that goes by him he will ask if they have time to race with him for quite a long area. The many different animals that passed by the rabbit did not want to race. They knew that he was really great and that they do not have what it takes to win against him.

And then there was this old sea turtle that happened to be passing the road. He over heard that the rabbit is looking for someone that will run against him in a race. I will race you, said the turtle, I know that I can win. The rabbit laughed at him a lot that all the other animals there looked at him. Tomorrow when the sun comes up, we will start the race. I will meet you here, said the rabbit to the slow and old turtle, and I will surely leave you there.

The next day, the turtle went to their meeting place early so that he can prepare himself. But the rabbit was not there and the sun is already coming up, yes the rabbit was not there. The rabbit asked a little bird to tell the turtle that he can start running. He also said that no matter what he is sure that he will be the one winning.

So the turtle started running and the rabbit slept a while longer before he started to move and go to the place of the race. When he got there he did not even run as he said he knows that the turtle will never win a race against him.

As the rabbit walked to the finish line, he said to the animals that are watching, I think I left the turtle far away I told you all that I will be the one winning. to his surprise he saw the turtle already there and eating. He then realized that what he did was wrong because with hard work and a lot of fight, even the slowest one can win big.

This is a story that everyone must know and keep close to their hearts. You see no matter how great other people may be if you really want to you can

be better. Know that you can do better and keep it in your heart and for sure you will go a lot more far than them.

## **If You Have Forgotten How To Love Yourself, You Need To Read This**

By Sheryl

I was 24 years old when I finally began to love myself. I spent most of my childhood and teenage years hating who I was. I never felt valued or appreciated growing up and these feelings of inadequacy spread to all areas of my life. Fortunately, I grew to understand that I had no control over my circumstances at the time. But I am in total control of who I am from this point on.

Likewise, all of us have life experiences that help to shape who we are - but we need to find the strength to say, "These experiences won't DEFINE who I am. I choose who I am." No matter who you are, whether you were raised in a loving home or not - it can be easy to fall into the trap of forgetting to love yourself. Life might get busy, you might have many responsibilities, you might even forget that you're important. But you are important and you do matter.

Here are 10 reasons why you can forget to love yourself and how you can put yourself first once again.

1. You felt unloved growing up, but you're trying not to let it define you now.

For some of us, it's not easy to love ourselves when we've always struggled with our definition of 'love'. You may have had mixed messages growing up and / or a lack of positive role models. Unfortunately, this may have led you to believe that you are useless and worthless. But you are definitely not any of the horrible words that you heard uttered. Don't let the pain of your past stop you from believing that you deserve love. You are a worthy human being and your future is in your hands .

2. You've been hurt recently, but you're trying to see the best in people.

It's not easy to see the 'positive' in everyone when we've been hurt so many times. Our self-esteem takes a beating and we question whether we've done anything wrong, whether we are at fault or to blame. It's hard to love yourself when the people who we care deeply about have been making us feel anything but. But don't let a painful friendship or relationship make you lose faith in humanity. Don't let these relationships poison your spirit. Take each relationship as a lesson learnt and let it help you with future ones. Let these people teach you how better to treat yourself and to treat others.

3. You're surrounded by toxic people, but you know they're not good for you.

Sometimes we may have people in our lives that make us sad more than happy. They may bring out the worst in us and encourage us to become someone we're not. They simply may be people we don't need in our lives right now. But if you're starting to realize that you're better off without them, then you're learning to love yourself. You are doing what's right for you. You are thinking about your own happiness and feelings.

4. You're used to caring about everyone else's needs, but you are starting to understand that you are important too.

Being selfless is a great character trait to have. It means that you are kind, caring and empathetic. You are someone who thrives on making other people happy. But your needs are important too. You're allowed to care about yourself. You're allowed to say 'no' if you can't do a favor asked of you. You're allowed to think about the impact that this favor would have on you - because you are important. When you put yourself first, you are telling yourself, " I love myself enough to care about what's important to me ."

5. Your life is busy, but you know you need to make more time for yourself.

All of us have responsibilities that can get in the way of caring about ourselves. We're busy doing overtime at work, we're rushing around with our home duties and responsibilities as a parent, we're doing so much that our bodies are suffering. But taking time out for your emotional and mental health is imperative. By looking after your health, you will be more productive and feel more rested. Lie in bed at night with a good book, have a bath, go for a walk in the park, partake in one of your favorite hobbies - do something for you. Do it because you love yourself enough to take a well-deserved break.

6. You feel defined by your failures, but want to get back up again.

We all make mistakes. We all do things that we regret. We all get rejected in some respect, and we all fail. But failing does not mean you are a failure. Don't let the negative experiences override the good ones. Don't let it all stop you from getting back up again and loving yourself. You are still a lovable person, regardless of your mistakes.

7. You're not sure what to do with your life, but you're determined to work it out.

It's okay if you're feeling confused. We all do at one point or another. The fact that you're trying to make sense of it all is what counts. Give yourself the time to work it all out. Just because you don't know exactly where your life is heading, doesn't mean that you should love yourself any less. Be proud that you are finding out who and what makes you happy - it's okay to do this by getting to know different types of people and trying out different occupations.

8. You don't feel 'successful' compared to everyone else, but understand that you need to focus more on your uniqueness.

Don't let the comparisons get you down. Don't let the money that your loved ones are making, the material possessions that they own, or their occupations make you feel that your life has less value. You are equally important and equally deserving of love. Focus on your own talents and skills. Focus on your own accomplishments and achievements. Love yourself for who you are, and remember that you have your own uniqueness to add to the world.

9. You've lost a loved one, but are slowly getting over it.

When we're experiencing grief and loss, it can be difficult to feel anything - let alone 'love'. When we're going through immense pain, we might feel that we don't want to go on with life any more. As we're struggling to cope, we don't care anymore about the sleep we're having, the food we're eating, the pleasurable activities that we're doing for ourselves. But you need to remember

that it does matter. As painful as your life is at the moment, you still need to take care of you. You're not selfish for still wanting to move forward and be happy. If the person who you lost meant so much to you, then you most definitely meant a lot to them. And that person would have wanted you to love yourself and to continue to look after yourself.

10. You don't see self - love as a priority, but you realize it really needs to be one.

When life gets you down, it's easy to forget how important it is to love yourself. It's easy to forget that it is a priority. But you need to make it one. Loving yourself isn't an inconvenience. It's not about caring about you and only you. It's about reminding yourself that no matter how busy or difficult life gets, that the love you have for yourself will give you strength no matter the challenge. That the ability to care for your own needs, to see your own worth, to take time out for yourself, will benefit who you are and those around you. By loving yourself, you are better able to make the best possible difference in this world.

And the last thing, STOP COMPARING YOURSELF TO OTHERS!!!! There will always be better looking, taller, slimmer, more intelligent people than you, so get over it. Maybe the other person is richer, but so what? Are they as kind as you? As generous, thoughtful and caring? Comparing yourself to others is a fool's game you will ALWAYS lose. So why beat up yourself? Accept who you are and get on with living life.

*From reading materials above, we can have many questions as follow.*

#### **CONSIDERING THE SOURCE**

1. What kind of publication is this?
2. What is the author's background in this subject?
3. To whom is the author writing?

#### **RECOGNIZING WHAT IS SAID**

4. Had the author really said what I think he said?

#### **RECOGNIZING ASSUMPTIONS, IMPLICATIONS**

5. Does the author make inconsistent statements?
6. What has the author assumed to be true? Which of these assumptions are stated? unstated?
7. Does a particular statement depend on context for its intended meaning?
8. What does the author imply? insinuate?

#### **RECOGNIZING INTENT, ATTITUDE, TONE, BIAS**

9. Why is the author writing this? motive? Purpose?
10. What is the author's attitude? tone? biases?
11. Does the author mean what he says or is he making his point in a roundabout way through humor, satire, irony, or sarcasm?
12. Are the author's words to be taken exactly as they appear, or are they slang, idioms, or figures of speech?

13. Which of the author's statements are facts? opinions?

#### **ANALYZING ARGUMENTS**

14. Does the author write emotionally? using sentiment? horror? name-calling? flag waving?

15. Which of the author's statements does he support? Which does he leave unsupported?

16. What conclusions does the author reach?

17. Of the author's conclusions, which are justified? Which ones are not justified?

## **Unit 6**

### **Building Reading Skills for TOEFL**

#### **Objective**

At the end of this unit, students are able to:

1. Build reading skills for TOEFL
2. Identify type of TOEFL Reading Questions

#### **TOEFL Reading Tips**

There are multiple study strategies and areas of improvement that can be considered as the strategy to ace TOEFL reading.

##### **1. Improve Your Reading Speed**

- Time is of the essence when it comes to the TOEFL. In fact, all other things being equal, good timing and the ability to pace yourself can make or break your TOEFL score.
- In other sections, time is specifically called out. For example, when you are speaking, you will have 15 seconds to prepare an answer and 45 seconds to record it. In the Listening section, you can only hear the dialogue when it is played out to you.
- The Reading section is where a sense of time and pace will need to come from you and you alone. You need to judge how much time you have left to complete the readings and give your answers.
- This is trickier than it seems, because you will be faced by not one difficult-to-understand text, but several (three or four).
- To succeed, you'll need start improving your reading speed.
- Time yourself when you study for the test and note how long it takes you to go through a given passage. You will likely notice that you slow down when your level of comprehension drops down, and that's normal! When you understand less, you need to slow down and read more carefully.

- Everyone reads at a different pace. Your task is to make your reading pace slightly faster for the very specific test-taking situation, so you can switch gears and go into full-speed mode if you need to.
- Apart from studying TOEFL-style academic passages, be sure to read other English language material as well. Read English literature, newspapers and magazines—reading a variety of English writing styles will help improve your reading speed.

## **2. Work on Your Comprehension Speed**

- Once you have worked on your reading speed and are comfortable gulping down a complex English passage in less time (in under 4 minutes, to be precise), you are ready for the next step.
- Now you need to teach yourself to remain calm and avoid stressing out when you encounter an unfamiliar word. The reading section will be full of challenging words you have not seen before. They put in challenging words that you probably do not know *on purpose*.
- The reading section will ask you to deduce meaning and infer information from words you do not understand.
- This is what the reading section is actually testing. Not your ability to memorize a thesaurus before the test, but your skill at dealing with vocabulary words that you do not know. Not knowing a word is not only normal, but it is expected from speakers of English as a foreign language.
- Force yourself to skip that unknown word and continue reading. Often, you will find that the meaning of the whole text is easy to understand, even if you did not understand a few words.

## **3. Learn Specific Vocabulary**

- Even though you will encounter unknown words, developing a nice and wide vocabulary never hurt anyone. When you study for the Reading section of the TOEFL, whether you are at home or in class, go ahead and look up words you don't understand!
- Since you are practicing for the Reading section of the TOEFL, try to read every text completely without looking up any words. After you have read the whole text and tried to understand everything on your own, then you may look up words. This is very similar to the actual testing situation.
- Make a list of unfamiliar words and translate them using an English-to-English dictionary. This is important! You must avoid the temptation to use a dictionary which translates words from English to your native language. Don't give in!
- The English-to-English dictionary will be very helpful to you. Not only will you read a clear English explanation for the word you do not understand, you will also familiarize yourself with synonyms (similar

words) and antonyms (opposite words). Hint, hint! This is hugely useful and very much applicable to TOEFL.

- Your vocabulary will grow and so will your confidence. By the time you get to your test day, you will have a much larger English vocabulary to help you out.

#### **4. Keep Moving**

- Timing is everything in TOEFL.
- When it comes to the Reading section, remember that you will not have more than 4 minutes per passage, so do not get hung up on every passage. Try not to stop! Keep moving no matter what.
- There are multiple passages on the test, and you are guaranteed to feel more comfortable with one or another. Some will seem harder and some will seem easier. Skim the passage, note key words in sentences, leave unfamiliar terms behind and keep in mind that TOEFL passages may contain words that even native speakers don't typically know.
- Keep in mind that the TOEFL is highly specific.
- You may see a question like: "The word X on line Y is closest in meaning to..." with four choices of words following. Rest assured—most of the choices will sound similar or have very similar meanings, so you will need to read the text carefully to identify the correct answer.

#### **5. Use the Line Numbering**

- The TOEFL quirk of numbering every fifth line in the passage is meant to help you navigate to the words or sentences referred to in the questions. Practice locating specific lines by the numbers provided. You might be surprised by how much time you can actually waste looking for line 29, 47 or else.

(Taken from: <https://www.fluentu.com/blog/toefl/toefl-reading-tips/#>)

The TOEFL reading section is often broken down into 10 different reading question types. Here is a quick rundown of each question type.

##### **1. FACTS/DETAILS**

Fact/Detail questions want to know specific information found in the passage. It is the easiest thing of the question types. It is always possible to find the answer, since it is found directly in the passage. The detail type of reading question asks you to identify factual information that is stated directly in the passage. Usually the information is only given once in the passage. The question will not ask about a general theme or idea.

Sample prompts for this kind of question:

According to the paragraph, which of the following is true of DETAIL?  
The author's description of DETAIL mentions which of the following?

According to paragraph 2, why did DETAIL do \_\_\_\_\_ ?  
According to the paragraph, how did DETAIL do \_\_\_\_\_ ?

**Example:** (Part of a passage)

Finally, for a fear to truly be a phobia, it must be recurring. That is, if the man on the plane had flown before without incident and continued to use planes after this one panic attack without experiencing further bouts of unreasonable fear, then he would not be said to be suffering from a phobia. A true aviophobic could never contemplate flying in any form without experiencing severe symptoms of acute nervousness. In this case, the man's single onset of severe panic would most likely be viewed as symptomatic of some other mental disorder, perhaps brought on by unrelated stresses in his life. Obviously, the fact that phobias are recurring fears, or rather, that they involve constant fear of the object of the phobia, should not be taken to mean that the fear can never be overcome. A person who is suffering from a phobia may, either through great effort of will, or, more likely, through a course of psychiatric treatment, conquer his phobia and cease to be frightened of whatever it was he was formerly afraid of.

Question:

According to the author, in paragraph 4, what might be one cause of a single instance of a phobic-like episode?

- A. Seeing plane crashes on the news
- B. Watching too much violent television
- C. Possessing a desire for public attention
- D. Having too much stress in one's life

Explanation:

(D) is the correct answer. It is stated directly in the text. (A) is incorrect. Seeing plane crashes on the news is mentioned as something that might cause non-phobic nervousness in airline passengers. (B) and (C) are not mentioned in the passage.

## 2. NEGATIVE FACTS/DETAILS

These questions sometimes confuse students because they often ask for the wrong answer, not the right answer. These questions are easily identified because they contain the words “NOT” or “EXCEPT.” in the prompt. Of the 4 answer options, you must choose which one is wrong, which one has a detail or idea that you did not read in the passage or is stated inaccurately. Unfortunately, picking it may mean you need to read over each paragraph carefully. Try to find the one that says something you cannot recall reading about, and then verify it is not in the reading passage.

**Example:** (Part of a passage)

Their demise also resulted in the extinction of a half-dozen species of forest insects and the severe crippling of other animal populations such as the wild turkey: these all relied on the American Chestnut as a source of habitat and food. Affected wildlife attempted to adapt to their disrupted environment by looking to other species of trees, such as the Acorn, and seed-bearing plants for food. This placed great ecological pressure on those species, as none could equal the American Chestnut in its ability to provide a consistently abundant crop of nuts. The problems the American Chestnut blight engendered thus show the ripple effects that can occur within any ecosystem when new elements are introduced in an unsound manner.

**Question:**

According to paragraph 3, all of the following were results of the wide disappearance of American Chestnut trees EXCEPT:

- A. The loss of creatures who required the tree's resources for their survival.
- B. Overuse of other types of trees by wildlife attempting to compensate for the change.
- C. A reduction in the total output of harvested nut crops within many major American forests.
- D. Macro-changes to the environment in which the trees previously flourished.

**Explanation:**

(C) is the correct answer. The American Chestnut produced lots of nuts so the loss of the trees does mean a loss in tree nuts; however, the American Chestnut was not widespread across all of the United States and there is no mention of its nuts being a harvested crop. Choice (A) is a restatement of the first sentence in paragraph 3: some insects became extinct and the wild turkey population drastically declined due to the loss of the American Chestnut as a food and habitat source. Choice (B) restates what is in the second and third sentences of the paragraph. Choice (D) covers the last sentence in the paragraph: the loss of the American Chestnut caused changes, had negative effects, upon the land and animals within the environment of where the American Chestnut had thrived.

**3. REFERENT**

Another word for “referent” is “pronoun.” These questions require a sharp eye and a solid knowledge of singular/plural, masculine/plural pronouns. The reference reading question is similar to the vocabulary type. A word, usually a pronoun, is highlighted in the passage. You are

asked what the highlighted word refers to. If it is a pronoun then you need to identify what word the pronoun is replacing. All 4 answer options will be words in the reading passage near the highlighted word.

**Example:** (Part of a passage)

The astrological nature of the Mayan use of astronomical data explains in part why so few written records exist of that data. The Mayans believed that the passage of the sun continued throughout the night, only, then, **it** was traveling through the underworld. This was believed to be a perilous journey, with many demonic figures lurking in the darkness, waiting to ambush the sun to prevent it from returning to the sky at dawn.

Question:

The word **it** in the passage refers to

- A. night
- B. sun
- C. passage
- D. data

Explanation:

(B) is the correct answer. The sentence is describing the path taken by the sun. The other answer choices, though they are all words that appear in the paragraph, do not refer to things that are traveling.

#### 4. VOCABULARY

Vocabulary questions ask for definitions of specific words that are closest in meaning out of all four possible answers. This reading question type is easy to identify because you are asked what a word or phrase is closest in meaning to which of the 4 answer options. You need to be able to understand the meaning of the word as it is used in the passage. Since the word or phrase is highlighted in the reading passage, you can easily re-read the sentence it is in to help you answer. Usually the vocabulary chosen for a question is necessary to know in order to understand a key idea or concept in the passage.

**Example:** (Part of a passage)

The stone was **promptly** dispatched to Cairo's Institute of Egypt for further study by Napoleon's scholars, where it was christened 'The Rosetta Stone', for obvious reasons. Although it quickly became clear that the same message was indeed engraved in three different languages, only the bottom script, in Greek, could be read. The top script consisted of fourteen rows of hieroglyphics, followed by thirty-two rows of an undecipherable Egyptian writing that was simply termed 'demotic'.

Question:

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

- A. purportedly
- B. secretly
- C. forcefully
- D. hastily

Explanation:

The correct answer is hastily. In the context of the sentence, promptly means to do something without delay. A definition for hastily is to do something fast. Only hastily has a similar meaning to promptly that can be used properly in the sentence. Purportedly means something that apparently happened. Secretly means to do something without other people knowing about it. Forcefully means to do something against the will of another.

## 5. INFERENCE

Inference questions can be difficult because they are asking you to infer or imply something about the passage, meaning it's not stated outright, like in a fact/detail question. The inference type can be recognized by the word "infer", or "imply" or "suggest" in the question prompt. Inference means something that is only suggested in the text, it is not something that is directly stated. You need to be able to understand all the concepts in the reading passage and from them be able to logically see what else the author is trying to imply.

**Example:** (Part of a passage)

Derived from the penicillium mold, penicillin is one of the most powerful antibacterial agents ever developed. Penicillin and its derivatives have saved countless millions of lives by reducing once lethal infections to the status of minor inconveniences. Countless others have kept limbs that once would have needed amputating to stop the spread of an infection because penicillin stopped that spread in its tracks. The history of the discovery of such a wondrous medicine is long and complicated, but the man who normally gets the credit for discovering it is Alexander Fleming, who published papers on penicillin in 1928. It is well-known that several others, including a French medical student and a Costa Rican scientist, had noted the mold's antibacterial properties prior to Fleming. However, it was Fleming who drew the attention of the Western scientific establishment to the mold, and whose work eventually led to penicillin being developed into a potent medicine.

Question:

What can be inferred from paragraph 1?

- A. Mortality rates from infections are much lower today than they were in the 1920s.
- B. Penicillin has proven very useful but can also have potentially deadly side effects
- C. Alexander Fleming was disorganized in several aspects of his professional life.
- D. A Costa Rican scientist should really get the credit for first discovering penicillin.

Explanation:

(A) is the correct answer. Because penicillin wasn't discovered until 1928, it is logical to assume that people in the 1920s died more often from infections that are now commonly treated by penicillin. (B) is incorrect because paragraph 1 focuses on the discovery of penicillin, not the side effects. (C) is incorrect because Fleming is mentioned in connection with the discovery, not because of his work habits. (D) is incorrect because a French student also recognized the mold's properties, but neither scientist went so far as to share their findings with the scientific community.

## 6. PURPOSE

This question type asks the reason or purpose behind a reading passage or portion of a reading passage. Often times, the word "purpose" is actually found in this type of question. With this type of reading question, you need to be able to understand WHY a detail or idea or argument has been used in the reading passage. If writing is effective, everything has a reason for being in the passage. A purpose question will not be asking you why the entire passage is organized the way it is, but ask about the logical connections between certain sentences or paragraphs.

Many of the purpose questions will have "why" in the prompt, but not all. Some other prompts are "The author begins paragraph # with \_\_\_\_\_ in order to...", or "The author uses \_\_\_\_\_ as an example of...".

**Example:** (Part of the passage)

Thus, American slaves soon found that music was one of the few methods of expressing themselves that their masters would permit and even encourage, as many of the slave owners found it pleasant to have slaves who could play music for them in the evenings. However, the plantation owners naturally wished to listen to music from their own culture, as well as to what they considered slave work songs. As a result, many slaves learned to play Western instruments and began to

pick up Western songs, such as European dance music. European dance music at that time was characterized by harmony, or the playing of notes simultaneously to create a pleasing sound, an element previously lacking in the slave songs. It did not take long for blacks to begin experimenting with ways in which harmonic elements could be fused with the more tribal rhythms of the music of their own culture. The result of these experiments was the first type of jazz, known as the blues. The blues took their name from the reliance on blue notes, which are notes that are played at a lower pitch than would normally be expected in classical European music.

Question:

Why does the author mention European dance music in paragraph 2?

- A. To describe one influence that helped turn African slave songs into jazz
- B. To argue that European dance music was inferior to jazz's antecedents.
- C. To provide an example of a type of music that contrasts sharply with jazz
- D. To explain why slave owners found the music of their slaves refreshing

Explanation:

(A) is the correct answer. The point of the passage is to trace the development of jazz music. (B) is illogical. European dance music was one of jazz's antecedents. (C) is wrong. The author does not explicitly compare European dance music to jazz. (D) is incorrect. European dance music was familiar to the slave owners, not new and refreshing.

## 7. COHERENCE

Another phrase for coherence questions is “sentence insertion.” For these questions, you are required to take a sentence in bold and replace it within the most appropriate place within the passage. Coherence questions require an eye for where a sentence is specifically placed within a sentence.

At most you will see this kind of reading question once per passage. You will be asked to decide where a new sentence best fits into the reading passage. Four squares will be marked off in the reading passage. Read through the paragraph with the sentence now added. Does it make sense? Or maybe it should go in one of the other 3 positions. This question type tests your understanding of the logic in the passage. It also tests your ability to understand the grammatical connections from one sentence to another.

**Example:** (Part of a passage)

Their demise also resulted in the extinction of a half-dozen species of forest insects and the severe crippling of other animal populations such as the wild turkey: these all relied on the American Chestnut as a source of habitat and food. ■ Affected wildlife attempted to adapt to their disrupted environment by looking to other species of trees, such as the Acorn, and seed-bearing plants for food. ■ This placed great ecological pressure on those species, as none could equal the American Chestnut in its ability to provide a consistently abundant crop of nuts. ■ The problems the American Chestnut blight engendered thus show the ripple effects that can occur within any ecosystem when new elements are introduced in an unsound manner. ■

Question:

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

In fact, is it widely believed that the scope of its devastation far eclipses even that of the fungal disease, also accidentally introduced, that ravaged Dutch Elm trees across Europe and North America, from 1910 to 1928.

Where would it best fit?

Explanation:

The correct answer is the fourth insertion point. This is the logical place to insert the sentence as it expands upon the previous sentence. The phrase "its devastation" in the sentence to insert directly refers back to the American Chestnut blight in the previous sentence. This is also why the sentence cannot be inserted at choice (C), directly before the last sentence. If the sentence is inserted into choice (A) or (B) it would disrupt the description of the effects of the demise of the American Chestnut upon the ecosystem.

## 8. SUMMARIZING

Summarizing questions ask you to form a summary based off of six possible sentences. You are often asked to choose three out of six that most closely resemble a topic sentence given to you – all of which are related to the reading passage. Here is an example.

[1] Paleontologists have argued for a long time that the demise of the dinosaurs was caused by climatic alterations associated with slow

changes in the positions of continents and seas resulting from plate tectonics. Off and on throughout the Cretaceous (the last period of the Mesozoic era, during which dinosaurs flourished), large shallow seas covered extensive areas of the continents. Data from diverse sources, including geochemical evidence preserved in seafloor sediments, indicate that the Late Cretaceous climate was milder than today's. The days were not too hot, nor the nights too cold. The summers were not too warm, nor the winters too frigid. The shallow seas on the continents probably buffered the temperature of the nearby air, keeping it relatively constant.

[2] At the end of the Cretaceous, the geological record shows that these seaways retreated from the continents back into the major ocean basins. No one knows why. Over a period of about 100,000 years, while the seas pulled back, climates around the world became dramatically more extreme: warmer days, cooler nights; hotter summers, colder winters. Perhaps dinosaurs could not tolerate these extreme temperature changes and became extinct.

[3] If true, though, why did cold-blooded animals such as snakes, lizards, turtles, and crocodiles survive the freezing winters and torrid summers? These animals are at the mercy of the climate to maintain a livable body temperature. It's hard to understand why they would not be affected, whereas dinosaurs were left too crippled to **cope**, especially if, as some scientists believe, dinosaurs were warm-blooded. Critics also point out that the shallow seaways had retreated from and advanced on the continents numerous times during the Mesozoic, so why did the dinosaurs survive the climatic changes associated with the earlier **fluctuations** but not with this one? Although initially appealing, the hypothesis of a simple climatic change related to sea levels is insufficient to explain all the data.

[4] Dissatisfaction with conventional explanations for dinosaur extinctions led to a surprising observation that, in turn, has suggested a new hypothesis. **Many plants and animals disappear abruptly from the fossil record as one moves from layers of rock documenting the end of the Cretaceous up into rocks representing the beginning of the Cenozoic (the era after the Mesozoic).** Between the last layer of Cretaceous rock and the first layer of Cenozoic rock, there is often a thin layer of clay. Scientists felt that they could get an idea of how long the extinctions took by determining how long it took to deposit this one

centimeter of clay and they thought they could determine the time it took to deposit the clay by determining the amount of the element iridium (Ir) it contained.

[5] Ir has not been common at Earth's surface since the very beginning of the planet's history. Because it usually exists in a metallic state, it was preferentially incorporated in Earth's core as the planet cooled and consolidated. Ir is found in high concentrations in some meteorites, in which the solar system's original chemical composition is preserved. Even today, microscopic meteorites continually **bombard** Earth, falling on both land and sea. By measuring how many of these meteorites fall to Earth over a given period of time, scientists can estimate how long it might have taken to deposit the observed amount of Ir in the boundary clay. (A) These calculations suggest that a period of about one million years would have been required. (B) However, other reliable evidence suggests that the deposition of the boundary clay could not have taken one million years. (C) So the unusually high concentration of Ir seems to require a special explanation. (D)

[6] In view of these facts, scientists hypothesized that a single large asteroid, about 10 to 15 kilometers across, collided with Earth, and the resulting fallout created the boundary clay. Their calculations show that the impact kicked up a dust cloud that cut off sunlight for several months, inhibiting photosynthesis in plants; decreased surface temperatures on continents to below freezing; caused extreme episodes of acid rain; and significantly raised long-term global temperatures through the greenhouse effect. This **disruption** of food chain and climate would have eradicated the dinosaurs and other organisms in less than fifty years.

**Directions:**

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

- a. Extreme changes in daily and seasonal climates preceded the retreat of the seas back into the major ocean basins.

- b. A simple climate change does not explain some important data related to the extinction of the dinosaurs at the end of the Cretaceous.
- c. The retreat of the seaways at the end of the Cretaceous has not been fully explained.
- d. The abruptness of extinctions at the end of the Cretaceous and the high concentration of Ir found in clay deposited at that time have fueled the development of a new hypothesis.
- e. Some scientists hypothesize that the extinction of the dinosaurs resulted from the effects of an asteroid collision with Earth.
- f. Boundary clay layers like the one between the Mesozoic and Cenozoic are used by scientists to determine the rate at which an extinct species declined.

Answer: b,d,e

## 9. PARAPHRASE

Paraphrasing means saying the same thing in similar words. On the TOEFL, paraphrase questions will ask you to choose a sentence that is most like a specific highlighted sentence within the passage. The correct sentence will be paraphrased so it is different from the highlighted one, but still convey all the important information. Incorrect sentences will represent a detail or concept inaccurately, leave out an important detail, change the original meaning of the sentence. Here is an example.

[4] Dissatisfaction with conventional explanations for dinosaur extinctions led to a surprising observation that, in turn, has suggested a new hypothesis. **Many plants and animals disappear abruptly from the fossil record as one moves from layers of rock documenting the end of the Cretaceous up into rocks representing the beginning of the Cenozoic (the era after the Mesozoic).** Between the last layer of Cretaceous rock and the first layer of Cenozoic rock, there is often a thin layer of clay. Scientists felt that they could get an idea of how long the extinctions took by determining how long it took to deposit this one centimeter of clay and they thought they could determine the time it took to deposit the clay by determining the amount of the element iridium (Ir) it contained.

Question:

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

- A. The fossil record suggests that there was an abrupt extinction of many plants and animals at the end of the Mesozoic era.

- B. Few fossils of the Mesozoic era have survived in the rocks that mark the end of the Cretaceous.
- C. Fossils from the Cretaceous period of the Mesozoic up to the beginning of the Cenozoic era have been removed from the layers of rock that surrounded them.
- D. Plants and animals from the Mesozoic era were unable to survive in the Cenozoic era.

Answer: A

## 10. CATEGORIZING INFORMATION

When approaching categorizing information questions, you are asked to place specific bits of information into categories related to the passage. This question tests the ability to organize major ideas of the reading passage and important information. It also tests the understandings of cause-effect relationships and compare and contrast relationships. Here is an example.

[1] The method of Radiocarbon dating was invented in the late 1940s by Willard Libby. It is a method to determine the age of an object by using radiocarbon properties. Radiocarbon is created in the atmosphere through the interaction of nitrogen and cosmic rays. When combined with oxygen, carbon dioxide is produced. CO<sub>2</sub> enters plants through photosynthesis; animals and humans incorporate carbon when they eat plants. After the death of a plant or animal, the rate of carbon begins to decline – this is called the radioactive decay of carbon. When analysts measure the amount of carbon in this decayed object, they can calculate when it died. The furthest date that has been reliably measured back to is around 50,000 years.

[2] Research into the proportion of carbon in the atmosphere has been going on for more than five decades. Due to the increase in the burning of fossil fuels and nuclear testing in the 20th century, there was a significant increase in the level of carbon in our atmosphere, so this adds to the complication of carbon calculation. Originally, scientists used samples of solid carbon for testing. However, they realized that converting the samples to liquid or gas offered more precise results. Accelerator mass spectrometry is the current method of analysis. All carbon atoms in the sample are counted; its results are fast and very accurate.

[3] Archaeology has been profoundly affected by progress in radiocarbon dating. Faunal analysis has also been impacted by progress in this area. Faunal analysis is the study of the remains of animals with the aim to help us understand human activities in the past.

[4] At the end of the Pleistocene Era, there were many rapid extinction of megafauna, particularly in the Americas. There is a notable report by Vartanyan et al. on the extinction of pygmy mammoths, dating them back to 3700 years before present using radiocarbon dating. Other scientists have used this method to calculate the age of the extinct species in the La Brea tar pits in California. In their faunal analysis, they employed a pre-treatment method that included the use of tar. They collected bones, divided them into small pieces and chips and crushed them. The bone fragments were treated with a variety of solvents, including benzene, to examine a species of Cuban Caribbean ground sloth and the *Xenarthra* armadillo. Carbon was then examined and radiocarbon dates were obtained from the organic material separated from the tar. Scientists were able to date the sloth remains to around 5400 before present. This information is important as it may show that the extinction of the sloth was caused by human arrival in Cuba.

[5] Much work is necessary to further investigate the abundant fossil materials found in Central and South American pits, including those of Talara, Peru, where there are a lot of remains of extinct megafauna and human artefacts. Ongoing studies of these sites can help to verify the theories of extinction and the impact on human behaviour.

[6] One notable achievement in radio carbon dating is Two Creeks Fossil Forest. During the 20th century, a goal of geologists was to establish the date of transition from the Pleistocene to the Holocene era. The Pleistocene epoch began 2.6 million years ago and the current, Holocene period began 11,700 years ago. In Wisconsin, USA, a fossil forest called Two Creeks was discovered. Prior to radiocarbon dating, the trees in this forest had been dated back to around 24,000 years ago, the estimated date for the end of the Pleistocene period. This estimate had been made through correlation with sequences in Scandinavia. Libby and later scientists investigated Two Creeks and used radiocarbon dating to date the trees more accurately. Samples from the fossil forest were used in tests in over 70 labs, dating the trees back to 13,730 before present. This achievement is now considered a notable result in the development of our understanding of glaciation in North America and the end of the Pleistocene epoch.

**Complete the table by matching the phrases below**

**Directions:**

Select the appropriate phrases from the answer choices and match them to the Radiocarbon Dating and Faunal Analysis to which they relate. Some of the answer choices will NOT be used.

Faunal Analysis in Cuba and California	Radiocarbon dating in Two Creeks Fossil Forest

- a. Tar and benzene are used in the analytical process.
- b. This analytical method has determined when the Pleistocene epoch ended.
- c. Initial estimates were made by comparing with similar occurrences in Scandinavia.
- d. Over 70 tests were done on fossil samples.
- e. Radiocarbon dating tracked the fossils to 13,370 years before present.
- f. Successful radiocarbon dating of the forest samples proves the end of glaciations in North America.

Answer: a|b,c,e

Taken from:  
<https://www.manhattanreview.com/blog/toefl-reading-question-types/>  
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## *Reading*

Be familiar with the section's directions before the test begins.  
Mark DISMISS DIRECTIONS as soon as the directions appear.

SKIM through THE PASSAGE, paying attention to the  
first sentence of each paragraph.

READ the ENTIRE PASSAGE, trying to grasp the overall  
concept and identify where subtopics are presented.

Answer each question slowly and methodically.

REFER TO THE READING when necessary.

PACE YOURSELF, paying attention to the time and  
number of questions remaining.

If you do not know an answer, GUESS and move on.

## Unit 7

### TOEFL Reading Practices

#### Passage 1

As the merchant class expanded in the eighteenth-century North American colonies, the silversmith and the coppersmith businesses rose to serve it. Only a few silversmiths were available in New York or Boston in the late seventeenth century, but in the eighteenth century they could be found in all major colonial cities. No other colonial artisans rivaled the silversmiths' prestige. They handled the most expensive materials and possessed direct connections to prosperous colonies merchants. Their products, primarily silver plates and bowls, reflected their exalted status and testified to their customers' prominence.

Line  
(5)

Silver stood as one of the surest ways to store wealth at a time before neighborhood banks existed. Unlike the silver coins from which they were made, silver articles were readily identifiable. Often formed to individual specifications, they always carried the silversmith's distinctive markings and consequently could be traced and retrieved. Customers generally secured the silver for the silver objects they ordered. They saved coins, took them to smiths, and discussed the type of pieces they desired. Silversmiths complied with these requests by melting the money in a small furnace, adding a bit of copper to form a stronger alloy, and casting the alloy in rectangular blocks. They hammered these ingots to the appropriate thickness by hand, shaped them, and pressed designs into them for adornment. Engraving was also done by hand. In addition to plates and bowls, some customers sought more intricate products, such as silver teapots. These were made by shaping or casting parts separately and then soldering them together.

(15)  
(20)

Colonial coppersmithing also came of age in the early eighteenth century and prospered in northern cities. Copper's ability to conduct heat efficiently and to resist corrosion contributed to its attractiveness. But because it was expensive in colonial America, coppersmiths were never very numerous. Virtually all copper worked by smiths was imported as sheets or obtained by recycling old copper goods. Copper was used for practical items, but it was not admired for its beauty. Coppersmiths employed

(25)

it to fashion pots and kettles for the home. They shaped it in much the same manner as silver or melted it in a foundry with lead or tin. They also mixed it with zinc to make  
(30) brass for maritime and scientific instruments.

1. According to the passage, which of the following eighteenth-century developments had a strong impact on silversmiths?  
(A) a decrease in the cost of silver  
(B) the invention of heat-efficient furnaces  
(C) the growing economic prosperity of colonial merchants  
(D) the development of new tools used to shape silver
2. The word "They" in line 5 refers to  
(A) silversmiths  
(B) major colonial cities  
(C) other colonial artisans  
(D) materials
3. The word "exalted" in line 7 is closest in meaning to  
(A) unusual  
(B) uncertain  
(C) surprising  
(D) superior
4. In colonial America, where did silversmiths usually obtain the material to make silver articles?  
(A) From their own mines  
(B) From importers  
(C) From other silversmiths  
(D) From customers
5. The word "ingots" in line 17 refers to  
(A) coins that people saved  
(B) blocks of silver mixed with copper  
(C) tools used to shape silver plates  
(D) casts in which to form parts of silver articles
6. The phrase "came of age" in line 22 is closest in meaning to  
(A) established itself  
(B) declined  
(C) became less expensive  
(D) was studied
7. The passage mentions all of the following as uses for copper in colonial America EXCEPT  
(A) cooking pots  
(B) scientific instruments  
(C) musical instruments  
(D) maritime instruments
8. According to the passage, silversmiths and coppersmiths in colonial America were similar in which of the following ways?  
(A) The amount of social prestige they had  
(B) The way they shaped the metal they worked with  
(C) The cost of the goods they made  
(D) The practicality of goods they made
9. Based on the information in paragraph 4, which of the following was probably true about copper in the colonies?  
(A) The copper used by colonists was not effective in conducting heat.  
(B) The copper items created by colonial coppersmiths were not skillfully made.  
(C) There were no local copper mines from which copper could be obtained.  
(D) The price of copper suddenly decreased.

## Passage 2

Fossils are the remains and traces (such as footprints or other marks) of ancient plant and animal life that are more than 10,000 years old. They range in size from microscopic structures to dinosaur skeletons and complete bodies of enormous animals.

Line Skeletons of extinct species of human are also considered fossils.

- (5) An environment favorable to the growth and later preservation of organisms is required for the occurrence of fossils. Two conditions are almost always present: (1) The possession of hard parts, either internal or external, such as bones, teeth, scales, shells, and wood; these parts remain after the rest of the organism has decayed. Organisms that lack hard parts, such as worms and jelly fish, have left a meager
- (10) geologic record. (2) Quick burial of the dead organism, so that protection is afforded against weathering, bacterial action, and scavengers.

- (15) Nature provides many situations in which the remains of animals and plants are protected against destruction. Of these, marine sediment is by far the most important environment for the preservation of fossils, owing to the incredible richness of marine life. The beds of former lakes are also prolific sources of fossils. The rapidly accumulating sediments in the channels, floodplains, and deltas of streams bury fresh-water organisms, along with land plants and animals that fall into the water. The beautifully preserved fossil fish from the Green River soil shale of Wyoming in the western United States lived in a vast shallow lake.

- (20) The frigid ground in the far north acts as a remarkable preservative for animal fossils. The woolly mammoth, long-haired rhinoceros, and other mammals have been periodically exposed in the tundra of Siberia, the hair and red flesh still frozen in cold storage.

- (25) Volcanoes often provide environments favorable to fossil preservation. Extensive falls of volcanic ash and coarser particles overwhelm and bury all forms of life, from flying insects to great trees.

- (30) Caves have preserved the bones of many animals that died in them and were subsequently buried under a blanket of clay or a cover of dripstone. Predatory animals and early humans alike sought shelter in caves and brought food to them to the eater, leaving bones that paleontologists have discovered.

1. The passage primarily discusses which of the following?  
(A) Types of fossils found in different climates  
(B) What is learned from studying fossils  
(C) Conditions favorable to the preservation of fossils  
(D) How fossils are discovered
2. The word "traces" in line 1 is closest in meaning to  
(A) structures (B) importance (C) skeletons (D) imprints
3. All of the following facts about fossils are referred to by the author (paragraph 1) EXCEPT the fact that they can be  
(A) microscopically small (B) skeletons of human ancestors  
(C) complete animal bodies (D) fragile
4. The fossil fish from the Green River (paragraph 3) were probably preserved because they were  
(A) in a deep lake (B) covered by sediment  
(C) protected by oil (D) buried slowly
5. The word "exposed" in line 22 is closest in meaning to  
(A) photographed (B) uncovered (C) located (D) preserved

6. Which of the following is LEAST likely to be found as a fossil, assuming that all are buried rapidly?
- (A) a dinosaur (B) a woolly mammoth  
(C) a human ancestor (D) a worm
7. It can be inferred that a condition that favors fossilization when volcanic ash falls to Earth is
- (A) quick burial (B) cold storage (C) high temperature (D) lack of water
8. The word "them" in line 29 refers to
- (A) predatory animals (B) early humans (C) caves (D) bones
9. Which of the following is true of the environments in which fossil are found?
- (A) Very different environments can favor fossilization.  
(B) There are few environments in which fossils are protected.  
(C) Environments that favor fossilization have similar climates.  
(D) Environments that favor fossilization support large populations of animals.

### Passage 3

- Aside from perpetuating itself, the sole purpose of the American Academy and Institute of Arts and Letters is to "foster, assist and sustain an interest" in literature, music, and art. This it does by enthusiastically handing out money. Annual cash awards are given to deserving artists in various categories of creativity: architecture, musical composition, theater, novels, serious poetry, light verse, painting, sculpture. One award subsidizes a promising American writer's visit to Rome. There is even an award for a very good work of fiction that fallen commercially--once won by the young John Updike for *The poorhouse Fair* and, more recently, by Alice Walker for *In Love and Trouble*.
- (5) The awards and prizes total about \$750,000 a year, but most of them range in size from \$5,000 to \$12,500, a welcome sum to many young practitioners whose work may not bring in that much in a year. One of the advantages of the awards is that many go to the struggling artists, rather than to those who are already successful. Members of the Academy and Institute are not eligible for any cash prizes. Another advantage is that, unlike the National Endowment for the Arts or similar institutions throughout the world, there is no government money involved.
- (10) Awards are made by committee. Each of the three departments--Literature (120 members), Art(83), Music(47)--has a committee dealing with its own field. Committee membership rotates every year, so that new voices and opinions are constantly heard.
- (15) The most financially rewarding of all the Academy-Institute awards are the Mildred and Harold Strauss Livings. Harold Strauss, a devoted editor at Alfred A. Knopf, the New York publishing house, and Mildred Strauss, his wife, were wealthy and childless. They left the Academy-Institute a unique bequest: for five consecutive years, two distinguished (and financially needy) writers would receive enough money so they could devote themselves entirely to "prose literature" (no plays, no poetry, and no paying job that might distract). In 1983, the first Strauss Livings of \$35,000 a year went to short-story writer Raymond Carver and novelist-essayist Cynthia Ozick. By 1988, the fund had grown enough so that two winners, novelists Diane Johnson and Robert Stone, each got \$50,000 a year for five years.

1. What does the passage mainly discuss?
- (A) Award-winning works of literature (B) An organization that supports the arts  
(C) The life of an artist (D) Individual patrons of the arts

2. The word "sole" in line 1 is closest in meaning to  
 (A) only                      (B) honorable                      (C) common                      (D) official
3. The word "subsidizes" in line 6 is closest in meaning to  
 (A) assures                      (B) finances                      (C) schedules                      (D) publishes
4. Which of the following can be inferred about Alice Walker's book in *Love and Trouble*?  
 (A) It sold more copies than *The Poorhouse Fair*.  
 (B) It described the author's visit to Rome.  
 (C) It was a commercial success.  
 (D) It was published after *The Poorhouse Fair*.
5. Each year the awards and prizes offered by the Academy-Institute total approximately  
 (A) \$12,500                      (B) \$53,000                      (C) \$50,000                      (D) \$750,000
6. The word "many" in line 13 refers to  
 (A) practitioners                      (B) advantages                      (C) awards                      (D) strugglers
7. What is one of the advantages of the Academy-Institute awards mentioned in passage?  
 (A) They are subsidized by the government.  
 (B) They are often given to unknown artists.  
 (C) They are also given to Academy-Institute members.  
 (D) They influence how the National Endowment for the Arts makes its award decisions.
8. The word "rotates" in line 19 is closest in meaning to  
 (A) alternates                      (B) participates                      (C) decides                      (D) meets
9. The word "they" in line 25 refers to  
 (A) Mildred and Harold Strauss                      (B) years  
 (C) writers                      (D) plays
10. Where in the passage does the author cite the goal of the Academy-Institute?  
 (A) Lines 1-3                      (B) Lines 12-13                      (C) Line 19-20                      (D) Line 22-23

#### Passage 4

- Archaeological records—paintings, drawings and carvings of humans engaged in activities involving the use of hands—indicate that humans have been predominantly right-handed for more than 5,000 years. In ancient Egyptian artwork, for example, the right hand is depicted as the dominant one in about 90 percent of the examples. Fracture or wear patterns on tools also indicate that a majority of ancient people were right-handed.
- (5) Cro-Magnon cave paintings some 27,000 years old commonly show outlines of human hands made by placing one hand against the cave wall and applying paint with the other. Children today make similar outlines of their hands with crayons on paper. With few exceptions, left hands of Cro-Magnons are displayed on cave walls, indicating that
- (10) the paintings were usually done by right-handers.
- Anthropological evidence pushes the record of handedness in early human ancestors back to at least 1.4 million years ago. One important line of evidence comes from flaking patterns of stone cores used in tool making: implements flaked with a

- clockwise motion (indicating a right-handed toolmaker) can be distinguished from those flaked with a counter-clockwise rotation (indicating a left-handed toolmaker). Even scratches found on fossil human teeth offer clues. Ancient humans are thought to have cut meat into strips by holding it between their teeth and slicing it with stone knives, as do the present-day Inuit. Occasionally the knives slip and leave scratches on the users' teeth. Scratches made with a left-to-right stroke direction (by
- (15) right-handers)
- (20)

- Still other evidence comes from cranial morphology: scientists think that physical differences between the right and left sides of the interior of the skull indicate subtle physical differences between the two sides of the brain. The variation between the hemispheres corresponds to which side of the body is used to perform specific
- (25) activities. Such studies, as well as studies of tool use, indicate that right- or left-sided dominance is not exclusive to modern Homo sapiens. Population of Neanderthals, such as Homo erectus and Homo habilis, seem to have been predominantly right-handed, as we are.

1. What is the main idea of the passage?  
(A) Human ancestors became predominantly right-handed when they began to use tools.  
(B) It is difficult to interpret the significance of anthropological evidence concerning tool use.  
(C) Humans and their ancestors have been predominantly right-handed for over a million years.  
(D) Human ancestors were more skilled at using both hands than modern humans.
2. The word "other" in line 8 refers to  
(A) outline            (B) hand            (C) wall            (D) paint
3. What does the author say about Cro-Magnon paintings of hands?  
(A) Some are not very old.            (B) It is unusual to see such paintings.  
(C) Many were made by children.            (D) The artists were mostly right-handed.
4. The word "implements" in line 13 is closest in meaning to  
(A) tools            (B) designs            (C) examples            (D) pieces
5. When compared with implements "flaked with a counter-clockwise rotation" (line 15), it can be inferred that "implements flaked with a clock-wise motion" (line 13-14) are  
(A) more common            (B) larger  
(C) more sophisticated            (D) older
6. The word "clues" in line 16 is closest in meaning to  
(A) solutions            (B) details            (C) damage            (D) information
7. The fact that the Inuit cut meat by holding it between their teeth is significant because  
(A) the relationship between handedness and scratches on fossil human teeth can be verified  
(B) it emphasizes the differences between contemporary humans and their ancestors  
(C) the scratch patterns produced by stone knives vary significantly from patterns produced by modern knives  
(D) it demonstrates that ancient humans were not skilled at using tools
8. The word "hemispheres" in line 24 is closest in meaning to  
(A) differences            (B) sides            (C) activities            (D) studies

9. Why does the author mention *Homo erectus* and *Homo habilis* in line 27?
- (A) To contrast them with modern humans
  - (B) To explain when human ancestors began to make tools
  - (C) To show that early humans were also predominantly right handed
  - (D) To prove that the population of Neanderthals was very large
10. All of the follows are mentioned as types of evidence concerning handedness EXCEPT
- (A) ancient artwork
  - (B) asymmetrical skulls
  - (C) studies of tool use
  - (D) fossilized hand bones
11. Which of the following conclusions is suggested by the evidence from cranial morphology (line 21)?
- (A) Differences in the hemispheres of the brain probably came about relatively recently.
  - (B) there may be a link between handedness and differences in the brain's hemispheres
  - (C) Left-handedness was somewhat more common among Neanderthals
  - (D) ariation between the brain hemispheres was not evident in the skill of *Homo erectus* and *Homo Habilis*

### Passage 5

- Plants are subject to attack and infection by a remarkable variety of symbiotic species and have evolved a diverse array of mechanisms designed to frustrate the potential colonists. These can be divided into preformed or passive defense mechanisms and inducible or active systems. Passive plant defense comprises physical and chemical
- (5) barriers that prevent entry of pathogens, such as bacteria, or render tissues unpalatable or toxic to the invader. The external surfaces of plants, in addition to being covered by an epidermis and a waxy cuticle, often carry spiky hairs known as trichomes, which either prevent feeling by insects or may even puncture and kill insect larvae. Other trichomes are sticky and glandular and effectively trap and immobilize insects.
- (10) If the physical barriers of the plant are breached, then preformed chemicals may inhibit or kill the intruder, and plant tissues contain a diverse array of toxic or potentially toxic substances, such as resins, tannins, glycosides, and alkaloids, many of which are highly effective deterrents to insects that feed on plants. The success of the Colorado beetle in infesting potatoes, for example, seems to be correlated with its high
- (15) tolerance to alkaloids that normally repel potential pests. Other possible chemical defenses, while not directly toxic to the parasite, may inhibit some essential step in the establishment of a parasitic relationship. For example, glycoproteins in plant cell walls may inactivate enzymes that degrade cell walls. These enzymes are often produced by bacteria and fungi.
- (20) Active plant defense mechanisms are comparable to the immune system of vertebrate animals, although the cellular and molecular bases are fundamentally different. Both, however, are triggered in reaction to intrusion, implying that the host has some means of recognizing the presence of a foreign organism. The most dramatic example of an inducible plant defense reaction is the hypersensitive response. In the
- (25) hypersensitive response, cells undergo rapid necrosis--that is, they become diseased and die--after being penetrated by a parasite; the par a site itself subsequently ceases to grow and is therefore restricted to one or a few cells around the entry site. Several theories have been put forward to explain the basis of hypersensitive resistance.

1. What does the passage mainly discuss?
- (A) The success of parasites in resisting plant defense mechanisms
  - (B) Theories on active plant defense mechanisms
  - (C) How plant defense mechanisms function
  - (D) How the immune system of animals and the defense mechanisms of plants differ

2. The phrase "subject to" in line 1 is closest in meaning to  
 (A) susceptible to                      (B) classified by  
 (C) attractive to                        (D) strengthened by
3. The word "puncture" in line 8 is closest in meaning to  
 (A) pierce                      (B) pinch                      (C) surround                      (D) cover
4. The word "which" in line 13 refers to  
 (A) tissues                      (B) substances                      (C) barriers                      (D) insects
5. Which of the following substances does the author mention as NOT necessarily being toxic to the Colorado beetle?  
 (A) Resins                      (B) Tannins                      (C) Glycosides                      (D) Alkaloids
6. Why does the author mention "glycoproteins" in line 17?  
 (A) To compare plant defense mechanisms to the immune system of animals  
 (B) To introduce the discussion of active defense mechanisms in plants  
 (C) To illustrate how chemicals function in plant defense  
 (D) To emphasize the importance of physical barriers in plant defense
7. The word "dramatic" in line 23 could best be replaced by  
 (A) striking                      (B) accurate                      (C) consistent                      (D) appealing
8. Where in the passage does the author describe an active plant defense reaction ?  
 (A) lines 1-3                      (B) lines 4-6                      (C) lines 15-17                      (D) lines 24-27
9. The passage most probably continues with a discussion of theories on  
 (A) the basis of passive plant defense  
 (B) how chemicals inhibit a parasitic relationship  
 (C) how plants produce toxic chemicals  
 (D) the principles of the hypersensitive response

## Passage 6

The Alaska pipeline starts at the frozen edge of the Arctic Ocean. It stretches southward across the largest and northernmost state in the United States, ending at *Line* a remote ice-free seaport village nearly 800 miles from (5) where it begins. It is massive in size and extremely complicated to operate.

The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. It weaves through crooked canyons, climbs sheer (10) mountains, plunges over rocky crags, makes its way through thick forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

- (15) Resting on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of sight beneath spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and-
- (20) down route is determined by the often harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground.
- (25) The remainder is buried anywhere from 3 to 12 feet, depending largely upon the type of terrain and the properties of the soil.
- One of the largest in the world, the pipeline cost approximately \$8 billion and is by far the biggest
- (30) and most expensive construction project ever undertaken by private industry. In fact, no single business could raise that much money, so eight major oil companies formed a consortium in order to share the costs. Each company controlled oil rights to
- (35) particular shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings. Today, despite enormous problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous
- (40) terrain, a certain amount of mismanagement, and even theft, the Alaska pipeline has been completed and is operating.

1. The passage primarily discusses the pipeline's
  - A. operating costs
  - B. employees
  - C. consumers
  - D. construction
2. The word "it" in line 5 refers to
  - A. pipeline
  - B. ocean
  - C. state
  - D. village
3. According to the passage, 84 million gallons of oil can travel through the pipeline each
  - A. day
  - B. week
  - C. month
  - D. year

4. The phrase "Resting on" in line 15 is closest in meaning to
  - A. consisting of
  - B. supported by
  - C. passing under
  - D. protected with
  
5. The author mentions all of the following as important in determining the pipeline's route EXCEPT the
  - A. climate
  - B. lay of the land itself
  - C. local vegetation
  - D. kind of soil and rock
  
6. The word "undertaken" in line 31 is closest in meaning to
  - A. removed
  - B. selected
  - C. transported
  - D. attempted
  
7. How many companies shared the costs of constructing the pipeline?
  - A. three
  - B. four
  - C. eight
  - D. twelve
  
8. The word "particular" in line 35 is closest in meaning to
  - A. peculiar
  - B. specific
  - C. exceptional
  - D. equal
  
9. Which of the following determined what percentage of the construction costs each member of the consortium would pay?
  - A. How much oil field land each company owned
  - B. How long each company had owned land in the oil fields
  - C. How many people worked for each company
  - D. How many oil wells were located on the company's land
  
10. Where in the passage does the author provide a term for an earth covering that always remains frozen?
  - A. Line 4
  - B. Line 15
  - C. Line 23
  - D. Line 37

## Unit 8

### Reading Practice Test 1

Time: 75 Minutes  
47 Questions

Directions: This section measures your ability to read and understand written English similar to that which one may expect in a college or university setting. Read each passage and answer the questions based on what is stated or implied in the passage. Circle or mark the correct answer in the book or write it on a separate piece of paper.

#### Passage 1

Even a muddy pond contributes to the ecosystem that affects the environment. A vernal or springtime pool is only a few feet deep and lasts only from March until mid-summer but yields a considerable number of diverse life forms. Like all of nature, there are predators and victims, and a particular living being may be one or the other, depending on its age and characteristics. One may find masses of spotted salamander eggs floating just under the surface of the pond, left behind by adults who entered the pond early in the season before predators arrived. Other amphibians and reptiles return to the recurrent pond year after year to reproduce, as their ancestors have done for years.

Various forms of algae grow well in the murky water, if there is sufficient sunlight. They in turn produce and transmit oxygen

to the salamander embryos and other young that are not yet able to survive outside of water. Diving beetles feast on eggs and larvae deposited in the pond by the salamanders and other amphibians that have called it home. Tadpoles are born in the late spring and feed on the algae. The pond also invites wood frogs staking their territory and courting potential mates, calling as loud as quacking ducks.

By the end of the short season, the pond dries to spongy mud and then dries further, becoming covered with leaves and debris, until the following spring when the process repeats itself.

1. The word vernal in the second sentence means most nearly the same as
- A. springtime.
  - B. pool.
  - C. deep.

D. transitory.

2. What is the author's purpose stated in the first sentence: Even a muddy pond contributes to the ecosystem that affects the environment?

- A. To explain that a vernal pool is very muddy
- B. To describe how the vernal pool fits into the larger environmental picture
- C. To explain that mud is important to the environment
- D. To show how algae grows

3. The word yields in the third sentence means most nearly the same as

- A. produces.
- B. contributes to.
- C. kills.
- D. harms.

4. The word diverse in the third sentence means most nearly the same as

- A. distinct.
- B. living.
- C. numerous.
- D. primitive.

5. The word its in the fifth sentence refers to

- A. predator.
- B. pond.
- C. living being.
- D. nature.

6. Which sentence in the first paragraph indicates that a young life form might be prey to an older life form?

- A. A vernal or springtime pool is only a few feet deep and lasts only from March until midsummer but yields a considerable number of diverse life forms.
- B. Like all of nature, there are predators and victims, and a particular living being may be one or the other, depending on its age and characteristics.
- C. One may find masses of spotted salamander eggs floating just under the surface of the pond, left behind by adults who entered the pond early in the season before predators arrived.
- D. Other amphibians and reptiles return to the recurrent pond year after year to

reproduce, as their ancestors have done for years.

7. Which sentence in the first paragraph indicates that life forms continue to act in the same way as the same life forms did previously?

- A. A vernal or springtime pool is only a few feet deep and lasts only from March until midsummer but yields a considerable number of diverse life forms.
- B. Like all of nature, there are predators and victims, and a particular living being may be one or the other, depending on its age and characteristics.
- C. One may find masses of spotted salamander eggs floating just under the surface of the pond, left behind by adults who entered the pond early in the season before predators arrived.
- D. Other amphibians and reptiles return to the recurrent pond year after year to reproduce, as their ancestors have done for years.

8. The word murky in the first sentence of the second paragraph means most nearly the same as

- A. clear.
- B. cloudy.
- C. cold.
- D. life-producing.

9. The word they in the second sentence of paragraph two refers to

- A. salamander embryos.
- B. young.
- C. forms of algae.
- D. sunlight.

10. Which of the following does the author imply in the first two sentences of paragraph two?

- A. The life forms in the pool live in water their entire lives.
- B. Some of the life forms live in water first and later on land.
- C. The life forms found in the pool do not require oxygen to live.
- D. Algae is strictly a food source.

11. The word recurrent in the last sentence of paragraph one means most nearly the same as

- A. moving.
- B. recurring.
- C. stagnant.
- D. warm.

## Passage 2

Scientists have experimented with a new procedure for alleviating the damage caused by strokes. Strokes are frequently caused by a blood clot lodging in the tree of arteries in the head, choking the flow of blood. Some brain cells die as a direct result of the stroke, but others also die over several hours because the proteins spilling out of the first cells that die trigger a chemical chain reaction that kills the neighboring cells.

The current method of reducing the amount of damage is to give a clot dissolver, known as TPA, as soon as possible. But generally TPA is not given to the patient until he or she reaches the hospital, and it still does not immediately stop the damage. The new technology, still in the research stage, involves chilling the area or the entire patient. It is already known that when an organ is cooled, damage is slowed. This is why sometimes a person who has fallen into an icy pond is not significantly harmed after being warmed up again. The biggest issue is the method of cooling. It is not feasible to chill the head alone. Doctors have chilled the entire body by wrapping the patient in cold materials, but extreme shivering was a problem.

The new idea is to cool the patient from the inside out. Several companies are studying the use of cold-tipped catheters, inserted into the artery in the groin and threaded up to the inferior vena cava, which is a large vein that supplies blood to the abdomen. The catheter is expected to cool the blood that flows over it, thus allowing cooler blood to reach the area of the stroke damage.

It is not expected that the cooling will be substantial, but even a slight decrease in temperature is thought to be helpful. In effect, the patient is given a kind of forced hypothermia. And doctors believe it is important to keep the patient awake so that they can converse with the patient in order to ascertain mental condition. Studies continue to determine the most effective and least damaging means of cooling the patient in order to reduce this damage.

12. The word alleviating in the first sentence is closest in meaning to

- A. reducing.
- B. devastating.
- C. causing.
- D. increasing.

13. According to the passage, the method of chilling from the inside out is being considered for all of the following reasons except

- A. it is not possible to chill the head alone.
- B. chilling from the inside out avoids shaking.
- C. cold dissolves blood clots.
- D. drugs are not helpful in stopping the chain reaction.

14. According to the passage, what causes a stroke?

- A. A blood clot sticking in an area of the brain
- B. Low blood flow
- C. Hot blood
- D. A patient choking on food

15. The word shivering in the last sentence of the third paragraph is closest in meaning to

- A. shaking.
- B. delirious.
- C. sick.
- D. dying.

16. According to the passage, all of the following are true except that

- A. some cells die immediately when a person has a stroke, and others die later.
- B. cells die only as a direct result of the stroke.

- C. the protein from dead cells kills other cells.
  - D. TPA is effective in removing blood clots.
17. What is the passage mainly about?
- A. Causes and effects of strokes
  - B. New pharmaceutical methods for reducing stroke damage that are being researched
  - C. A new method of cooling the body to reduce stroke damage that is being researched
  - D. The dangers of cooling the body
18. The word substantial in the fifth paragraph is closest in meaning to
- A. considerable.
  - B. slight.
  - C. unsubstantiated.
  - D. effective.
19. In the passage, the author implies that
- A. the internal chilling process has not been proven yet.
  - B. drug therapy properly addresses all the problems of stroke victims.
  - C. chilling the head alone is viable.
  - D. nothing is likely to reduce the chain reaction problem.
20. The author describes a person falling into cold water in order to
- A. evoke sympathy.
  - B. show that cooling a body does not necessarily harm it.
  - C. show how one who falls into cold water could also benefit from the internal chilling research.
  - D. describe the warming process.
21. The author implies that
- A. the catheter is moved all the way to the brain.
  - B. the artery in the leg connects directly to the brain.
  - C. the artery in the leg connects to the vena cava.
  - D. the goal is to chill the brain directly with the catheter.
22. When the author states that the catheter is threaded to the vena cava, the author means that

- A. the catheter is sewn to the vena cava.
  - B. the catheter is inserted into the body at the vena cava area.
  - C. the catheter becomes attached to the vena cava because of the cold.
  - D. the doctor moves the catheter slowly through the artery to the vena cava.
23. The author implies that hypothermia is caused by
- A. the body becoming cold.
  - B. a stroke.
  - C. the body becoming warm.
  - D. drugs.
24. According to the passage, doctors prefer to keep the patient awake in order to
- A. monitor vital signs with equipment.
  - B. watch the patient.
  - C. talk to the patient.
  - D. find out if the procedure is painful.

### Passage 3

Bees, classified into over 10,000 species, are insects found in almost every part of the world except the northernmost and southern- most regions. One commonly known species is the honeybee, the only bee that produces honey and wax. Humans use the wax in making candles, lipsticks, and other products, and they use the honey as a food. While gathering the nectar and pollen with which they make honey, bees are simultaneously helping to fertilize the flowers on which they land. Many fruits and vegetables would not survive if bees did not carry the pollen from blossom to blossom.

Bees live in a structured environment and social structure within a hive, which is a nest with storage space for the honey. The different types of bees each perform a unique function. The worker bee carries nectar to the hive in a special stomach called a honey stomach. Other workers make beeswax and shape it into a honeycomb, which is a water-proof mass of six-sided compartments, or cells. The queen lays eggs in completed cells. As the workers build more cells, the queen lays more eggs.

All workers, like the queen, are female, but the workers are smaller than the queen. The male honeybees are called drones; they do no work and cannot sting. They are developed from unfertilized eggs, and their only job is to impregnate a queen. The queen must be fertilized in order to lay worker eggs. During the season when less honey is available and the drone is of no further use, the workers block the drones from eating the honey so that they will starve to death.

25. Which of the following is the best title for this reading?

- A. The Many Species of Bees
- B. The Useless Drone
- C. The Honeybee — Its Characteristics and Usefulness
- D. Making Honey

26. The word species in the first sentence is closest in meaning to

- A. mates.
- B. varieties.
- C. killers.
- D. enemies.

27. The word which in the fourth sentence refers to

- A. fertilizer.
- B. flowers.
- C. honey.
- D. bees.

28. The word simultaneously in the fourth sentence is closest in meaning to

- A. stubbornly.
- B. concurrently.
- C. skillfully.
- D. diligently.

29. According to the passage, a hive is

- A. a type of honey.
- B. a nest.
- C. a type of bee.
- D. a storage space.

30. According to the passage, the drone

- A. collects less honey than workers.
- B. mates with the queen and has no other purpose.
- C. comes from eggs fertilized by other drones.

D. can be male or female.

31. The author implies that

- A. bees are unnecessary in the food chain.
- B. drones are completely dispensable.
- C. the queen can be a worker.
- D. drones are never females.

32. According to the passage, honey is carried to the hive in a honey Stomach by the

- A. queens.
- B. drones.
- C. males.
- D. workers.

33. In what way does the reading imply that bees are useful in nature?

- A. They pollinate fruit and vegetable plants.
- B. They make marvelous creations from wax.
- C. They kill the dangerous drones.
- D. They create storage spaces.

34. All of the following are characteristic of a honeycomb except

- A. it contains hexagonal sections.
- B. it is made of honey.
- C. it is made of wax.
- D. it is impermeable.

35. The passage implies that bees can be found in each of the following parts of the world except

- A. Africa.
- B. China.
- C. Europe.
- D. Antarctica.

36. It can be inferred from the reading that beeswax is

- A. absorbent.
- B. pliable.
- C. complex in structure.
- D. sweet.

#### Passage 4

Diabetes Mellitus is a disorder of carbohydrate metabolism resulting from insufficient production of insulin or reduced sensitivity to insulin. A polypeptide hormone, insulin is

synthesized in the pancreas and is necessary for normal utilization of glucose by most cells in the body. People with diabetes suffer an inhibition in the normal ability of body cells to use glucose, which results in increased blood sugar levels. As more glucose accumulates in the blood, excess levels of sugar are excreted in the urine.

There are two varieties of the disease, Type 1 and Type 2. The two types were previously designated by Roman numerals, but now Arabic numerals are used; for example, Type II is now known as Type 2. Type 1 was formerly referred to as juvenile onset diabetes, but it can occur at any age. In Type 1 diabetes, insulin is not secreted by the pancreas, so it must be injected. This type of diabetes is most often seen in people whose parents, siblings, or other close relatives are affected by the disease. Type 2, representing 90 percent of all diabetes, used to be called adult onset diabetes, but it can also occur at any age. It results from sluggish pancreatic insulin secretion and tissue resistance to secreted insulin, which is complicated by subtle changes in the secretion of insulin by the beta cells. It is generally controlled by dietary restriction. People who are at risk for this type include: women who have delivered a baby of 9 pounds or more or have been diagnosed with gestational diabetes; people over 45 years of age, particularly those of African-American, Asian-American, Hispanic, Native American, or Pacific Islander heritage; those who have a history of diabetes in the family; those who are obese; and those with high blood pressure, a high triglyceride level, or high blood sugar.

A person affected with diabetes may have no symptoms at all. Or, he or she may experience one or more of the following common symptoms: fatigue; increased urination and thirst; hunger; blurred vision; weight loss; repeated infections of the skin, genitals, or feet; or itching and dizziness. The diagnosis is reached by testing the blood sugar. If the blood sugar is over 126 milligrams per deciliter (mg/dl) after an 8-hour overnight fast, or over 200 mg/dl at

other times of the day, the patient is diagnosed as having the disease.

Diabetes is a formidable illness that can result in serious complications, including heart attack, blindness, kidney failure, and loss of circulation to the lower extremities (feet and legs). This loss of circulation can lead to amputation of the affected areas. Prior to the isolation of insulin in the 1920s, rapid death was common among diabetes sufferers.

Now, the illness can be managed and those affected can lead a long, fairly normal life with proper medical attention and proper attention to personal care. Patients should follow nutrition plans designed to help them reach and maintain normal body weight and to limit their intake of carbohydrates and fats. They should also exercise regularly, which enhances the movement of glucose into muscle cells and inhibits the increase in glucose in the blood.

37. Insulin is
- A. a hormone.
  - B. a drug.
  - C. a disease.
  - D. an organ.

38. The word excreted in the last sentence of paragraph one means most nearly the same as
- A. eliminated.
  - B. ingested.
  - C. utilized.
  - D. inserted.

39. The word previously in the second paragraph means most nearly the same as
- A. occur.
  - B. formerly.
  - C. designated.
  - D. used.

40. The word it in the fourth sentence of paragraph two refers to
- A. insulin.
  - B. Type 1 diabetes.
  - C. Type 2 diabetes.
  - D. pancreas.

41. According to the passage, insulin is produced
- A. in the pancreas.
  - B. in tissue.
  - C. in hormones.
  - D. in glucose.
42. The word sluggish in the third paragraph means most nearly the same as
- A. accelerated.
  - B. excreted.
  - C. normal.
  - D. slow.
43. The word obese in the last sentence of paragraph three means most nearly the same as
- A. severely overweight.
  - B. diabetic.
  - C. suffering from high blood pressure.
  - D. active.
44. What is a suitable title for this passage?
- A. Treatment of Diabetes
  - B. An Overview of Diabetes
  - C. Juvenile Diabetes — a Killer
  - D. How to Diagnose Diabetes
45. The author distinguishes between Type 1 and Type 2 diabetes to describe how
- A. one affects only juveniles and the other affects only adults.
  - B. the symptoms and treatment are different.
  - C. the two types are extremely similar to each other.
  - D. the understanding of the disease has improved over time.
46. All of the following are correct except that
- A. Type 2 diabetes is much more common than Type 1.
  - B. both types of diabetes are hereditary to some extent.
  - C. Type 2 results from a lack of secretion of insulin.
  - D. diabetes is treatable.
47. It can be inferred from the passage that
- A. amputation is the most common treatment for diabetes.
  - B. Type 1 sufferers are generally not overweight.
  - C. the symptoms of diabetes are always severe.
  - D. too much insulin is secreted in Type 1 diabetes.

## Unit 9

### Reading Practice Test 2

Time: 75 Minutes

48 Questions

Directions: This section measures your ability to read and understand written English similar to that which one may expect in a college or university setting. Read each passage and answer the questions based on what is stated or implied in the passage. Circle or mark the correct answer in the book or write it on a separate piece of paper.

#### Passage 1

Hummingbirds are small, often brightly colored birds of the family Trochilidae that live exclusively in the Americas. About 12 species are found in North America, but only the ruby-throated hummingbird breeds in eastern North America and is found from Nova Scotia to Florida. The greatest variety and number of species are found in South America. Another hummingbird species is found from southeastern Alaska to northern California.

Many hummingbirds are minute. But even the giant hummingbird found in western South America, which is the largest known hummingbird, is only about 8 inches long and weighs about two-thirds of an ounce. The smallest species, the bee hummingbird of Cuba and the Isle of Pines, measures slightly more than 5.5 centimeters and weighs about two grams.

Hummingbirds' bodies are compact, with strong muscles. They have wings shaped like blades. Unlike the wings of other birds, hummingbird wings connect to the body only at the shoulder joint, which allows them to fly not only forward but also straight up and down, sideways, and backward. Because of their unusual wings, hummingbirds can also hover in front of flowers so they can suck nectar and find insects. The hummingbird's bill, adapted for securing nectar from certain types of flowers, is usually rather long and always slender, and it is curved slightly downward in many species.

The hummingbird's body feathers are sparse and more like scales than feathers. The unique character of the feathers produces

brilliant and iridescent colors, resulting from the refraction of light by the feathers. Pigmentation of other feathers also contributes to the unique color and look. Male and female hummingbirds look alike in some species but different in most species; males of most species are extremely colorful.

The rate at which a hummingbird beats its wings does not vary, regardless of whether it is flying forward, flying in another direction, or merely hovering. But the rate does vary with the size of the bird — the larger the bird, the lower the rate, ranging from 80 beats per second for the smallest species to 10 times per second for larger species.

Researchers have not yet been able to record the speed of the wings of the bee hummingbird but imagine that they beat even faster. Most hummingbirds, especially the smaller species, emit scratchy, twittering, or squeaky sounds. The wings, and sometimes the tail feathers, often produce humming, hissing, or popping sounds, which apparently function much as do the songs of other birds.

1. According to the passage, where are hummingbirds found?
  - A. Throughout the world
  - B. In South America only
  - C. In North America only
  - D. In North and South America
2. The author indicates that the ruby-throated hummingbird is found
  - A. throughout North America.
  - B. in California.
  - C. in South America.
  - D. in the eastern part of North America.
3. The word *minute* in the second paragraph is closest in meaning to
  - A. extremely tiny.
  - B. extremely fast.
  - C. unique.
  - D. organized.
4. The word *which* in the second paragraph refers to
  - A. western South America.

- B. the giant hummingbird.
- C. all hummingbirds.
- D. Florida hummingbirds.

5. What does the author imply about the rate hummingbirds' wings beat?
  - A. Although the bee hummingbird is the smallest, its wings don't beat the fastest.
  - B. The hummingbird's wings beat faster when it is sucking nectar than when it is just flying.
  - C. The rate is not much different than that of other birds of its size.
  - D. The speed at which a bee hummingbird's wings beat is not actually known.

6. The author indicates that a hummingbird's wings are different from those of other birds because
  - A. they attach to the body at one point only.
  - B. they attach to the body at more points than other birds.
  - C. they attach and detach from the body.
  - D. they are controlled by a different section of the brain.

7. The author implies that the hummingbird's unique wing structure makes it similar to what type of vehicle?
  - A. A helicopter
  - B. A sea plane
  - C. A jet airplane
  - D. A rocket

8. The word *bill* in the third paragraph is closest in meaning to
  - A. beak.
  - B. body.
  - C. tail.
  - D. wing.

9. The word *sparse* in the fourth paragraph is closest in meaning to
  - A. meager.
  - B. thick.
  - C. fishlike.
  - D. unique.

10. According to the passage, what causes the unique color and look of hummingbirds?
  - A. The color of the feathers

- B. The structure of the feathers as well as pigmentation
- C. The rapidity of flight
- D. The pigmentation of the body

11. The author indicates that hummingbirds emit noise from their
- A. wing and possibly tail movement.
  - B. unique vocal chords.
  - C. song only.
  - D. wing movement only.

## Passage 2

The term lichen refers to any of over 20,000 species of thallophytic plants that consist of a symbiotic association of algae and fungi, plural for alga and fungus. Previously, lichens were classified as single organisms until scientists had the benefit of microscopes, at which time they discovered the association between algae and fungi. Thus, the lichen itself is not an organism, but the morphological and biochemical product of the association. Neither a fungus nor an alga alone can produce a lichen.

The intimate symbiotic relationship between these two living components of a lichen is said to be mutualistic, meaning that both organisms benefit from the relationship. It is not certain when fungi and algae came together to form lichens for the first time, but it certainly occurred after the mature development of the separate components.

It appears that the fungus actually gains more benefit from the relationship than does the alga. Algae form simple carbohydrates that, when excreted, are absorbed by fungi cells and transformed into a different carbohydrate. Algae also produce vitamins that the fungi need. Yet, fungi also contribute to the symbiosis by absorbing water vapor from the air and providing shade for the algae, which are more sensitive to light.

Lichens grow relatively slowly, and it is uncertain how they propagate. Most botanists agree that reproduction is vegetative because portions of an existing

lichen break off and fall away to begin a new organism nearby.

Lichens are hardy organisms, being found in hostile environments where few other organisms can survive. Humans have used lichens as food and as sources of medicine and dye. The presence of lichens is a sign that the atmosphere is pure. Lichens help reduce erosion by stabilizing soil. They also are a major source of food for the caribou and reindeer that live in the extreme north.

12. Which of the following is true about the association of the lichen?
- A. The association is more beneficial to the alga.
  - B. The association is solely of benefit to the fungus.
  - C. The association is merely a joint living arrangement, with neither organism receiving any benefit from the other.
  - D. The association is beneficial to each organism, although it provides more benefit to the fungus.

13. The word previously in the first paragraph is closest in meaning to
- A. currently.
  - B. formerly.
  - C. believed.
  - D. no longer.

14. Prior to the invention of microscopes, what did scientists believe about lichens?
- A. The entire plant was an alga.
  - B. The entire plant was a fungus.
  - C. A lichen constituted a single plant.
  - D. The fungus was the catalyst of the association.

15. The word intimate in the second paragraph is closest in meaning to
- A. distant.
  - B. parasitic.
  - C. close.
  - D. unusual.

16. The author uses the word mutualistic in paragraph two to describe
- A. the fungus' benefits from the association.
  - B. the harmful effects of the relationship.

- C. the joint benefit each organism receives from the relationship.  
 D. the alga's benefits from the association.
17. The author implies that  
 A. neither plant requires carbohydrates to survive.  
 B. the fungus manufactures carbohydrates on its own.  
 C. the alga receives carbohydrates from the fungus.  
 D. the fungus uses the carbohydrates manufactured by the alga.
18. The author states that the relationship between the words fungus/fungi and alga/algae is  
 A. singular/plural.  
 B. compound/complex.  
 C. symbiotic/disassociated.  
 D. mutual/separate.
19. The author implies that vegetative reproduction means  
 A. vegetables combine with other vegetables.  
 B. reproduction occurs using vegetative plant growth.  
 C. new organisms are grown from pieces of existing organisms.  
 D. propagation occurs slowly.
20. The author states that  
 A. fungi are more sensitive to light than algae.  
 B. neither plant is sensitive to light.  
 C. neither plant individually can thrive in sunlight.  
 D. algae are more sensitive to light than fungi.
21. The word nearby at the end of paragraph four is closest in meaning to  
 A. almost.  
 B. completely.  
 C. connected.  
 D. close.
22. The word hardy at the beginning of the last paragraph is closest in meaning to  
 A. tender.  
 B. ubiquitous.  
 C. scarce.  
 D. strong.

23. The word hostile in the last paragraph is closest in meaning to  
 A. unusual.  
 B. dry.  
 C. harsh.  
 D. complex.
24. The author indicates that lichens are beneficial because they  
 A. purify the air.  
 B. reduce fungi.  
 C. destroy algae.  
 D. reduce soil erosion.

### Passage 3

Collecting coins can be a good investment, but it requires the study of popularity, availability, and grading techniques. Some coins are more desirable than others, their popularity being affected by the artists' talent, the subject of the design, the material from which the coin is made, and the time period when the coin was created. Availability is just as critical. Providing the coin is otherwise interesting or pleasing to the eye, the number of coins minted and available on the market seems to have a direct relationship to the popularity.

The ability to grade coins is perhaps the most important requirement of a collector. A coin that is popular and scarce, which would normally make it valuable, may be worth much less or nothing at all if it has a low grade. Grading is standardized, and one can buy books and take courses on how to do it.

Grades are given letter designations as well as numbers. The letters represent general levels of the grade, while the numbers are more detailed. For example, there are 11 number grades within the letter grade for a mint state coin. A mint state coin is uncirculated, which means it has never been used in commerce. It is in the condition that it left the mint, the place where a coin is created. The mint state letter designation is MS, and the numbers range from 60 through 70. An absolutely perfect coin is MS-70. It takes much training and a good eye to tell the

difference between coins in this range. The things one considers include whether the coin has contact marks, which are marks obtained when coins bounce against each other in a coin bag; hairlines, which are marks appearing on the face of the coin from the minting process; luster, which is the natural coloration; and eye appeal. For example, an MS-70 is said to have no contact marks, no hairlines, very attractive and fully original luster, and outstanding eye appeal, while an MS-60 may have heavy contact marks, noticeable hairlines, impaired luster, and poor eye appeal.

Below the mint state coin, the letter designation and number have the same meaning. That is, there are generally no numbers within the range of letters. But there are categories:

**Coins that are About Uncirculated:**

Very Choice About Uncirculated, known as AU-58; Choice About Uncirculated, known as AU-55; and About Uncirculated, known as AU-50.

**Coins that are Fine:** Choice

Extremely Fine, known as EF-45; Extremely Fine, known as EF-40; Choice Very Fine, known as VF-30; Very Fine, known as VF-20; and Fine, known as F-12.

**Coins that are Good:** Very Good, known as VG-8; Good, known as G-4; and About Good, known as AG-3.

Thus, a circulated coin can have a number designation between 3 and 58, with only the numbers shown above available. That is, one cannot have a coin with a grade of 6, for example. It is either G-4 or VG-8. It is possible for a coin labeled G-4 or even AG-3 to be extremely valuable, but generally it will be a coin that is almost unavailable in higher grades. Books and publications monitor the coin market regularly, just like the stock market is monitored, and they describe a coin's type, date, and grade, assigning a price to every one unless that grade would have no value. In general, coin collectors loathe cleaned coins, so artificial cleaning by adding any chemical will detract greatly from a coin's value. A true coin collector will say the dirt

in the creases is a positive attribute and much preferable to a cleaned coin.

25. A good title for this passage would be
- A. The Financial Benefits of Coin Collecting.
  - B. How Popularity and Availability Affect Coin Value.
  - C. Coin Grading — One of the Most Important Skills in Coin Collecting.
  - D. How to Grade Coins — A Detailed Study.

26. The word talent in the second sentence is closest in meaning to
- A. ability.
  - B. pay.
  - C. source.
  - D. money.

27. The author describes a coin's opularity as involving all the following except
- A. grade.
  - B. how well the artist created the work.
  - C. the depiction on the coin.
  - D. the coin's material.

28. The word scarce in the second paragraph is closest in meaning to
- A. popular.
  - B. old.
  - C. rare.
  - D. valuable.

29. The author implies that availability is primarily related to
- A. the popularity of a coin.
  - B. the material used to create a coin.
  - C. the age of a coin.
  - D. the number of coins of a given type and date that they were minted.

30. The author implies that the most important feature of a coin is its
- A. grade.
  - B. date.
  - C. artist.
  - D. depiction.

31. Organize the following according to grade from the highest to the lowest.
- A. AU-58
  - B. MS-60
  - C. AG-3

D. VF-20

32. The one grading category that has the most numbered grades within it is

- A. Good.
- B. Mint State.
- C. Fine.
- D. About Uncirculated.

33. According to the author, the phrase contact marks means

- A. marks on a coin caused by banging from other coins.
- B. defects in the minting process.
- C. connections among coin dealers.
- D. defects caused by cleaning.

34. The word luster in the third paragraph is closest in meaning to

- A. value.
- B. sheen.
- C. marked.
- D. material.

35. According to the passage, a Mint State coin with which of the following characteristics would be graded the highest?

- A. One small contact mark, full luster, good eye appeal, and no hairlines
- B. One large hairline, diminished luster, good eye appeal, and no contact marks
- C. A small contact mark, a small hairline, foggy luster, and fair eye appeal
- D. No contact marks, luster affected by cleaning, average eye appeal, and no hairlines

36. All of the following grades would be possible except

- A. MS-64.
- B. AU-56.
- C. VF-30.
- D. AG-3.

37. The author implies that

- A. a low-grade coin never has value.
- B. the only difference between an MS-60 and an AU-58 may be that the AU-58 has been in circulation.
- C. cleaning a coin can increase its value.
- D. one must be a professional in order to obtain information on coin value.

## Passage 4

Hepatitis C is an illness, unknown until recently, that has been discovered in many individuals. It has been called an epidemic, yet unlike most illnesses with that designation, it is not easily transmitted. It is accurately referred to as epidemic in that so many people have been discovered with the illness, but it is different in that these people have actually carried the virus for many years. It is only transmitted by direct blood-to-blood contact; casual contact and even sexual contact are not believed to transmit the illness. Hepatitis means an inflammation or infection of the liver. Hepatitis C is generally chronic, as opposed to acute. This means that it continues to affect the patient and is not known to have a sudden onset or recovery.

The great majority of people infected with the illness either had a blood transfusion before the time that the disease was recognized in donated blood, or experimented with injecting illegal drugs when they were young. Many victims are educated, financially successful males between the ages of 40 and 50 who experimented with intravenous drugs as teenagers. There are frequently no symptoms, so the illness is discovered through routine blood tests. Most commonly, people learn they have the illness when they apply for life insurance or donate blood. The blood test reveals elevated liver enzymes, which could be caused by any form of hepatitis, by abuse of alcohol, or by other causes. Another test is then performed, and the result is learned.

Because the illness produces no symptoms, it of itself does not affect the victim's life, at least at first. But the constant infection in the liver can eventually lead to cirrhosis of the liver, which is scarring and death of portions of the liver. The cirrhosis in turn can lead to liver cancer and, ultimately, death. Severe cases can be reversed with a liver transplant. Yet, because the virus may exist in the body for more than 20 years before being discovered, after reviewing the condition of the liver, doctors often suggest waiting and periodically checking

the condition rather than performing radical treatment procedures. The liver's condition is determined by a biopsy, in which a device is inserted into the liver and its condition is viewed. If there is little or no cirrhosis, it is more likely that treatment will be postponed.

Treatment frequently causes more discomfort than the illness itself. It consists of some form of chemotherapy. Currently, the most frequent treatment is a combination therapy, with one drug injected three times a week and another taken orally, costing hundreds of dollars a week. The therapy causes the patient to have symptoms similar to influenza, and some patients suffer more than others.

Unfortunately, many patients do not respond, or do not respond completely to the therapy. There is no alternative therapy at this time for non-responders, although researchers are continually trying to find a cure.

38. The author implies that

- A. physicians have been treating patients for hepatitis C for over 20 years.
- B. other forms of hepatitis were known before the hepatitis C strain was discovered.
- C. hepatitis C is generally seen as an acute illness.
- D. hepatitis C is easily transmitted through any type of contact.

39. The word onset at the end of paragraph one is closest in meaning to

- A. illness.
- B. termination.
- C. inception.
- D. treatment.

40. The best title for this passage would be

- A. Treatment Choices for Hepatitis C.
- B. The History of Different Forms of Hepatitis.
- C. Hepatitis C — Its Characteristics and Treatment.
- D. The Causes and Symptoms of Hepatitis C.

41. The word great at the beginning of paragraph two is closest in meaning to

- A. vast.
- B. magnificent.
- C. small.
- D. important.

42. The word routine in paragraph two is closest in meaning to

- A. standard.
- B. elevated.
- C. required.
- D. complex.

43. The word they in paragraph two refers to

- A. symptoms.
- B. illness.
- C. enzymes.
- D. people.

44. The author implies that

- A. patients usually learn of the illness because they have severe symptoms.
- B. liver transplants are a very common form of treatment.
- C. many people with hepatitis C were not addicts but simply experimented with illegal drugs.
- D. people are still in danger of acquiring the illness from blood transfusions.

45. The author indicates that a biopsy is performed in order to

- A. prepare for a liver transplant.
- B. determine whether one has the virus.
- C. learn the degree of damage to the liver.
- D. decide which form of drug to prescribe.

46. The author implies that hepatitis C

- A. attacks rapidly.
- B. does not affect many people.
- C. only rarely results in liver cancer.
- D. attacks the central nervous system.

47. The author states that people sometimes choose not to take treatment for hepatitis C for all of the following reasons except

- A. the medicine must be taken intravenously.
- B. the treatment does not work for everybody.
- C. often the level of illness is not severe.

D. the side effects of the medicine are sometimes worse than the symptoms of the illness.

48. The word its in the third paragraph

refers to

A. device.

B. liver.

C. biopsy.

D. doctor.

## Unit 10

### Reading Practice Test 3

Time: 75 Minutes

45 Questions

Directions: This section measures your ability to read and understand written English similar to that which one may expect in a college or university setting. Read each passage and answer the questions based on what is stated or implied in the passage. Circle or mark the correct answer in the book or write it on a separate piece of paper.

#### Passage 1

For a time, the Hubble telescope was the brunt of jokes and subject to the wrath of those who believed the U.S. government had spent too much money on space projects that served no valid purpose. The Hubble was sent into orbit with a satellite by the Space Shuttle Discovery in 1990 amid huge hype and expectation. Yet after it was in position, it simply did not work, because the primary mirror was misshapen. It was not until 1993 that the crew of the Shuttle Endeavor arrived like roadside mechanics, opened the hatch that was installed for the purpose, and replaced the defective mirror with a good one.

Suddenly, all that had originally been expected came true. The Hubble telescope was indeed the “window on the universe,”

as it had originally been dubbed. When you look deep into space, you are actually looking back through time, because even though light travels at 186,000 miles a second, it requires time to get from one place to another. In fact, it is said that in some cases, the Hubble telescope is looking back eleven billion years to see galaxies already forming. The distant galaxies are speeding away from Earth, some traveling at the speed of light.

Hubble has viewed exploding stars such as the Eta Carinae, which clearly displayed clouds of gas and dust billowing outward from its poles at 1.5 million miles an hour. Prior to Hubble, it was visible from traditional telescopes on earth, but its details were not ascertainable. But now, the evidence of the explosion is obvious. The

star still burns five million times brighter than the sun and illuminates clouds from the inside.

Hubble has also provided a close look at black holes, which are described as cosmic drains. Gas and dust swirl around the drain and are slowly sucked in by the incredible gravity. It has also looked into an area that looked empty to the naked eye and, within a region the size of a grain of sand, located layer upon layer of galaxies, with each galaxy consisting of billions of stars.

The Hubble telescope was named after Edwin Hubble, a 1920s astronomer who developed a formula that expresses the proportional relationship of distances between clusters of galaxies and the speeds at which they travel. Astronomers use stars known as Cepheid variables to measure distances in space. These stars dim and brighten from time to time, and they are photographed over time and charted. All the discoveries made by Hubble have allowed astronomers to learn more about the formation of early galaxies.

1. The author states that the Hubble was not always popular because
  - A. people were afraid of what might be found.
  - B. many people believed space exploration was a waste of time.
  - C. it was defective for its first three years in space.
  - D. it was more expensive than most space shuttles.
2. The word *brunt* in the first sentence is closest in meaning to
  - A. subject.
  - B. expense.
  - C. contentment.
  - D. unhappiness.
3. The word *wrath* in the first sentence is closest in meaning to
  - A. interest.
  - B. contentment.
  - C. fury.
  - D. pleasure.
4. The author implies that at the time the

Hubble was initially deployed from Earth

- A. there was little attention paid to it.
  - B. all attention was focused on the space shuttle, not the Hubble.
  - C. there was considerable excitement about the potential uses.
  - D. it was already known that the mirror was defective.
5. The word *misshapen* in the first paragraph is closest in meaning to
    - A. unusual.
    - B. useful.
    - C. expected.
    - D. distorted.
  6. The word *it* in the second sentence of the second paragraph refers to
    - A. one.
    - B. space.
    - C. light.
    - D. second.
  7. The author implies that the satellite that carries the Hubble was specifically designed so that
    - A. the known defective mirror could be replaced in space rather than on Earth.
    - B. maintenance could be done by traveling astronauts.
    - C. the Hubble could move easily.
    - D. the mirror could contract and expand.
  8. The author compares the astronauts of the *Endeavor* to
    - A. astronomers.
    - B. scientists.
    - C. mechanics.
    - D. politicians.
  9. The author states that Edward Hubble
    - A. developed the Hubble telescope.
    - B. was the first person to use the Hubble telescope.
    - C. developed a mathematical formula to measure speed and distances between galaxies.
    - D. was a politician who sponsored funding in Congress.
  10. The word *dubbed* in the second paragraph is closest in meaning to
    - A. detracted.
    - B. named.
    - C. anticipated.

- D. purchased.
11. The author states that
- A. when viewing a distant galaxy through the Hubble telescope, you are actually looking back in time.
  - B. the new mirror distorts the image.
  - C. the view from Hubble is not accurate, but it is interesting.
  - D. you cannot discern distance or time with any kind of accuracy.
12. According to the passage, a Cepheid variable is
- A. a star.
  - B. a Hubble calculation.
  - C. the dimming and brightening of a star.
  - D. a mirror.
13. The author indicates that the Eta Carinae was previously viewed from other telescopes, but
- A. its details could not be seen.
  - B. its speed and distance were not known.
  - C. its location was not known.
  - D. it had not been named.
14. The word billowing in the third paragraph is closest in meaning to
- A. sitting.
  - B. pouring.
  - C. exploding.
  - D. stopping.
15. The author implies that a black hole is analogous to
- A. water draining in a bathtub.
  - B. a galaxy.
  - C. a group of stars.
  - D. a cloud.

## Passage 2

The pain of a migraine headache can virtually disable a person who suffers from it. Millions and millions of people suffer from migraines, although many of them do not even recognize that a migraine is different from a regular headache. A migraine is not at all the same as a normal headache, and it seems to have a very physical cause.

One symptom of a migraine is a precursor, which is a visual aura before an attack. Yet only about a third of patients actually

experience that, and it is therefore not a requirement in the diagnosis. Other symptoms include increased pain when a person moves, nausea, and sensitivity to light and sound.

Scientists now believe that migraines are caused, not by abnormal blood vessels as previously believed, but instead by a unique electrical disorder of brain cells. Physicians used to treat migraines with medicine to constrict blood vessels because of the belief that dilated blood vessels were the cause.

The new research has been enhanced by imaging devices that allow scientists to watch patients' brains during an attack. The results show that sufferers have abnormally excitable neurons, or brain nerve cells. Prior to the attack, the neurons suddenly fire off electrical pulses at the back of the brain, which ripple like waves on a lake after a stone hits the water. They ripple across the top and then the back of the brain, ultimately affecting the brain stem where the pain centers are located. The pain then generates possibly from the brain stem itself or from blood vessels inflamed by the rapidly changing blood flow, or perhaps from both.

Scientists have experimented by applying a powerful magnet to stimulate the neurons and discovered that some people's brains react differently than others'. When stimulation was applied to the brains of people who had suffered migraines, they saw the initial aura, and some actually suffered migraines. When the same stimulation was applied to the brains of people who had never suffered migraines, they realized no effect and the neurons showed no change.

Scientists and doctors continue to work on the research in an attempt to find the perfect treatment. It is considered important to treat migraines because it is believed that prolonged untreated attacks could cause physical changes in the brain leading to chronic pain.

16. The word it in the first sentence refers to
- pain.
  - migraine.
  - person.
  - suffering.
17. The author implies that a migraine
- is just a strong headache.
  - can be treated with regular aspirin.
  - is caused by the same things that cause a headache.
  - has a specific scientific cause, unlike a headache.
18. The author indicates that the precursor to a migraine
- is a fiction.
  - happens to all migraine sufferers.
  - occurs during or after the attack.
  - is something some sufferers see before an attack.
19. The author implies that in the past scientists had thought migraines were caused by
- neuron firings.
  - stress.
  - constricted blood vessels.
  - expanded blood vessels.
20. The prior treatment for migraines included medicine that
- eliminated any pain.
  - tightened blood vessels.
  - eliminated the aura.
  - eliminated stress.
21. The word enhanced in the fourth paragraph is closest in meaning to
- hindered.
  - augmented.
  - described.
  - studied.
22. The new research indicates that the neurons in the brain of migraine sufferers
- have more electrical charge than those of people who do not suffer migraines.
  - tend to fire in an unusual pattern when a migraine begins.
  - do not react.
  - have no effect on migraines.
23. Scientists have recently learned more about the cause of migraines from
- using imaging devices that allow one to watch the neurons.
  - taking blood tests.
  - giving patients aspirin and watching for results.
  - asking patients to describe the symptoms.
24. The author indicates that researchers have determined that
- neurons fire suddenly and follow a specific pattern when a migraine is coming.
  - magnetic fields in the environment cause migraines.
  - everybody is susceptible to migraines.
  - they know what stimuli cause the neurons to react.
25. The author describes the firing of the neurons during a migraine as
- random.
  - moving in a specific order along the brain towards the brain stem like ripples of water.
  - unrelated to the migraine itself.
  - starting at the brain stem and radiating towards the top of the head.
26. According to the passage, what is the significance of an attack reaching the brain stem?
- It is insignificant.
  - The brain stem is the location of pain centers.
  - The stem is at the bottom of the brain.
  - An attack on the brain stem causes migraines.
27. According to the passage, now that scientists know that unusual neurons in certain people are the cause of migraines, they
- know all they need to know about the cause of migraines.
  - have developed medicine to permanently reverse the neurons' charge.
  - still do not know exactly what causes the pain.
  - know that the defective neurons reside in the brain stem.
28. Scientists have caused neurons to react

by applying

- A. drugs.
- B. a magnetic field.
- C. electric charges.
- D. imaging.

29. The best title for this passage would be what?

- A. Imaging As a Means of Studying Migraines
- B. How Migraines and Headaches are Different
- C. New Evidence of How Migraines Are Formed
- D. New Treatments for Migraines

30. Researchers believe that long-term migraine sufferers

- A. are susceptible to illness.
- B. can suffer physical changes in the brain and be in chronic pain.
- C. are not following instructions about their environment.
- D. can take a migraine medicine and avoid problems in the future.

### Passage 3

Lightning has been a mystery since early times. People of ancient civilizations believed angry gods threw lightning bolts from the sky. Nobody understood that lightning resulted from electricity until Ben Franklin flew a kite with a key dangling from the string, and it was struck by lightning.

In current times, it is known that lightning has a very scientific cause. Generally within a storm cloud, friction from water and ice-laden clouds creates a negative charge at the bottom of the cloud. When that charge grows too great for the air to hold it back, it is united with a positive charge from the Earth, creating a channel of electricity that flows between the two points. The charge remains invisible as it moves towards the ground until it meets the charge rising from the ground. Once they meet, a fifty thousand degree current superheats the air around the channel, resulting in an explosion of sound known as thunder. In fact, very recently it has been discovered that occasionally the positive charges appear at the bottom of

the cloud, which are then met by negative charges from earth.

Florida leads the nation in lightning deaths. Approximately ten people die each year in Florida from lightning, which surpasses the number of deaths caused by the winds of other weather events such as tornados and hurricanes. Lightning is much harder to forecast than a storm. Forecasters can indicate when a storm is likely to produce lightning, but there is no way to know when or where lightning will actually strike. It is known that it can actually strike up to 25 miles from the center of a storm, which occurs when lightning originates under a cloud but travels horizontally for a time before turning towards earth. Thunder is only heard up to ten miles from where lightning strikes, so it is possible to be struck by lightning without even realizing there is a storm in the area.

Generally, people are injured by lightning when they are in the open, near or in water, or near tall structures like trees. Golfers, swimmers, beach-goers, and outdoor workers are in greatest danger. The greatest number of victims are males, but it is believed that this is because males are more likely to be in the places where lightning strikes. When lightning is about to strike, one feels an odd, tingling sensation, and one's hair stands on end. Of course, there is little chance to do anything about it, because the full blow will occur within a second and be over in a couple of seconds. The victim may be thrown, lose consciousness, be burned, die, or suffer permanent injury. Some people recover completely, but others do not.

31. According to the passage, the first recorded evidence that lightning came from electricity was discovered by

- A. people of ancient civilizations.
- B. Ben Franklin.
- C. researchers from the 1400s.
- D. modern researchers.

32. The word dangling in the first paragraph is closest in meaning to

- A. connected.
- B. hanging.
- C. tied.
- D. sewed into.

33. According to the passage, the relationship between the charge in the cloud and that from earth is that
- they meet each other in the sky.
  - they are the same polarity.
  - the charge from earth travels to the cloud.
  - the charge from the cloud reaches the ground before they meet.
34. According to the passage, the primary cause of the charge in the storm cloud is
- ice build-up.
  - friction.
  - unknown.
  - water.
35. The author implies that as the lightning comes towards earth, but before it strikes,
- it can be seen in the sky.
  - it can turn back.
  - its approach can be felt by someone about to be struck.
  - thunder is heard several miles away.
36. The author indicates that thunder is created when
- the charge from the earth meets the charge from the cloud.
  - lightning strikes the ground.
  - friction occurs in the cloud.
  - lightning leaves the cloud.
37. The author indicates that lightning can strike far from the center of a storm when
- it travels horizontally first.
  - the storm cloud is large.
  - lightning has already emanated from the same cloud.
  - it emanates from a positive charge in the cloud.

#### Passage 4

The strangler fig tree, home to many birds and animals that enjoy the figs as nutrition, is found in the rain forests of Indonesia as well as in a 220,000-acre park known as Gunung Palung National Park on the island of Borneo.

The trees are referred to as stranglers because of the way they envelope other trees. Yet, the expression strangler is not quite accurate because the fig trees do not actually squeeze the trees on which they piggyback nor do they actually take any nutrients from the host tree. But they may stifle the host tree's growth as the fig tree's roots meet and fuse together, forming rigid rings around the host's trunk and restricting further growth of the supporting tree.

The most interesting aspect of the strangler fig is that it grows from the sky down to the ground. Birds are a major factor in the birth of new fig trees, ingesting the fruit and later dropping the seeds contained in them. Most seeds that are dropped to the ground do nothing, but those that drop into a moist mulch of decayed leaves and mosses that have collected in branches of trees have a chance of survival. They are more likely to receive some sunlight than those that drop all the way to the ground.

After the seeds of the fig trees germinate high in the canopy, their roots descend to form a menacing vise around the trees that support them. Eventually the host tree may begin to die, but it may take many years. Some types of fig trees put down roots so thick that they completely surround the host. In that case, all that is left is a moss-covered scaffold of fig roots.

38. According to the passage, fig trees are referred to as stranglers because they
- are unknown.
  - are unusual.
  - wrap themselves around other trees.
  - kill wildlife.
39. The author implies that the term strangler is not accurate because
- while the fig trees may damage the host tree, they do not actually squeeze it.
  - the host tree actually strangles the fig.
  - the fig tree does not harm animals.
  - the fig tree provides nutrition to the host tree.

40. The word stifle in the second paragraph

is closest in meaning to

- A. assist.
- B. nourish.
- C. suffocate.
- D. live on.

41. The author indicates that the fig trees

- A. grow from seeds dropped to the ground.
- B. grow from the top of a tree down to the ground.
- C. grow from the ground up.
- D. receive nutrients from the host tree.

42. The word fuse in the second paragraph is closest in meaning to

- A. combine.
- B. avoid.
- C. cannibalize.
- D. enjoy.

43. The word mulch in the third paragraph is closest in meaning to

- A. rock.
- B. compost.
- C. seeds.
- D. moss.

44. The word menacing in the final paragraph is closest in meaning to

- A. friendly.
- B. strong.
- C. spiraling.
- D. ominous.

45. The word scaffold in the last sentence is

closest in meaning to

- A. decay.
- B. framework.
- C. graveyard.
- D. host.

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