

**TOEFL<sup>®</sup> iBT**

*Building  
Reading  
Skills*

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# Introduction



## **How to use this book**

This book was designed to help you build reading skills for the iBT. It is not meant to be a crash course, or something that you read one day before the test and hope that you will do well. The only way to learn a language well is to have a consistent, steady plan of study, and to stick to it.

Read through the introduction, and become familiar with the types of questions that you can expect on the iBT.

I have organized the questions in order from what I have found to be the most difficult for many students. However, I would strongly recommend that you study the questions that are the most difficult **for you** first. The more practice you have with these questions, the easier they will be for you.

Once you have completed the exercises, go on to the full texts. The texts are similar in length and topic to reading passages that you may encounter on the iBT. On the real test, you will have 20 minutes to answer all of the questions about one passage – by the time that you are on the last few texts, you should be doing them in that amount of time.

However, you should also feel free to challenge yourself and try to do some full texts while you are building your skills.

Remember – the purpose of reading is to have a good time. Practice reading as much as you can – the more you read, the faster your English will improve, and the more fun you will have.

**Your feedback is important! If you have any suggestions about how to improve future editions, such as which sections to expand and which to remove, or what types of exercises work well or badly, please let me know – my email is [feedback@DyczokEducation.com](mailto:feedback@DyczokEducation.com).**



## Types of questions on the iBT reading

There are **9 types** of questions in the iBT reading section. They were designed to test your comprehension of the passage as well as your ability to use the information that they present. Many questions are similar to PBT or CBT style questions, but there are some new ones, also.

The questions almost always paraphrase – they give the same meaning using different words and sentence structure. This is to make sure that test takers can understand and manipulate information rather than simply scan and match information.

Here is an introduction to the various question types, with examples.

1. The most common type of question is **vocabulary in context** questions. There will be at least 4 per reading passage. They require you to choose the best synonym for a “target” word.

### Example:

Michelangelo is famous for creating the **fresco** ceiling of the Sistine Chapel, as well as the Last Judgment over the altar. Among his many sculptures are those of David and the Pietà, and members of the Medici family; he also designed the dome of St. Peter's Basilica.

The word “fresco” is closest in meaning to

- Painted
- New
- Original
- Wood

2. **Information addition** questions require you to add a sentence to a paragraph into the most appropriate of four locations.

**Example:**

**A** El Pollo Loco is a fast-food restaurant chain and Mexican grilled chicken franchise, and may be the first Latin-American franchise to branch into the United States market. **B** El Pollo Loco” is Spanish for “The Crazy Chicken”. **C** By 1979, the chain had expanded over northern Mexico. In 1980, the first U.S. restaurant opened in Los Angeles, California. In 1983, the American restaurants in the chain were acquired by Denny’s, with an agreement where the Ochoa family could operate the restaurants in Mexico. There are some holes in the history presented at the El Pollo Loco website, however. The USPTO reports that El Pollo Loco’s trademark was assigned from Humberto Galvez to the El Pollo Loco Corporation in 1981. **D**

Look at the four squares [■] in the paragraph which indicate where a sentence could be added.

**Juan Francisco Ochoa started the restaurant in Guasave, Mexico, in 1975.**

Where would this sentence best fit?

3. **Inference** questions test your ability to apply information which is presented in the passage.

**Example:**

Broadly defined, Dialectics are an exchange of propositions, or theses, and counter-propositions, or antitheses, resulting in a synthesis of the opposing assertions, or at least a qualitative transformation in the direction of the dialogue.

What can be inferred about a Dialectic?

- They usually take a long time to solve
- They are usually long
- They are usually between more than one person
- It’s impossible to have one alone

## Introduction

4. **Pronoun referent** questions require you to find which word a pronoun replaces.

### Example:

Myths are generally narratives which are passed down through generations orally, traditionally intended to explain the universal and local beginnings, natural phenomena, inexplicable cultural conventions, and anything else for which no simple explanation presents itself. They are by definition sacred and usually involve a supernatural force or deity. Many legends and narratives passed down orally from generation to generation have mythic content.

The pronoun "they" in line 4 refers to:

- Explanations
- Phenomena
- Conventions
- Myths

5. In **paraphrasing** questions, part of a paragraph will be highlighted, and the test will require you to choose one of four possible paraphrasings of the text.

### Example:

Joseph Jefferson "Shoeless Joe" Jackson was a left fielder in Major League Baseball who played for the Philadelphia Athletics, Cleveland Indians and Chicago White Sox. One of the greatest hitters of his era, he was one of eight players banished for life from professional baseball for his alleged participation in the Black Sox scandal, this being the basis for his exclusion from baseball's Hall of Fame.

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

- Joseph Jackson is not in baseball's Hall of Fame because of the team Black Sox
- Although he was very skilled, he did not like the life of a professional athlete
- His skill overshadowed the Black Sox scandal
- He is one of a group of players who was ejected from baseball for illegal activities

6. **“Why does the author mention/state ...”** questions require you to explain the purpose of a part of the paragraph.

7. **Organization** questions are always the last question in the reading passage. There are two types of organization questions: summary and classification.

**Example:**

Abatement of debts and legacies is a common law principle of wills that holds that when the assets of a deceased person are not sufficient to satisfy fully all the creditors, their debts must be divided proportionately, and they must accept a dividend. In the case of legacies when the funds or assets are not sufficient to pay them in full, the legacies are divided in proportion, unless there is a priority given specially to any particular legacy. Annuities are also subject to the same rule as general legacies.

Why does the author mention annuities?

- To give an example of a dividend
- To supply further examples of abatement
- To show why abatement is important
- To justify legacies

In a **summary** question, the test provides the topic sentence of a paragraph. Six more sentences are presented, and you must choose which of the sentences, along with the topic sentence, best summarize the key ideas in the paragraph. This type of question checks your ability to differentiate between key ideas and details.

In **classification** questions, the test provides a chart. You must complete the chart by organizing information according to information from the passage. You will have to apply knowledge from the passage to facts which were not in the passage.

In these questions, the text is not directly in front of you – if you want to view the text, you will have to click on a button “View text”.

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**NOTE:** These final two types of questions are very simple. There are no specific skills for these questions, you simply need to scan for keywords and eliminate the incorrect answers. They will be discussed only very briefly at the end of the book.

8. **Specific Detail** type questions require you to find specific information in the passage.
9. **“NOT”/Unstated detail** questions require you to find which of four items is **not** mentioned in the passage.

These two types of questions definitely check the ability to paraphrase.

### **Example:**

The economy of the Iroquois originally focused on communal production and combined elements of both agricultural and hunter-gatherer systems. The Iroquois peoples were predominately agricultural, harvesting the Three Sisters commonly grown by American Indian groups: maize, beans, and squash.

According to the passage, what was the main food source of the Iroquois peoples?

- Produce
- Hunting
- Farming
- Gathering

What is NOT mentioned as one of the Three Sisters?

- Maize
- Beans
- Corn
- Squash

## Strategies for improving general reading skills

1. **Practice every day.** This is the most important of the general skills – if you don't continue to practice and re-enforce learned knowledge, it will quickly leave. Also, the speed at which you improve will slow down;
2. **Challenge yourself.** Try to read “difficult” things – if you read simple texts, your knowledge will not increase. Remember that even if you don't really understand what the passage is about, you are still learning to think in English;
3. **Don't be afraid of mistakes.** This is the time to make mistakes, not the test. It is very difficult to learn without making mistakes;
4. **Don't think of this as learning a language.** Reading is an enjoyable hobby, a great way to relax, and a way of improving yourself. Don't read because you have to, read because you want to.
5. **Don't feel that you must read TOEFL-type material.** All reading that you do will improve your overall proficiency in English, and this will help your TOEFL score. Read newspapers, magazines, or books that you find interesting.
6. **Keep a vocabulary list.** Every time that you learn a new word while you are reading, write it down, and try to use it. This will greatly increase your comfort level with English, and help you speak, read, and write more quickly and confidently.

## Strategies for improving specific TOEFL reading skills

1. **Don't panic.** This is the most important of the specific skills. By the end of this book you will have all of the skills necessary for achieving a great score on the iBT. Be confident;
2. **Read the passage quickly before you look at the answers** – try to “get a feel” for the text. Is it a biography, a report or opinion?
3. **Decide what type of questions you prefer to do first** – questions that are easy for you, or questions that are more challenging. Some people prefer to “get the difficult ones over” and then relax with the simpler ones. Other people prefer to finish the questions that they feel are easy first, and then tackle difficult ones. Remember, you can move back and forth in this section;
4. **Don't be afraid to skip questions.** Remember that this is a timed test, and if you don't have any time to waste. If you see that a question is taking up too much time, move on. You can always return to it if you have time left;
5. **Don't worry about making mistakes.** Each reading passage has between 12 and 14 questions. You can get a great score even if you don't answer every question;
6. **Check the clock regularly.** If there are many questions but little time left, you will have to move more quickly. Again, don't worry about mistakes;
7. **Don't try to find the correct answer – find incorrect answers and eliminate them.** The most common reason that people have time difficulty is that they spend too much time on each possible answer. Once you have read the question, look at each possible answer and decide – “NO” or “MAYBE”. If you are not sure, say “MAYBE” and move on to the next possible answer. In some situations, you may have to do this a few times, but you will save very much time and frustration by using this system. If you are still taking up a lot of time on a difficult question, click “NEXT” and “OK” and go on to the next question. Remember, you will be able to return to the question later.







# **Section 1**

# **Building Skills**



## Question type 1 – Vocabulary in Context

On the TOEFL, at least 4 questions per reading passage will require you to choose the best synonym or antonym for a “target” word. This is actually quite easy to do – the most important thing is to NOT PANIC.

There are eight steps that you need to follow every time you try to find the meaning of a word:

- **First**, and likely most importantly, **DO NOT LOOK AT THE ANSWERS** – **focus on the passage** – that will give you the answer;
- **Second, figure out what part of speech** you are dealing with: noun, verb, adjective (the chart about word endings on page 5 will really help you with this part);
- **Third, check any other word parts that you may know** – use the charts on pages 4 and 5 to help you with this. Disclaimer: THIS WILL NOT WORK 100% OF THE TIME, BUT IT WILL WORK AT LEAST 90% OF THE TIME;
- **Fourth, find the target word in the sentence.** Then, in that sentence, find the main subject and main verb;
- **Fifth, find the relation of the target word to the main subject and verb;**
- **Sixth, figure out the structure of the paragraph** – what is the topic sentence, what are the supporting ideas, what are the details;
- **Seventh, find the relation of the target sentence to the topic sentence;**
- **Eighth**, look for signal words – also, and – for similarity; but, however, on the other hand – for contrast; for example, such as, like – for example.

Imagine that you are looking at the word through a magnifying glass. At the beginning of your examination, steps 2 and 3, you are focused closely on the word. With steps 4 and 5, “zoom out” to the level of the sentence, and then with steps 6 and 7 you “zoom out” more – to the level of the paragraph.

By that point, you should have a good idea of the meaning of the word. Then, you can look for which of the answers fits best.

If you still don’t know the meaning of the word, **DON’T PANIC** – eliminate the answers that you know are incorrect – usually there will only be one left.

**Look at this example:**

Since the early twentieth century, the field of professional astronomy has split into observational astronomy and theoretical astrophysics. Although most astronomers **incorporate** elements of both into their research, most professional astronomers tend to specialize in one or the other.

The word “incorporate” is closest in meaning to:

- (a) indent
- (b) include
- (c) buy
- (d) start

**Solution:**

1. *You are looking for a verb (“-ate” ending);*
2. *You know by examining the word that there will be something about “in” – movement towards, not away;*
3. *The passage discusses two types of astronomy – observational and theoretical. The target sentence says that most astronomers are either observational or theoretical – they have to make a choice. The subordinate clause says that most + target verb + both;*
4. *Because the conjunction “although” is used, the extra subject-verb shows contrast. We can guess, therefore, that the subordinate clause means that they don’t make a choice. This means that they use both;*
5. *NOW, look at the four possible answer choices:*
  - The first one, (a), may be unknown – therefore, say “maybe”;*
  - The second choice, (b), shows that both are used – the meaning seems similar to the target word. Again, note it as “maybe”;*
  - The third word, (c), looks similar to business, and tries to trick you by connecting “corporate” and “buy”. In this case, however, it does not match because of the prefix “in-” and the context – it can therefore be eliminated;*
  - The fourth word, (d), makes no sense in this context, and it can also be eliminated;*
6. *Two answer choices remain – “indent” and “include”. The target word is somehow opposite of making a choice of one or the other. Therefore, it means something of a relationship of two things. In this context, “include” (b) makes the most sense.*

Remember➔ Many words in English have more than one meaning. Be sure to **choose the meaning which is correct in that particular context.**

The TOEFL may try to trick you by giving you a seemingly easy statement:

*Most people are born with 5 **digits** on each hand.*

In this example, however, “digit” means “finger”, not “number”

Also, TOEFL may try to trick you using words that have multiple meanings:

*I found the answer in the **table** at the back of the book.*

In this example, table means “chart”, not furniture.

This sounds difficult and intimidating, but don’t panic – with practice this will become very easy.

This is how you solve this type of problem in any language with which you feel comfortable. However, when you do it in another language, you do it so quickly that you don’t even have time to think about it.

➔ Remember – in the reading section of the iBT, you can go back to previous questions and change your answers. Don’t worry about answering questions in the order that they are presented. Choose what type of questions you like to do first, and do them first. Then, go back and do whatever is left.

## Section 1 – Building Skills

### Word Parts

Most English vocabulary, at least 70%, comes from Latin. In order to be able to understand –and guess the meaning of– very many words, it is worth learning and becoming comfortable using these word parts.

Basically, all word parts can be broken down into three groups: **Prefixes, Roots and Suffixes.** There are very many prefixes, roots and suffixes, so we will only focus on the most common ones here.

#### Common Prefixes

Prefixes stand at the beginning of words. They do not have to be attached to latin words, and their meaning will not change.

<b>Prefix</b>	<b>Meaning</b>	<b>Prefix</b>	<b>Meaning</b>	<b>Prefix</b>	<b>Meaning</b>
aero-	flying	hyper-	over	psych-	mind
ante-	before	hypo-	under	quad-	four
anti-	against	in-	into	quin-	five
auto-	self	in-	not	semi-	half
bene-	good/well	inter-	between	sol-	alone
bi-	two	mal-	bad	sub-	under
co-	with	meso-	middle	syn-	together
con-	together	mono-	one	tele-	afar
con-	against	mis-	mistakenly	tri-	three
e-	out	nova-	new	trans-	through
equi-	equal	post-	after	un-	not
extra-	from outside	pre-	before		

#### Common Roots

These come from Latin. You are probably familiar with many of them.

<b>Root</b>	<b>Meaning</b>	<b>Root</b>	<b>Meaning</b>	<b>Root</b>	<b>Meaning</b>
astro	space	geo	earth	sect	cut
audio	hear	graph/gram	write	sequ	follow
cede/ceed	go	habit	live	spec	watch
chronos	time	jac/ject	throw	stella	star
corp	body	mis/mit	send	struct	build
cosmo	space	morph	change	terra	earth
cred	believe	phon	sound	therm	heat
demo	people	phot	light	vac	empty
dict	say	port	carry	vert	turn
duc/duct	pull/lead	rupt	break	ven	come
fer	carry	sci	know	vis	see
fluct	change	scrib/scrip	write	voc	say/speak

## Common Suffixes

Here we will focus only on the suffixes which change the word parts – noun/adjective, etc.

Noun – thing	Noun – person	Adjective	Verb
-ism	-or	-ic	-ize
-tion	-er	-ar	-ate
-acy	-ian	-al	-ify
-age	-an	-ant/-ent	-en
-ance/-ence	-ist	-ful	
-dom	-ure	-ive	
-iatry		-en	
-ology		-ful	
-ment		-ile	
-ion		-less	
-omy		-ial	
		-ian	
		-able/-ible	
		-ous	

### Exercise 1.1

Write meanings for the following words. In this example, the exact synonyms are not important – you should simply try to find the **meaning**. Possible answers are on page 122.

1. Antechamber \_\_\_\_\_
2. Subterranean \_\_\_\_\_
3. Constellation \_\_\_\_\_
4. Eruption \_\_\_\_\_
5. To bisect \_\_\_\_\_
6. Transmit \_\_\_\_\_
7. Benediction \_\_\_\_\_
8. Consequence \_\_\_\_\_
9. Prediction \_\_\_\_\_
10. Transport \_\_\_\_\_



Section 1 – Building Skills

Exercise 1.2 - Paragraph Practice

Practice choosing the best synonym for the target words. Use the steps outlined in the previous pages. The difficulty will increase with each paragraph. The answers to this exercise are on page 122.

1.

*Line 1* Medieval foods and diets depended much on the class of the individual. For those living in the manor house, there was a wide range of foods available. Fowl such as **capons**, geese, and chickens were usually available to the lord and his family. They also dined on other meats: beef, bacon, lamb, and those living  
*Line 5* close to water may have regularly dined on salmon, herring, eels and other freshwater fish. Fish were sold either fresh or smoked. Wealthy society could afford large quantities of **milled** flour and other meals made from grain. Dairy products such as cheese and butter could be seen on the manor table.

1. The word “capons” in line 3 is probably

(a) a type of bird (b) a type of house (c) a type of lord

2. The word “milled” in line 7 is probably

(a) brewed (b) built (c) processed

2.

*Line 1* Medieval peasants, in contrast to Lords, had a much simpler diet available to them. Most of the wheat they harvested went exclusively to the market, and peasant breads were made from barley and rye, baked into dark heavy loaves. Ales made from barley would **quaff** the thirst, as would water drawn from the well,  
*Line 5* sweetened with honey. Peasant society got what little proteins they could from peas and beans that would be added to bread and **pottage**.

3. The word “quaff” in line 4 is probably

(a) quail (b) quench (c) quiet

4. The word “pottage” in line 6 is probably

(a) a type of house (b) easy to carry (c) a type of soup

3.

Line 1

Pottage was often favored over bread, because it did not require the grains that the miller guarded closely. Onions, cabbage, garlic, nuts, berries, leeks, spinach, and parsley were some of the foods that would be combined to make thick soup.

Line 5

Raw vegetables were considered unhealthy and rarely eaten, but anything that was grown, with the exception of poisonous plants, was added to the mix. Lucky families may have added salt pork or fatty bacon for flavor and protein. Poorer society depended on these simple foods for survival. It was ironic that after the Black Death ravaged societies, even the poor could find wheat available.

5. The word “leeks” in line 2 is probably

- (a) a type of problem      (b) a type of plant      (c) a type of guard

6. The word “ironic” in line 7 is probably

- (a) happy      (b) normal      (c) surprising

7. The word “ravaged” in line 8 is a synonym for

- (a) destroyed      (b) reviewed      (c) saw

4.

Line 1

As the populations of medieval towns and cities increased, hygienic conditions worsened, leading to a vast array of health problems. Medical knowledge was limited and, despite the efforts of medical practitioners and public and religious institutions to institute regulations, medieval Europe did not have

Line 5

an adequate health care system. Antibiotics weren't invented until the 1800s, and it was almost impossible to cure diseases without them.

8. The word “practitioners” in line 3 is probably

- (a) somebody who tries      (b) students      (c) doctors

9. The word “adequate” in line 5 is closest in meaning to

- (a) good enough      (b) healthful      (c) additional

*Section 1 – Building Skills*

5.

*Line 1*

The Medici were natives of Mugello but moved to Florence, where they quickly came to symbolize power and wealth. They were probably the most powerful family in Italy at the time of the Renaissance. Upon arrival in Florence, they bought houses and shops in the district of the Mercato Vecchio. Towards the middle of the fourteenth century, having become merchants and bankers of rapidly growing wealth, the Medici began to look for another place to live in a more serene area of the city. However, they wanted to remain close to their various business activities. Therefore, the Medicis bought a number of adjacent houses on Via Larga, the road which skirted the eastern border of the Gonfalone del Leon d'Oro, which was the largest of the sixteen districts of Florence.

*Line 5*

*Line 10*

**10. The word “serene” in line 6 is closest in meaning to**

- (a) peaceful                      (b) new                      (c) downtown

**11. The word “skirted” in line 9 is closest in meaning to**

- (a) dressed                      (b) surrounded                      (c) traveled

6.

*Line 1*

The biggest change in music from Medieval times to the Renaissance was the idea of harmony. Although vocal music dominated in the Renaissance as it had in the Middle Ages, music in four or more parts was common for both religious and secular music. Medieval vocal music usually had three different vocal parts, presented one at a time; in the Renaissance, four or more vocal parts were presented together. Each part imitated the voice before it, using the same words. Unlike Medieval composers, Renaissance composers were interested in chords. They planned their compositions with attention to producing pleasing harmonies. They used polyphony, but carefully, so that each voice line would go harmoniously with the others.

*Line 5*

*Line 10*

**12. The word “dominated” in line 2 is closest in meaning to**

- (a) demonstrated                      (b) lived                      (c) ruled

**13. The word “secular” in line 4 is closest in meaning to**

- (a) secret                      (b) safe                      (c) lay

**14. The word “imitated” in line 6 is closest in meaning to**

- (a) connected                      (b) met                      (c) copied

7.

Line 1

Perhaps the most important technological development of the Renaissance was the invention of the “Caravel”, the first truly ocean-going ship. This was the first combination of European and Arab ship building technologies,

Line 5

and it made **extensive** trade and travel over the Atlantic **feasible**. While first introduced by the Italian states and the early captains, such as Christopher Columbus and Giovanni Caboto, who were Italian, the development of the Caravel ended Northern Italy’s role as the trade crossroads of Europe.

Wealth and power shifted westwards to Spain, Portugal, France, and England.

15. The word “**extensive**” in line 4 is closest in meaning to

- (a) long-term                      (b) long-distance                      (c) big

16. The word “**feasible**” in line 4 is closest in meaning to

- (a) edible                      (b) possible                      (c) far

8.

Line 1

Upon the death of his stepfather in 1653, Sir Isaac Newton lived with his extended family consisting of his mother, his grandmother, one half-brother, and two half-sisters. From shortly after this time, Isaac began attending the Free Grammar School in Grantham. Although this was only

Line 5

five miles from his home, Isaac lodged with the Clark family at Grantham.

However, he seems to have shown little **promise** in academic work. His school reports described him as “**idle**” and “inattentive”. His mother, a lady of reasonable wealth and property, thought that her eldest son was the right person to manage her affairs and her estate. Isaac was taken away from school but soon showed

Line 10

that he had no talent, or interest, in managing an estate.

17. The word “**promise**” in line 6 is closest in meaning to

- (a) potential                      (b) guarantee                      (c) swear

18. The word “**idle**” in line 7 is closest in meaning to

- (a) important                      (b) semi-deific                      (c) lazy

Section 1 – Building Skills

9.

Line 1

Venus is the brightest of all planets. It makes Sirius, the brightest star in the night sky, look **feeble**. At sundown, Venus **materializes** close to the western horizon where it can shine through trees and make you think you're being chased by something from outer space. No wonder so many people call 9-1-1 to report a UFO when they see it.

Line 5

19. The word “feeble” in line 2 is closest in meaning to

- (a) Free                      (b) Distant                      (c) Weak                      (d) Heavy

20. The word “materializes” in line 2 is closest in meaning to

- (a) Appears                      (b) Creates                      (c) Forms                      (d) Has

10.

Line 1

Mercury's cratered surface appears very similar to the Moon's. Its most distinctive surface feature is Caloris Basin, an impact **crater** roughly 1350 km in diameter. The planet is marked with cliffs, which apparently formed billions of years ago as its core cooled and shrank, causing the crust to wrinkle.

Line 5

The majority of Mercury's surface is covered with **plains** of two distinct ages; the younger ones are less heavily cratered, and probably formed when lava flows buried earlier **terrain**.

21. The word “crater” in line 2 is closest in meaning to

- (a) Hole                      (b) Box                      (c) Circle                      (d) Enemy

22. The word “plains” in line 5 is closest in meaning to

- (a) Ships                      (b) Flatlands                      (c) Cities                      (d) Simple

23. The word “terrain” in line 7 is closest in meaning to

- (a) Land formation                      (b) Fear                      (c) Cities                      (d) Terror

11.

Line 1

We won't know what it's like to play tennis on the Moon until someone tries it. Two issues remain unclear. First, will tennis balls really accumulate electrical **charge** as they bounce back and forth across the court? It depends on what the ball is made of and how it interacts with

Line 5

moon dust. Scientists know that the Moon “crackles” with static electricity - moon tennis might crackle too. Second, will it be difficult to move? By the time people are actually living on the Moon, advanced space suits will surely be lighter and more **agile** than Apollo suits. This will help astronauts go about their

Line 10

duties: exploring, building the colony, and acting as field geologists. Improved suits will help them play tennis, too, making backhand strokes and over-the-shoulder serves easier to **execute**. Of course, athletes playing inside a pressurized lunar sports dome could shed their spacesuits altogether. There would be no moon dust and plenty of air. How different will Moon tennis be? Time will tell.

24. The word “charge” in line 3 is closest in meaning to

- (a) Attack                      (b) Hit                              (c) Arrest                              (d) Power

25. The word “agile” in line 8 is closest in meaning to

- (a) Dangerous                      (b) Flexible                              (c) Expensive                              (d) Light

26. The word “execute” in line 11 is closest in meaning to

- (a) Carry out                      (b) Attack                              (c) Notice                              (d) See

12.

Line 1

The International Astronomical Union has no specific rules defining what is and what is not a planet. Recent discoveries in our solar system have forced it to reconsider this **stance**. The problem lies in the discovery of the Kuiper

Line 5

belt, a ring of large **asteroids** outside Neptune. The astronomical community is split into two camps: some astronomers now claim that Pluto is not really a planet, but actually belongs to that belt. Others, however, still hold onto the traditional belief that it really is a planet. A new planet, named “Sedna”, is **casting** even more doubt on this discussion. Scientists now cannot agree on exactly how many “true”

Line 10

planets there are in our solar system – eight, nine, or twenty four.

27. The word “stance” in line 3 is closest in meaning to

- (a) Image                              (b) Position                              (c) Stand                              (d) Location

28. The word “asteroids” in line 4 is closest in meaning to

- (a) Games                              (b) Rockets                              (c) Rocks                              (d) Positions

29. The word “casting” in line 7 is closest in meaning to

- (a) Throwing                              (b) Drawing                              (c) Acting                              (d) Producing

Section 1 – Building Skills

13.

Line 1

The standard depiction of Mars in fiction, until the arrival of planetary probes, was derived from the astronomers Giovanni Schiaparelli and Percival Lowell. Schiaparelli observed - or thought he did - linear features on the face of Mars, which he thought might be water channels.

Line 5

However, since the Italian word he used for channels is “canali”, the accounts of his work in English tended to translate that as “canals”; with implications of their artificial construction. Lowell’s books on Mars expanded on this notion and the standard model of it as a drying, cooling dying world was established. Included in this scenario was a number of

Line 10

ancient, highly-developed civilizations which were now eager to find new home planets.

30. The word “depiction” in line 1 is closest in meaning to

- (a) Picture (b) Examination (c) Expulsion (d) Destruction

31. The word “derived” in line 2 is closest in meaning to

- (a) Create (b) Come from (c) Move (d) See

32. The word “notions” in line 8 is closest in meaning to

- (a) Intention (b) Idea (c) Theme (d) Recording

33. The word “scenario” in line 9 is closest in meaning to

- (a) Situation (b) Drama (c) Notation (d) View

14.

Line 1

Sedna was discovered during a survey conducted with the Samuel Oschin telescope at Palomar Observatory near San Diego, California, and was observed within days on telescopes in Chile and Spain. NASA’s orbiting Spitzer Space Telescope was also pointed toward it, but could not

Line 5

detect it — putting an upper-bound on its diameter at roughly three-quarters that of Pluto. Because of its cold, distant nature, and because all other planets of the Solar system are named after ancient Roman and Greek gods, the scientists who discovered it unofficially named it after Sedna, the Inuit goddess of the sea, who was believed to live in the cold depths of the Arctic Ocean.

34. The word “conducted” in line 1 is closest in meaning to

- (a) Lead (b) Made (c) Done (d) Showed

35. The word “detect” in line 5 is closest in meaning to

- (a) Remove (b) Notice (c) Have (d) Emit

36. The word “bound” in line 5 is closest in meaning to

- (a) Tied (b) Held (c) Limit (d) Basement

15.

Line 1

During the years NASA’s Hubble Space Telescope has orbited the Earth, it has taken more than 700,000 photos of the cosmos; images that have awed, astounded and **confounded** both astronomers and the public. NASA recently released new views of two of the most well- known objects Hubble has

Line 5 ever observed: the Whirlpool Galaxy and the Eagle Nebula. They are among the largest and sharpest it has ever taken. They were made with Hubble's newest camera, the Advanced Camera for Surveys. The images are so incredibly **sharp** that they could be enlarged to billboard size and still retain **stunning** details.

37. The word “confounded” in line 3 is closest in meaning to

- (a) Hit (b) Coordinate (c) Confused (d) Made

38. The word “sharp” in line 7 is closest in meaning to

- (a) Pointy (b) Rocky (c) Clear (d) Big

39. The word “stunning” in line 8 is closest in meaning to

- (a) Big (b) Awesome (c) Hot (d) Nice

16.

Line 1

Many people who dream of going to space, or even working there for extended periods of time, must learn to deal with the idea of zero gravity. This is a concept that we on earth cannot possibly fully **comprehend**. The closest we can get to it is floating on water. However, in space, weightlessness takes on much more

Line 5 significance. For example, drinking is a challenge as anything you pour immediately becomes a **sphere** and you have to make sure it doesn’t escape or hit any of your crewmates. Sleeping is another aspect of life which you don’t think about, but is also affected by weightlessness. A sleeping bag must be attached to a **bulkhead**, or it will float away. It would certainly be an unpleasant experience –

Line 10 waking up on the other side of the station!

40. The word “comprehend” in line 3 is closest in meaning to

- (a) Correlate (b) Understand (c) Desire (d) Experience

41. The word “sphere” in line 6 is closest in meaning to

- (a) Ball (b) Drink (c) Weapon (d) Circumference

42. The word “bulkhead” in line 9 is closest in meaning to

- (a) Exterior (b) Co-worker (c) Wall (d) Desk



*Section 1 – Building Skills*

17.

*Line 1*

“Moccasin” is a word originating in a Native American language, meaning a shoe made of deerskin or other soft leather. It is made in one piece; the **sole** is soft and flexible and the upper part is often **adorned** with embroidery, beading or other ornament. It is the footwear of the North

*Line 5*

American Indian tribes and is also worn by hunters, traders and settlers.

**43. The word “sole” in line 3 is closest in meaning to**

- (a) Spirit                      (b) Fish                      (c) Bottom part                      (d) Happiness

**44. The word “adorned” in line 3 is closest in meaning to**

- (a) Decorated                      (b) Pained                      (c) Loved                      (d) Distinguished

18.

*Line 1*

A tomahawk was a type of Native American axe. Traditionally, it was short and resembled a hatchet. It had a wooden **shaft** and, initially, a stone but later an iron or brass head. A general purpose tool, it is often regarded as solely thrown weapon. The name came into the English language in the 17<sup>th</sup> century as a

*Line 5*

**transliteration** of the Algonquian word.

**45. The word “shaft” in line 2 is closest in meaning to**

- (a) Hole                      (b) Stick                      (c) Pipe                      (d) Push

**46. The word “transliteration” in line 5 is closest in meaning to**

- (a) Exclusion                      (b) Transposition                      (c) Translation                      (d) Carrying

19.

Line 1

In its human-powered form, the canoe is **propelled** by the use of paddles, with the number of paddlers depending on the size of canoe. Paddlers face in the direction of travel, either seated on supports in the hull, or kneel directly upon the **hull**. In this way, paddling a canoe can be contrasted with rowing, where the rowers face away from the direction of travel. Paddles may be single-bladed or double-bladed. Canoes were traditionally made of birch **bark**, because of its water resistance.

Line 5

47. The word “propelled” in line 1 is closest in meaning to

- (a) Progressed      (b) Pushed      (c) Joined      (d) Known

48. The word “hull” in line 4 is closest in meaning to

- (a) Top      (b) Back      (c) Shell      (d) Hole

49. The word “bark” in line 7 is closest in meaning to

- (a) Branch      (b) Wood      (c) Skin      (d) Noise

20.

Line 1

“Inuit” is a general term for a group of culturally similar **indigenous** peoples inhabiting the Arctic coasts of Siberia, Alaska, the Northwest Territories, Nunavut, Québec, Labrador and Greenland. Until fairly recent times, there has been a remarkable **homogeneity** in the culture which traditionally relied on fish, sea mammals, and land animals for food, heat, light, clothing, tools, and shelter throughout this area. Their language is Inuktitut.

Line 5

50. The word “indigenous” in line 1 is closest in meaning to

- (a) Interior      (b) Immigrant      (c) Native      (d) Individual

51. The word “homogeneity” in line 4 is closest in meaning to

- (a) Uniqueness      (b) Commonness      (c) Genetics      (d) Discord

## Question type 2 – Information Addition

At least one question per reading passage will ask you to insert an extra sentence into a paragraph. This question tests your ability to follow the organization of the thoughts expressed in the paragraph.

There will be four squares in a paragraph – these squares represent the possible places to add the sentence. You must click on the square that is the best place for the extra sentence. When you do so, the sentence will appear in that place.

You can change the position of the sentence by simply clicking on a different square.

➤ **First, look at the sentence**

- a. Does it contain any “signal” words such as “first”, “second”, or “also”?
- b. Does it contain any pronouns that require referents?
- c. What is the main subject and verb?
- d. Establish whether the extra sentence is a topic sentence or a supporting detail.

➤ **Next, look at the passage**

- a. What is the main idea of the paragraph?
- b. What are the supporting ideas?
- c. Are there any obvious “jumps” in logic, such as a missing counter, or sudden date change?
- d. Read through the paragraph, and determine where ideas end and begin. All paragraphs have one topic and several supporting ideas – you need to establish where the breaks between the ideas happen. Then, match the idea of the extra sentence to the appropriate place in the paragraph.
- e. Check the verb tense of the extra sentence, and find where that same tense is used in the paragraph

**Look at this example:**

**A** Claudius was the fourth Roman Emperor of the Julio-Claudian dynasty, ruling from January 24, 41 to his death in 54. Born in Lugdunum in Gaul, he was the first Roman Emperor to be born outside Italy. **B** Claudius was considered a rather unlikely man to become emperor. He was reportedly afflicted with some type of disability, and his family had virtually excluded him from public office until his consulship with his nephew Caligula in 37. **C** His very survival led to his being declared emperor after Caligula's assassination, at which point he was the last adult male of his family. **D**

Look at the four squares [■] which indicate where a sentence could be added.

**This infirmity may have saved him from the fate of many other Roman nobles during the purges of Tiberius and Caligula's reigns.**

Where would this sentence best fit?

**Solution:**

1. *The extra sentence contains a key signal word: "this". The previous sentence must define what this is;*
2. *There is a pronoun, "him", which must be explained;*
3. *The main subject is "This infirmity"; the main verb is "may have saved";*
4. *This sentence is too specific to be a topic sentence – it must be a supporting detail.*

1. *The main idea of the paragraph is to describe the early life of Roman Emperor Claudius;*
2. *The paragraph is biographical, so the entire paragraph is in chronological order;*
3. *There are no direct jumps in logic;*
4. *There is only one other mention in the paragraph of disability/sickness – that is the sentence directly before the third square.*

*Therefore, the best answer is (c)*

## Section 1 – Building Skills

### Unscrambling Paragraphs

In order to be able to answer this type of question quickly, you need to be able to follow the “flow” of the paragraphs – to understand what the author is trying to say. When you are practicing this type of question, draw a line on the page where you think one idea ends and another begins. Paragraphs are all constructed basically the same way, with a logical progression from one idea to the next.

#### Exercise 2.1

A useful drill to build speed for this skill is to “unscramble” paragraphs. This will greatly help you follow the “flow” of paragraphs; where the ideas of the paragraph change; and ultimately where a sentence could be added. On the following pages, you will find paragraphs whose sentences are presented out of order. Put the sentences in order, using the steps outlined on page 16.

**When you are unscrambling paragraphs, look for:**

- time markers – dates, years, etc.
- tenses – sentences with the present tense happened after sentences in the past
- pronouns – in most cases, pronouns are explained in the previous sentence
- articles – an indefinite article means that an item is being mentioned for the first time, while the definite article is used when a thing has been mentioned before.

The answers to this exercise are on page 122.

1.

- \_\_\_\_\_ (A) Toronto’s early stars included wings Corbett Denny, Reg Noble, and Babe Dye, who was awarded the Art Ross Trophy as the NHL’s leading scorer in both 1923 and 1925.
- \_\_\_\_\_ (B) Following the new league’s first season, the NHL-champion Arenas defeated the PCHA- champion Vancouver Millionaires to capture the Stanley Cup.
- \_\_\_\_\_ (C) In 1917, the Toronto Arenas and three other former members of the National Hockey Association and the Pacific Coast Hockey Association created the NHL.
- \_\_\_\_\_ (D) In 1927, the team was renamed the Maple Leafs.
- \_\_\_\_\_ (E) Toronto, renamed the St. Patricks in 1919, won a rematch against Vancouver in 1922.

2.

- \_\_\_\_\_ (A) The new team turned out to be a winner - in their first season, the Rangers won the American Division, but lost to the Boston Bruins in the playoffs.
- \_\_\_\_\_ (B) The team was immediately dubbed “Tex's Rangers”, and the nickname stuck.
- \_\_\_\_\_ (C) Rickard managed to get future legendary Toronto Maple Leafs coach Conn Smythe to assemble the team.
- \_\_\_\_\_ (D) Smythe had a falling-out with management and was let go in favor of Lester Patrick before the first season.
- \_\_\_\_\_ (E) Tex Rickard was awarded an NHL franchise in 1926 to compete with the now-long-forgotten New York Americans.

3.

- \_\_\_\_\_ (A) As a child, he spent a great deal of time playing with the kindergarten educational blocks by Friedrich Wilhelm August Fröbel - these consisted of various geometrically shaped blocks that could be assembled in various combinations to form three-dimensional compositions.
- \_\_\_\_\_ (B) He was born in the agricultural town of Richland Center, Wisconsin, USA, on June 8, 1867.
- \_\_\_\_\_ (C) Frank Lloyd Wright is the most famous American architect.
- \_\_\_\_\_ (D) Wright commenced his formal education in 1885 at the University of Wisconsin School for Engineering, where he was a member of a fraternity, Phi Delta Theta.
- \_\_\_\_\_ (E) Wright in his autobiography talks about the influence of these exercises on his approach to design.

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4.

- \_\_\_\_\_ (A) In 1994, the Mail & Guardian Online was launched, becoming the first internet news publication in Africa.
- \_\_\_\_\_ (B) The Mail & Guardian is a South African newspaper that was started by a group of journalists.
- \_\_\_\_\_ (C) The Weekly Mail criticized the government and its Apartheid policies which led to the paper's suspension in 1988 by P.W. Botha.
- \_\_\_\_\_ (D) It was started in 1985 after the closures of the two leading liberal newspapers, the Rand Daily Mail and Sunday Express.
- \_\_\_\_\_ (E) The paper was originally known as the Weekly Mail, as the paper did not have enough money to publish daily.

5.

- \_\_\_\_\_ (A) The construction is a series of cantilevered balconies and terraces, using limestone for all verticals and concrete for the horizontals.
- \_\_\_\_\_ (B) The house cost \$155,000, including the architect's fee of \$8,000.
- \_\_\_\_\_ (C) It was designed according to Wright's desire to place the occupants close to the natural surroundings, with a stream running under part of the building.
- \_\_\_\_\_ (D) Frank Lloyd Wright's most famous private residence, Fallingwater, was constructed for Mr. and Mrs. E.J. Kaufmann.
- \_\_\_\_\_ (E) Kaufmann's own engineers argued that the design was not sound.
- \_\_\_\_\_ (F) They were overruled by Wright, but secretly added extra steel to the horizontal concrete elements.

6.

- \_\_\_\_\_ (A) They brought with them the city-god Melqart.
- \_\_\_\_\_ (B) Merchants and explorers established a vast network of trade, bringing wealth and power to the city-state.
- \_\_\_\_\_ (C) Carthage's early years were defined by a long rivalry between the landholding and maritime families.
- \_\_\_\_\_ (D) In approximately 814 BC, Carthage was founded by Phoenician settlers from the city of Tyre.
- \_\_\_\_\_ (E) During the 6th century BC, Carthage began to acquire dominance over the Western Mediterranean.
- \_\_\_\_\_ (F) In general, due to the city's dependence on maritime trade, the maritime faction controlled the government.

7.

- \_\_\_\_\_ (A) King Valdemar IV of Denmark took the town and declared it to be Danish.
- \_\_\_\_\_ (B) The Hanseatic League reached the peak of its power by the conditions of that treaty.
- \_\_\_\_\_ (C) The Hanseatic League, which used to be rather a trade league than a political union, raised a fleet and blockaded the harbour of Copenhagen.
- \_\_\_\_\_ (D) Denmark surrendered in 1369.
- \_\_\_\_\_ (E) The Treaty of Stralsund of May 24, 1370 ended the war between the Hanseatic League and the kingdom of Denmark.
- \_\_\_\_\_ (F) The war began in 1361 with the capture of Visby, a hanseatic town on the island of Gotland, today belonging to Sweden.



*Section 1 – Building Skills*

8.

- \_\_\_\_\_ (A) Vezina collapsed during a game in 1925 and died four months later.
- \_\_\_\_\_ (B) Originally members of the National Hockey Association, the Canadiens were one of the founding teams of the NHL in 1917.
- \_\_\_\_\_ (C) The Vezina Trophy, the annual award recognizing the NHL's top goalie, was first presented in his memory in 1926-27.
- \_\_\_\_\_ (D) Montréal's early teams boasted several future Hockey Hall of Fame members, including defenseman Sprague Cleghorn, left wing Aurele Joliat, centers Newsy Lalonde and Howie Morenz, and goalie Georges Vezina.
- \_\_\_\_\_ (E) The club advanced to the Stanley Cup Finals five times from 1919 to 1931, coming away with three titles.

9.

- \_\_\_\_\_ (A) As a long-time hockey hotbed, Boston was a natural for the NHL's first genuine expansion team.
- \_\_\_\_\_ (B) Adams and his family would own the team for most of the next fifty years, and his club, which he named the Bruins, finished last in the league in their first season but garnered overwhelming fan support.
- \_\_\_\_\_ (C) The color scheme of brown and gold, in later years changing to black and gold, came from Adams' grocery chain.
- \_\_\_\_\_ (D) In 1924, at the convincing of Boston grocery magnate Charles Adams, the NHL decided to expand into the United States.

10.

- \_\_\_\_\_ (A) Frank Lloyd Wright built 362 houses, about 300 of which survive as of 2005.
- \_\_\_\_\_ (B) Unfortunately, when the museum was completed, a number of important details of Wright's design were ignored.
- \_\_\_\_\_ (C) His most famous building in America is the Solomon R. Guggenheim Museum in New York City, a building which occupied him for 16 years.
- \_\_\_\_\_ (D) Its unique central geometry was meant to allow to take an elevator to the top level and then viewing artworks by walking down the central spiral ramp.
- \_\_\_\_\_ (E) Frank Lloyd Wright died on April 9, 1959, having designed an enormous number of significant projects.
- \_\_\_\_\_ (F) Furthermore, the Museum currently designs exhibits to be viewed by walking up the curved walkway rather than walking down from the top level.

11.

- \_\_\_\_\_ (A) The Detroit group had been awarded an NHL franchise on May 15, 1926.
- \_\_\_\_\_ (B) Despite the fact that the Victoria Cougars had won the Stanley Cup in 1925, the Detroit Cougars finished with the NHL's worst record in 1926.
- \_\_\_\_\_ (C) The roots of the Red Wings go all the way back to the old Western Hockey League, where the Victoria Cougars were members until their roster was sold to a group from Detroit on September 25, 1926.
- \_\_\_\_\_ (D) The team began to play as the Detroit Cougars in the fall of 1926 while playing its home games in Windsor, Ontario.

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12.

- \_\_\_\_\_ (A) The two fell in love, even though Wright had been married for over a decade.
- \_\_\_\_\_ (B) In 1904, Wright designed a house for a neighbor in Oak Park, Edwin Cheney, and immediately fell in love with Cheney's wife, Mamah Cheney.
- \_\_\_\_\_ (C) In 1909, even before the Robie House was actually completed, Wright and Mamah Cheney eloped to Europe.
- \_\_\_\_\_ (D) The scandal that erupted destroyed Wright's ability to practice architecture in the United States.
- \_\_\_\_\_ (E) Frank Lloyd Wright's personal life was full of trouble.
- \_\_\_\_\_ (F) Wright's wife would not grant him a divorce, however, and at first, neither would Mamah's husband, Edwin Cheney.

13.

- \_\_\_\_\_ (A) The Little Pied Cormorant is a benthic feeder, which means it finds its prey on the sea floor.
- \_\_\_\_\_ (B) Dive times are short, around 15 to 20 seconds, with recovery times on the surface of 5 to 10 seconds unless prey are being swallowed.
- \_\_\_\_\_ (C) These are brought to the surface to be swallowed: the bird will sometimes put a fish down on the surface of the water in order to re-orient it and swallow it head first.
- \_\_\_\_\_ (D) It feeds in relatively shallow water, often near the shore.
- \_\_\_\_\_ (E) In New Zealand waters, it mostly eats the local flounder and other small flatfish.

## Exercise 2.2 Practice With Paragraphs

Once you have developed a feel for the flow of paragraphs, you can start practicing with iBT type questions. Answers are on page 122.

1.

**A** Blackfoot music, the music of the Blackfoot tribes, is primarily a vocal kind of music, using few instruments, only percussion and voice, and few words. **B** Rattles and bells are usually not considered instruments in their own right, but are rather parts of other, larger units, or even attached to the dancers. The basic musical unit is the song, and musicians, people who sing and drum, are called singers or drummers with both words being equivalent and referring to both activities. **C** Women, though increasingly equal participants, are not called singers or drummers and it is considered somewhat inappropriate for women to sing loudly or alone. **D**

Look at the four squares [■] in the paragraph that indicate where a sentence could be added.

**By far the most important percussion instruments are drums**

Where would this sentence best fit?

*Section 1 – Building Skills*

2.

**A** Many Pre-Columbian pottery traditions are well known to the general public and significant pieces are found in collections in most major museums. Among the most well known are pots found in the Anasazi ruins of the Southwest United States. Pre-Columbian clay artifacts are often found in tombs and ruins during modern archeological excavations. **B** This has resulted in many striking pottery items, some in prestigious museums, being held without documentation. **C** The practice of "pot hunting" continues to be a problem for governments and academic researchers, as a black market for prehistoric pottery and artifacts flourishes in many areas of the world. **D**

Look at the four squares [■] in the paragraph that indicate where a sentence could be added.

**However, during the early years of exploration on both continents, pots were removed without any records on origin and associated artifacts.**

Where would this sentence best fit?

3.

**A** War chiefs usually lead war parties because they had proven themselves in prior conflicts. Sometimes, these leaders had special medicine from supernatural forces. **B** Individual warrior braves also had personal medicine. On the warpath, war parties used stealth and utilized various methods of communication. Native American Indian's weapons of war included clubs, hatchets, bow & arrows, lances, and knives. **C** Later, they became marksmen with guns. War parties used surprise as one of their main weapons, as well as the principles of force concentration. In the face of superior force, retreating was not a dishonor. **D**

Look at the four squares [■] in the paragraph that indicate where a sentence could be added.

**Native American Indian warriors also made every attempt to remove their wounded from the field of battle and to recover their dead.**

Where would this sentence best fit?

4.

**A** Native American Church, also called Peyotism, originated in the U.S. state of Oklahoma, and is the most widespread indigenous religion among Native Americans. Peyotism involves the use of peyote, a spineless cactus with hallucinogenic effects. **B** The ritual includes prayer, eating of peyote, Peyote songs, water rituals, and contemplation. It ends with breakfast Sunday morning. **C** The peyote ritual is believed to allow communion with Gods and the deceased and to give power, guidance, and healing. The healing may be emotional or physical, or both. **D**

Look at the four squares [■] in the paragraph that indicate where a sentence could be added.

**The peyote ritual normally begins at 8 pm Saturday and continues through the night.**

Where would this sentence best fit?

5.

**A** In Native American culture, there is a traditional belief that a dream-catcher filters a person's dreams, letting through only the good ones. **B** Dream-catchers are an authentic American Indian tradition, from the Chippewa tribe. **C** They would then hang this “dream-catcher” as a charm to protect sleeping children from nightmares. The legend is that the bad dreams will get caught in the web and fade away in the morning to the place where dreams are kept. **D**

Look at the four squares [■] in the paragraph that indicate where a sentence could be added.

**People would tie sinew strands in a web around a small round or tear-shaped frame-in a somewhat similar pattern to how they tied webbing for Chippewa snowshoes.**

Where would this sentence best fit?

*Section 1 – Building Skills*

6.

**A** The Natchez Nation was a powerful Native American people in the early days of European colonization. **B** They had a highly stratified and theocratic government led by a male leader referred to as “The Great Sun”. The royal bloodline was matrilineal, meaning “The Great Sun” achieved his office through kinship to a woman - a man did not pass his titles to his son, but rather they were inherited by his nephew. **C** The Natchez were a formidable force when they first made contact with Spanish explorers and then French colonists. **D** Diseases and warfare took their toll, however, and after three wars with the French, Natchez society collapsed and the peoples scattered.

Look at the four squares [■] in the paragraph that indicate where a sentence could be added.

**They lived mostly in about nine separate towns along St. Catherine's Creek along the southern Mississippi River.**

Where would this sentence best fit?

7.

**A** The only important god who was worshiped with consistency in Egypt was Ra, chief of deities, from whom early Egyptian kings claimed descent. Beginning with the Middle Kingdom, Ra worship acquired the status of a state religion. **B** During the 18th Dynasty, the pharaoh Amenhotep III renamed the sun god Aton, an ancient term for the physical solar force. **C** Amenhotep's son and successor, Amenhotep IV, instituted a revolution in Egyptian religion by proclaiming Aton the true and only god. **D**

Look at the four squares [■] in the paragraph that indicate where a sentence could be added.

**Eventually, Ra was gradually fused with Amon during the Theban dynasties, becoming the supreme god Amon-Ra.**

Where would this sentence best fit?

8.

**A** The Egyptians rarely planned their cities much further than keeping a few spaces free for the important roads of access. **B** However, plot owners were not free to do as they liked. **C** They had to take into account their neighbours' rights and wishes and reach an understanding with them. Also, even if they liked living on ground level, Egyptian city dwellers had little choice about adding further stories. Land suitable for building had to be above the flood level of the Nile and still reasonably close to the river, and this was relatively rare. Many Egyptians either preferred or were forced to live in these crowded conditions. **D**

Look at the four squares [■] in the paragraph that indicate where a sentence could be added.

**Even “planned” cities like Akhetaten were at times a jumble of houses, alleys and courtyards in what looks like a case of “build-as-build-can.”**

Where would this sentence best fit?

9.

**A** In the Egyptian countryside, houses had just one storey; and people surrounded them and their courtyards with mud brick walls, in the hope of preventing robbers from breaking in and stealing their belongings. **B** The most valuable among these were their agricultural stores and their cattle which were often branded. **C** Door jambs were let into stone lintels and thresholds, making breaking down the doors more difficult. Windows were small and placed high up close to the ceiling, which also improved ventilation. **D** Walls were thick and often crenellated even if this was just for show.

Look at the four squares [■] in the paragraph that indicate where a sentence could be added.

**In towns too, a large part of the houses had walled-in courtyards.**

Where would this sentence best fit?



### Question type 3 - Inference questions

At least two questions per reading passage will require you to make an inference about the text.

An inference is a situation where the information is not presented in the passage, and you must use the information available to choose the best answer.

There are many ways to make inferences:

- **First, look for absolute words**, such as always, never, completely, totally. Reality is rarely absolute:  
*For example, if the passage states that it **never** rained in Alexandria, you can infer that the weather was dry;*
- **Second, look for limiting words**, such as usually, rarely, often. These can be tricky, because there are always many ways to say the same thing:  
*For example, if the passage states that it he is **rarely** late, you can infer that he is **usually** on time.*
- **Third, look for superlatives**, such as most, least, farthest:  
*For example, if the passage states that it is **the oldest** pyramid, you can infer that there are no older pyramids;*
- **Fourth, look for time markers** such as first, second, later, next, etc.:  
*For example if the passage states that the pharaohs came **after** Mun, you can infer that Mun was older than the pharaohs;*
- **Fifth, look for modal verbs** such as can, may, must and have to. These are similar to absolute words because they establish relationships in sentences:  
*For example, if the passage states that everybody in Egypt **had to** pay tax to the Pharaoh, you can infer that the Pharaoh had a strong police force;*
- **Sixth, check prepositions** – they establish relationships between nouns *For example, if the passage states that the Nile River flows **from** the South, you can infer that it flows **to** the North;*
- **Seventh, check verb tenses** – they put things into order. *For example, if the passage states that it **was** the oldest pyramid, you can infer that it is no longer the oldest pyramid;*

➔ Remember – you will NOT find the key words from the question in the passage. You must infer – use the information provided in the passage to “continue” the thoughts.

**Look at this example:**

Egypt is the fifteenth most populous country in the world. The vast majority of its 77 million population lives near the banks of the Nile River, where the only arable agricultural land is found. Large areas of land are part of the Sahara Desert and are sparsely inhabited. About half of the Egyptian people today are urban, living in the densely populated centers of greater Cairo, the largest city in Africa, and Alexandria.

**1. It can be inferred from the passage that arable land in Egypt**

- (a) Is expensive
- (b) Is widespread
- (c) Is wet
- (d) Has many problems

**Solution:**

*The passage tells us that arable land in Egypt is only near the Nile River. The passage also tells us that Egypt has a very large population and that most of that population lives near the Nile River. Large parts of Egypt are uninhabited. Therefore, everybody in Egypt wants to live near the Nile River, and this makes the land near the Nile River the only arable land in Egypt. It can be inferred about arable land in Egypt from the passage is that it is expensive.*

**2. It can be inferred from the passage that Cairo is**

- (a) Hot
- (b) Nice
- (c) Dangerous
- (d) Old

**Solution:**

*The only information that the passage proves about Cairo is that it is the largest city in Africa. Africa is hot. Therefore Cairo must be hot.*

*Section 1 – Building Skills*

### Exercise 3.1 True/false

Each of the following paragraphs is followed by 3 true/false questions, the answers to which must be inferred. In the blanks beside the questions, write T (true), F (false) or I (impossible to tell). The answers are on page 123.

1.

Palm wine, also called palm toddy or simply toddy, is an alcoholic beverage created from the sap of various species of palm tree. The drink is particularly common in parts of Africa, South India, particularly Kerala and Tamil Nadu, where it is known by the name of kallu, and in the Philippines, where it is known as tuba.

- \_\_\_\_\_ 1. There are many varieties of palm trees.
- \_\_\_\_\_ 2. Kerala is near Nadu.
- \_\_\_\_\_ 3. “tuba” is the same as “kallu”.

2.

David Hunter was a Union general in the American Civil War. He achieved fame by his unauthorized 1862 order emancipating slaves in three Southern states. This order was immediately rescinded. He is also famous as the president of the military commission trying the conspirators involved with the assassination of President Abraham Lincoln.

- \_\_\_\_\_ 4. David Hunter was American.
- \_\_\_\_\_ 5. David Hunter participated in the conspiracy to assassinate President Lincoln.
- \_\_\_\_\_ 6. David Hunter was from the South.

3.

Indigo snakes are diurnal snakes, and spend most of their time actively foraging for prey. They will consume almost anything they can overpower and swallow, including mammals, birds, lizards, frogs, turtles, eggs, and even other snakes, including rattlesnakes. They are not a typically aggressive snake, but may bite or release a foul smelling musk if handled or harassed. Indigo snakes will often shake their tails as a warning - even though they do not possess a rattle.

- \_\_\_\_\_ 7. Indigo snakes spend most of their time sleeping.
- \_\_\_\_\_ 8. Indigo snakes have many natural predators.
- \_\_\_\_\_ 9. Indigo snakes enjoy being handled by people.

4.

Leonard Euler was a Swiss mathematician and physicist. He is considered to be the dominant mathematician of the 18<sup>th</sup> century and one of the greatest mathematicians of all time; he is certainly among the most prolific, with collected works filling over 70 volumes. Euler developed many important concepts and proved numerous lasting theorems in diverse areas of mathematics, from calculus to number theory to topology. In the course of this work, Euler introduced much of modern mathematical terminology, defining the concept of a function and its notation, such as sin, cos, and tan for the trigonometric functions.

- 10. There have been many famous Swiss mathematicians.
- 11. Euler specialized in only a few fields of mathematics.
- 12. Trigonometric notation has not changed since the 18<sup>th</sup> century.

5.

As the narrowest point of passage between the Black Sea and the Mediterranean, the Bosphorus has always been of great commercial and strategic importance. The Greek city-state of Athens in the 5<sup>th</sup> century BC, which was dependent on grain imports from Scythia, therefore maintained critical alliances with cities which controlled the straits, such as the Megarian colony Byzantium.

- 13. The Mediterranean and Black seas are directly connected.
- 14. The Scythians traded very much.
- 15. Byzantium is on the Bosphorus.

6

Fritz the Cat was the first character Robert Crumb created. In the liner notes for the Fritz the Cat film soundtrack, Thomas Albright describes Fritz as “a kind of updated Felix with overtones of Charlie Chaplin, Candide and Don Quixote.” Fritz was originally created as part of a series of comic books that R. Crumb and his brother Charles drew when they were kids. In the earliest stages of the character's form, Fritz was just a normal house-cat named Fred. “Fritz,” as the character became, later developed into a more humanesque character as Crumb grew up, and finally into the character's final form during Crumb's teen-age years.

- 16. Robert Crumb created many animated characters.
- 17. Robert Crumb often cooperated with other animators.
- 18. The character of Fritz the cat has remained very humanesque over the years.

## Exercise 3.2 Practice with Paragraphs

Answers are on page 123.

1.

*Line 1*                      The first city of Troy was founded in the 3rd millennium BC. During the Bronze Age, the site seems to have been a flourishing mercantile city since its location allowed for complete control of the Dardanelles, through which every merchant ship from the Aegean Sea heading to the Black Sea had to pass.

**1. What can be inferred about Troy?**

- (a) It lasted 3000 years                      (b) It was wealthy because of trade  
(c) It was rich because of Bronze                      (d) It is Black

**2. What can be inferred about the Dardanelles?**

- (a) They are nice people                      (b) It is a mountain range  
(c) It is old                      (d) They connect two seas

2.

*Line 1*                      Zeus is the continuation of Dyeus, the supreme god in Indo-European religion, also continued as Dyaus Pitar, and as Tyr in Germanic and Norse mythology. Tyr was, however, supplanted by Odin as the supreme god among the Germanic tribes and they did not identify Zeus  
*Line 5*                      with either Tyr or Odin, but with Thor. In addition to his Indo-European inheritance, the classical Zeus also derives certain iconographic traits from the cultures of the ancient Near East, such as the scepter.

**3. What can be inferred about Zeus?**

- (a) He was a kind god                      (b) He was a mean god  
(c) He was invented by the Greeks                      (d) His character is based on an older character

**4. What can be inferred about Odin?**

- (a) He was a kind god                      (b) He was a mean god  
(c) He was a Greek god                      (d) He was more powerful than Tyr

3.

*Line 1* Olympia, a city of ancient Greece, is known for having been the site of the Olympic Games in classical times, comparable in importance to the Pythian Games held in Delphi. Both sets of games were held every Olympiad, i.e. every four years, with the Olympic Games dating back at least as far back as 776 BC. In 394,  
*Line 5* emperor Theodosius I abolished them because they were reminiscent of paganism.

**5. What can be inferred about Delphi?**

- (a) It was older than Olympia
- (b) It was important
- (c) It was a rich city
- (d) It fought against Pythia

**6. What can be inferred about emperor Theodosius I?**

- (a) He was not pagan
- (b) He enjoyed the Olympic Games
- (c) He was from Olympia
- (d) He enjoyed reminiscing

4.

*Line 1* Chariot racing was the most popular sport in Rome, appealing to all social classes from slaves to the emperor himself. Although most Roman charioteers began their careers as slaves, those who were successful soon accumulated enough money to buy their freedom. The four Roman racing companies, or stables,  
*Line 5* were known by the racing colors worn by their charioteers Red, White, Blue, or Green. Fans became fervently attached to one of the factions, proclaiming themselves “partisans of the Blue” in the same way as people today would be “Yankees fans.” The factions encouraged this sort of loyalty by establishing what we might call “clubhouses” in Rome and later in other cities of the empire. In the  
*Line 10* later empire, these groups even acquired some political influence.

**7. What can be inferred about charioteers?**

- (a) They were poor
- (b) They always ended up rich
- (c) They worked hard
- (d) They often started out as not free men

**8. What can be inferred about chariot stables?**

- (a) They had loyal followings
- (b) They were owned by slaves
- (c) They were started by politicians
- (d) They were only in Rome



7.

Line 1

With the Stock Market Crash of 1929, the US economy suffered a great blow. Many millions were unemployed and in need of work. The government tried to move to create work for these men, and fast-tracked the creation of a dam across the Colorado River. Plans had been investigated as early as 1922, but no action had been taken. President Hoover took action, and in 1931 ordered construction to begin. Construction was carried out by a conglomerate of 6 local companies. A total of 21,000 men worked on this project, which cost the government over \$48,000,000.00. In 1947, the Boulder Dam was renamed the Hoover Dam in honour of the president who oversaw its construction.

Line 5

**13. What can be inferred about President Hoover?**

- (a) He was president during the stock market crash
- (b) He was president in 1922
- (c) He was an engineer before becoming president
- (d) He was more decisive than previous presidents

**14. What can be inferred about the construction of the Hoover Dam?**

- (a) It took 16 years
- (b) It cost more than expected
- (c) It was named after president Boulder
- (d) It was finished after president Hoover retired

8.

Line 1

When he was elected President in 1932, Franklin Delano Roosevelt inherited a country with over 13,000,000 unemployed men. He immediately moved to help them – he had a program called “The New Deal”. This was a series of steps of which originally everybody approved. They included taking the government off the gold standard and allowing deficits in the government budgets. By 1935, many businessmen did not appreciate these steps, and other “experiments” that Roosevelt was considering, but because he was such a popular leader, he was reelected.

Line 5

**15. What can be inferred about “the New Deal”?**

- (a) It took a long time to start
- (b) It involved movement
- (c) It helped 13,000,000 men
- (d) It had many parts

**16. What can be inferred about businessmen in 1935?**

- (a) They had much influence in government
- (b) They represented a majority of the population
- (c) They had many friends
- (d) Many of them did not support Roosevelt



*Section 1 – Building Skills*

9.

*Line 1*

Many Egyptians had a garden adjacent to their house, where they grew vegetables and fruit. Vegetables were grown all year round, irrigated by hand, and formed an important part of their diet. The two most important vegetables were onions and garlic. Priests were forbidden to eat onions because of their

*Line 5*

aphrodisiacal effects. Garlic was highly valued, and was actually used as payment for work on the pyramids. Fruit was also important. Since the middle of the third millennium B.C., dates were grown, though they were not of high quality. The palm tree, imposing when fully grown, was also planted for shade.

**17. What can be inferred about vegetables in ancient Egypt?**

- (a) They were expensive (b) They were not the only part of Egyptian diets  
(c) They were always grown at home (d) They were not common

**18. What can be inferred about pyramids?**

- (a) They required many workers (b) They were common  
(c) They were expensive (d) They were built after the third millennium B.C.

10.

*Line 1*

In ancient Egypt, beer was consumed not only by adults, but also by children. Every household made beer. The ancient Egyptian way of making beer was the same as the one used in Sudan today: barley or wheat were left out in the sun. The idea of yeast was not fully understood, but once bubbling stopped, the

*Line 5*

liquid was strained. Sometimes, sweeteners were added, but these were not standard throughout the country. Beer could not be kept for very long, and was most likely consumed within a few days of production. The largest brewery in Egyptian times was at Hierakonpolis, which was said to produce over 1000 liters of beer a day.

**19. What can be inferred about beer-making techniques in ancient Egypt?**

- (a) They took a long time (b) They were surprisingly modern  
(c) They were not popular (d) They were not standardized

**20. What can be inferred about Hierakonpolis?**

- (a) It was hot (b) It was new  
(c) It was small (d) It was built by Egyptians



*Section 1 – Building Skills*

13.

*Line 1*

The Egyptian climate, with its hot summers and mild winters, favored light clothing made from plant fibers, predominantly linen. Wool was used to a lesser extent, and seldom by Egyptians proper. Small amounts of silk were traded to the eastern Mediterranean, possibly as early as the second half of the second millennium BC, and traces of silk have been found in Egyptian tombs. Animal skins, above all leopard skin, were sometimes worn by priests and by pharaohs in their role as first servants of the gods. Some kings and queens wore decorative ceremonial clothing with feathers and sequins.

*Line 5*

**25. What can be inferred about the Eastern Mediterranean?**

- (a) It created silk
- (b) It always had things that Egypt didn't
- (c) There was much trade between it and Egypt
- (d) It traded with many countries

**26. What can be inferred about leopard skins?**

- (a) They were common
- (b) They were only worn a few times a year
- (c) They were highly prized
- (d) They were usually large

14.

*Line 1*

Basketry is one of the most ancient crafts. The raw materials were widely available: mostly a wide variety of grasses, and occasionally leather. The various techniques of intertwining and tying together strands of plant material were quickly improved once the principles were understood. The range of products included mattings, baskets, bags, and sandals. They also constructed bigger basketry objects, such as grain silos made of coiled straw, and weir-baskets. The common reed raft was built using similar techniques. Basketry preceded and influenced cloth weaving, pottery, and carpentry and enabled people to make sturdy containers which were also lightweight, expendable, and affordable.

*Line 5*

**27. What can be inferred about leather in ancient Egypt?**

- (a) It was commonly used
- (b) It was stronger than papyrus
- (c) It was more expensive than papyrus
- (d) It was only from cows

**28. What can be inferred about Egyptian containers?**

- (a) They weren't used to store food
- (b) They were made of a combination of materials
- (c) They were usually hand-made
- (d) They were used for very specific uses only

15.

Line 1

President Andrew Y. Jackson was the first president to use the veto on a regular basis. Because he was a decorated war hero, Congress did not have the moral authority to go against his wishes too vehemently and had to put up with whatever he did. President Jackson was also the creator of the “pocket veto”

Line 5

– if the president doesn’t sign a bill before the end of a session of Congress, the bill is automatically vetoed. After President Jackson, many presidents continued to expand the power of the executive branch.

**29. What can be inferred about President Jackson?**

- (a) He was the first president
- (b) He invented the veto
- (c) He was the first president to use the veto
- (d) He used the veto a lot

**30. What can be inferred about the “pocket veto”?**

- (a) It does not concern the president
- (b) It starts when Congress is in session
- (c) It is automatic
- (d) It is usually signed by Congress

**31. What can be inferred about the executive branch?**

- (a) It includes the president
- (b) It is powerless
- (c) It is expanding
- (d) It includes President Jackson

16.

Line 1

Key in the US government is the idea of “checks and balances”, which were written into the constitution when the country was being created. The main purpose of the bi-cameral legislature is to ensure that as many people take part in the creation of a law as possible. The system is established to discourage

Line 5

charismatic populist leaders from taking control of government. The legislature makes the laws while the president carries them out. The laws are then judged by a court appointed for a fixed period of time, whose judges cannot be impeached without extremely good cause.

**32. What can be inferred about “checks and balances”?**

- (a) They are made to control finances
- (b) They are a purely American idea
- (c) They were written by the founding fathers
- (d) They were made recently

**33. What can be inferred about the bi-cameral legislature?**

- (a) It is efficient
- (b) It is full of charismatic people
- (c) It encourages discussion
- (d) It controls government

*Section 1 – Building Skills*

17.

*Line 1*

President John F. Kennedy is probably best remembered as a charismatic leader who stood up to the Soviet Union during the Cuban Missile Crisis, and became a national martyr by being shot by a communist sympathizer in Texas. What most people don't realize, however, is that

*Line 5*

while he was in power, President Kennedy made some serious political mistakes. Many people forget that it was Kennedy who initiated the US attempted invasion of Cuba at the Bay of Pigs, and began American involvement in the Vietnam Civil war in the late 1960s.

**34. What does the paragraph imply about the Cuban Missile Crisis?**

- (a) It was initiated by the Soviet Union (b) John F Kennedy started it  
(c) It benefited Cuba (d) The Soviet Union did not win

**35. What can be inferred about the Bay of Pigs invasion?**

- (a) It was in Vietnam (b) The Cuban government hoped for it  
(c) It was unsuccessful (d) It was from Texas

**36. What can be inferred about the assassination of JFK?**

- (a) It was recent (b) It was done by a Texan  
(c) It was a mistake (d) It was politically motivated

18.

*Line 1*

Immediately after the revolution of November, 1917, Lenin changed all communist ideals and created what he called "war communism". Under this system, no private ownership was allowed, and everything was forcibly taken by the "state". While this seemed appealing at first, by the time that the Soviet

*Line 5*

Union was announced four years later, a growing number of small counter-revolutions were springing up around the country. The Red Army, military arm of "war communism", was busy for many years with these peasant uprisings.

**37. What can be inferred about "war communism"?**

- (a) It was very popular in 1916 (b) Many people accepted it as necessary at the beginning of the revolution  
(c) It was popular for a long time (d) It was similar to many communist ideas

**38. When was the Soviet Union announced?**

- (a) 1904 (b) 1913  
(c) 1917 (d) 1921

**39. What can be inferred about the counter-revolutions?**

- (a) They were well-organized (b) They were successful  
(c) They were led by the Red Army (d) They did not win



*Section 1 – Building Skills*

20.

*Line 1*

One of the biggest threats to Lenin specifically and the revolution in general was the Tsar's secret police. To combat this, Lenin organized his own secret police, called the CHEKA, under the control of Felix Dzerzhinsky. The CHEKA quickly learned to take the role of judge, jury and executioner,

*Line 5*

but Lenin justified this as necessary for the survival of the revolution. What Lenin did not publicize, however, was that in 1922, after the creation of the Soviet Union and end of hostilities, the CHEKA simply changed name to NKVD and continued silent executions of political enemies of the Bolsheviks. This secret police later became a very powerful tool for Stalin.

**43. What can be inferred about the CHEKA?**

- (a) It was created before the revolution  
(b) It did not explain its actions to anybody but Lenin  
(c) It was disbanded by a judge  
(d) It was dissolved in 1922

**44. What can be inferred about Stalin?**

- (a) He was counter-revolutionary  
(b) He was a member of the CHEKA  
(c) He eliminated the CHEKA  
(d) He used the CHEKA

21.

*Line 1*

The main political body of the Soviet Union was the Politburo, or Political Office. In theory, it was made up of representatives of all political parties. However, there was only one political party in the Soviet Union. The Politburo, therefore, did not have to worry about justifying any

*Line 5*

of its plans or actions. Purges, executions as well as economic policies were all initiated at the Politburo. The Politburo continued to be the main ruling body of the Soviet Union until its collapse in 1991.

**45. What can be inferred about political parties in the Soviet Union?**

- (a) There were many represented  
(b) They all had offices in the Politburo in the politburo  
(c) They were eliminated  
(d) They were united

## Question type 4 - Pronoun referent questions

At least one question per reading passage will require you to state which word a pronoun refers to.

This is a very easy question to answer- simply follow the following steps:

- **Identify the role of the pronoun** – is it the subject/object;
- **Identify the number of the pronoun** – singular/plural;
- **Look for parallel structure** – is there a particular form repeated;
- **Look for negative words or contrast words.**

- Remember – pronouns can refer to entire ideas, not just single words.
- Remember – sometimes pronouns refer to words which follow the pronouns (this is very common in sentences which include adverb clauses)

### Look at this example:

In constitutional monarchies, succession is often regulated by a parliament, while in absolute ones, the succession is a simple matter of birth.

What does the pronoun “ones” refer to?

### Solution:

*It is the object of the preposition “in”;*

*It is plural;*

*There is parallel structure – two preposition phrases are followed by simple clauses;*

*There are no negative words or contrast words*

*The pronoun “ones” therefore must refer to the only plural noun, “monarchies”*



## Section 1 – Building Skills

### Exercise 4.1

In the following sentences, underline the word that the pronoun in bold refers to.  
The answers are on page 123.

1. Monarchs almost always inherit their titles and keep **them** for life.
2. Most monarchs hold their offices for life, while some **others** do not.
3. The Yang di-Pertuan Agong in Malaysia could probably be seen as a “high king”, as **he** is selected from among nine Malay rulers.
4. Both kings and emperors are monarchs - there is no single rule to distinguish between **them**.
5. The office was hereditary, but originally a Germanic king had to have the consent of the people before **he** could assume the throne.
6. Originally, kings were soldiers who managed to take power from others, and solidify **it** by handing **it** out to their lieutenants, or barons.

### Exercise 4.2

In the following paragraphs, write which word the pronoun refers to.  
The answers are on page 123.

1.

*Line 1*                      In an absolute monarchy, the monarch has power over every aspect of the state, and a constitution may be granted or withdrawn. Modern versions of **it** tend to survive only in societies in which technology allows the concentration and organization of power, but doesn't allow education or rapid communication among the majority of its populace to flourish. Its economic structure is **one** of concentrated wealth, with the majority of the population living as agricultural serfs.

*Line 5*

1. “it” in line 3 \_\_\_\_\_
2. “one” in line 5 \_\_\_\_\_

2.

Line 1

Catherine of Aragon, Henry VIII's third wife, was the youngest surviving child of Ferdinand and Isabella of Spain. As was common for princesses of the day, her parents almost immediately began looking for a political match for **her**. When she was three year old, she was betrothed to Arthur, the son of Henry VII of England. Arthur – who would later change his name to Henry VIII - was not even quite two at the time. When **she** was almost 16, in 1501, Catherine made the journey to England. **They** were married on 14 November 1501 in Old St. Paul's Cathedral, London.

Line 5

3. "her" in line 4 \_\_\_\_\_

4. "she" in line 6 \_\_\_\_\_

5. "They" in line 7 \_\_\_\_\_

3.

Line 1

The young Prince Henry, the second son of Henry VII and Elizabeth of York, was born on 28 June 1491 at Greenwich. **He** had a very spoilt childhood. He was so spoiled that **he** even had his own 'whipping boy' **who** was punished every time Henry did something wrong! After his elder brother died, Henry became next in line to be King. His father died in 1509 and the 18 year old Prince became King. Henry was vigorous and handsome. He was an incredible athlete and loved jousting and hunting. He was very clever also, he was good at Latin, math, astronomy, cosmology and music.

Line 5

6. "He" in line 2 \_\_\_\_\_

7. "he" in line 3 \_\_\_\_\_

8. "who" in line 3 \_\_\_\_\_

*Section 1 – Building Skills*

4.

Line 1                    Oliver Cromwell rose from the middle ranks of English society to be  
                              Lord Protector of England, Scotland and Ireland, the only non-royal ever to hold  
                              that position. He played a leading role in bringing king Charles I to trial and **his**  
                              execution; **he** undertook the most complete and the most brutal military  
Line 5                    conquest ever undertaken by the English over their neighbors; he championed a  
                              degree of religious freedom otherwise unknown in England before the last one  
                              hundred years; but the experiment he led collapsed within two years of his death.  
                              He was - and remains - one of the most contentious figures in world history.

9. "his" in line 3 \_\_\_\_\_

10. "he" in line 4 \_\_\_\_\_

### Exercise 4.3

Read the following passage, and note what all of the pronouns refer to. Answers are on page 123.

*Line 1* Perhaps the most impressive monarch of the ancient world was Genghis Khan. He not only created an empire, but he did **it** starting as a humble farmer. At its zenith, his empire stretched from China in the east to Ukraine in the west. He controlled or allied with over 100 peoples, many of whom were willing participants in his mighty army.

*Line 5* An Arab historian wrote of Genghis Khan – those who have not yet been subjugated spend sleepless nights wondering when **he** will appear.

*Line 10* Genghis Khan was born around 1162. His name at birth was Temujin. Little is known of his early life, but according to legend, **it** was difficult. His father supposedly left him with the family of the woman whom he was going to marry. His father died soon after that in a fight with a rival chief. Temujin moved to avenge **him**, and even at such an early age started his ascent to greatness.

*Line 15* Once he settled the score for his father’s murder, Temujin moved to grow his power. The first step was to unite all the Mongol tribes. Although there had been some attempts earlier, nobody had ever succeeded in doing so. Temujin, using a combination of fear and friendship, organized **them** into one united group. When **this** happened, Temujin received the title “Great Ruler” or “Genghis Khan”.

*Line 20* After uniting the local tribes, Genghis Khan moved to expand his power – his first target was naturally the closest centre of power, China. At the time, China was not a unified empire, and **it** was an easy target for the ambitious Mongol. One by one small city-states fell before the Mongols.

*Line 25* Genghis Khan, however, realized that it was better in the long term if the peoples whom he subjugated were allowed to join his army if they swore allegiance to his standard. In this way, his horde continued to grow, and after every major war **it** increased in size, and didn’t shrink.

1. “it” in line 2 \_\_\_\_\_
2. “he” in line 7 \_\_\_\_\_
3. “it” in line 9 \_\_\_\_\_
4. “him” in line 12 \_\_\_\_\_
5. “them” in line 17 \_\_\_\_\_
6. “this” in line 18 \_\_\_\_\_
7. “it” in line 22 \_\_\_\_\_
8. “it” in line 28 \_\_\_\_\_

## Question type 5 - Paraphrasing questions

In this type of question, part of the passage will be highlighted, and you will be required to choose the best of four re-statements of that passage.

There are no specific skills for answering this question. You must simply analyze the highlighted passage, and establish the relationships between the ideas.

### Look at this example:

Joseph Jefferson "Shoeless Joe" Jackson was a left fielder in Major League Baseball who played for the Philadelphia Athletics, Cleveland Indians and Chicago White Sox. One of the greatest hitters of his era, he was one of eight players banished for life from professional baseball for his alleged participation in the Black Sox scandal, and this was the basis for his exclusion from baseball's Hall of Fame.

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

- Joseph Jackson is not in baseball's Hall of Fame because of the team Black Sox
- Although he was very skilled, he did not like the life of a professional athlete
- His skill overshadowed the Black Sox scandal
- He is one of a group of players who was ejected from baseball for illegal activities

### Solution:

Examine the first main clause:

The main subject is "he" – this means Joe Jackson. The main verb is "was banished"; this is followed by the preposition phrases "for life", "from professional baseball", "for his participation" "in the Black Sox scandal".

Examine the second main clause:

The main subject is "this" – his participation in the Black Sox scandal, the main verb is "was", the complement is "the basis"; this is followed by the preposition phrases "for his exclusion", "from baseball's Hall", "of Fame".

There is extra information:

The appositive, "One of the greatest hitters of his era" – this gives background information about Joe Jackson.

Once you have established these relationships, it becomes clear that the only possible answer is "d".

## Section 1 – Building Skills

A very important skill for paraphrasing quickly is the ability to analyze the sentence, and determine the parts of speech – what is the subject/verb/object, what each preposition phrase describes, and how everything is connected.

The iBT will try to trick you by showing you a long sentence, then use all of the same words in different relationships.

Exercise

Analyze the following sentences, using this code:

Underline the subject once	<u>subject</u>
Underline the verb twice – including any auxiliary verbs, and “not”	<u>did not go</u>
Put parentheses around any preposition phrase	(of the sentence)
Circle the object/complement	
Put square brackets around any noun clauses or clause reductions	[what you want]
Put brackets around any adjective clauses or clause reductions	{who is over there}
Put angle brackets around any adverb clauses or clause reductions	<before you came>

For example:

(In the beginning), he lived (in the mountains).

People {who have paid} can wait (in the lobby).

<Before going to school>, she did [what her mother told her].

When you read quickly and under pressure, you will sometimes miss key relationships.

### **As you read, keep in mind the following questions:**

- What is doing the main action?
- What is the main action?
- What is receiving the main action?
- Why did somebody write this sentence?

Here are some more complex examples:

Papal bulls were originally issued (by the pope) (for many kinds) (of communication) (of a public nature), but (after the 15th century), <only> (for the more formal or solemn) (of occasions).

Kelly Law is most known (for winning) (a bronze medal) (at the 2002 Winter Olympics) (in Salt Lake City, Utah) (for Canada).

Be sure to review exercises 2.1 and 4.1 before doing this exercise.

*Section 1 – Building Skills*

**Exercise 5.1 – Sentence Analysis Practice**

1. The theoretical physics equation  $E = mc^2$  states a relationship between energy, in whatever form, and mass.
2. The Château Montebello is a hotel in Montebello, Quebec, Canada, renown for reportedly being the world's largest log "cabin".
3. Estrogens are a group of steroid compounds that function as the primary female sex hormone - while estrogens are present in both men and women, they are usually present at significantly higher levels in women of reproductive age.
4. Spontaneous human combustion is the alleged burning of a person's body without a readily apparent, identifiable external source of ignition.
5. When a phrase is used as a euphemism, it often becomes a metaphor whose literal meaning is dropped.

## Exercise 5.2

### Paraphrase Practice

Re-write the following sentences, changing the sentence structure and vocabulary as much as you can. Keep in mind that there is not one correct answer, but many possibilities.

Things to consider when paraphrasing are:

- change the active voice to passive voice, and passive to active
- change “have” to “there is”
- switch the order of subject and complement
- change possessive adjectives to preposition phrases (with “of” or “on”)

1. There have been many architectural styles in the history of Europe.

*e.g. Throughout history, Europe has had many styles of architecture*

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2. Greek architecture has no arches or domes.

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3. Columns on Greek buildings usually have flat ceilings.

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4. There are very small windows in Roman buildings.

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5. Gothic cathedrals have “buttresses”

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6. Arches with points are called “lancet arches”

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*Section 1 – Building Skills*

Now, apply the same technique to short paragraphs. Try to change the sentence as much as possible, but give all of the key information. Imagine that you are creating an iBT question from the following paragraphs

1. The first explorers from France to Canada were famous for their bright red hats, made of wool. These explorers were the “Coureurs du bois”.

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2. Gothic cathedrals could be highly decorated with statues on the outside and painting on the inside. Both usually told Biblical stories, and emphasized visual representations of Old Testament and New Testament prophecy.

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*Section 1 – Building Skills*

### Exercise 5.3 – Practice with paragraphs

Choose the answer which best paraphrases the information in the highlighted text. The answers are on page 124.

1.

As an artist, Michelangelo was unmatched, the creator of works of sublime beauty that express the full breadth of the human condition. Yet in a world where art flourished only with patronage, Michelangelo was caught between the conflicting powers and whims of the Medici family in Florence, and the Papacy in Rome. Unlike many artists of his time, his genius was recognized, but at a great cost to his personal life.

- (a) Michelangelo was always travelling between Florence and Rome because he was a famous artist
- (b) The trip from Rome to Florence was not safe because of flourishing conflicts
- (c) Michelangelo was often in trouble because he supported either the Medici family or the Papacy
- (d) Two powers often used Michelangelo in the fight between them

2.

Michelangelo's father, a minor Florentine official with connections to the ruling Medici family, was a man obsessed with preserving what little remained of the Buonarroti fortunes. With few properties and some money remaining Ludovico hoped that with his studies, Michelangelo could become a successful merchant or businessman, thereby preserving the Buonarroti position in society.

- (a) Michelangelo's father wanted to use the money from the sale of Michelangelo's art to purchase more properties
- (b) Michelangelo's father hoped that Michelangelo would eventually stop focussing on art and revive his family's heritage
- (c) Michelangelo's father wanted to sell properties to allow him to go to business school
- (d) Michelangelo's father used his son's art to advance in business, thereby improving his own position

3.

In Rome, Michelangelo carved the first of his major works, the St Peter's Pieta, which was completed by the turn of the century. It is highly finished and shows that he had already mastered anatomy and the disposition of drapery, but above all it shows that he had solved the problem of the representation of a full-grown man stretched out nearly horizontally on the lap of a woman, the whole being contained in a pyramidal shape.

- (a) The Pieta shows that Michelangelo had mastered many aspects of art – anatomy and drapery
- (b) One of the most amazing artistic creations is the Pieta, a combination of sculpture and fabric
- (c) The Pieta was an important creation for Michelangelo because it shows a level of development in his career
- (d) One of his best creations, the Pieta was a masterpiece of anatomical disposition

4.

Lorenzo di Medici embodied the ideal of the Renaissance prince, thanks to the breadth of his cultural interests and his political skills. An enlightened and generous patron, he encouraged artists, poets, and scholars. Lorenzo di Medici was a supporter of Marsilio Ficino and his Neoplatonic Academy which brought the philosophy of Plato back into favor. It was thanks to him that the Garden of San Marco was organized into a school for young artists. He enriched the Medicean library with precious manuscripts and assembled an important collection of ancient and modern works.

- (a) The Neoplatonic Academy brought Plato into fashion again, and Lorenzo di Medici really supported their efforts
- (b) Lorenzo di Medici supported not only Plato, but also any other favourable creation of the Neoplatonic academy
- (c) Marsilio Ficino was the creator of Neoplatonic Philosophy
- (d) Lorenzo di Medici and the Neoplatonic Academy convinced Plato to return to Italy

*Section 1 – Building Skills*

5.

In his last years, Michelangelo made a number of drawings of the Crucifixion, wrote much of his finest poetry, and carved the Pieta which was originally intended for his own tomb, as well as the nearly abstract Rondanini Pieta. This last work, in which the very forms of the Dead Christ actually merge with those of His Mother, is charged with an emotional intensity which contemporaries recognized as Michelangelo's "the terrible". He was working on it to within a few days of his death, in his 89th year, on 18 February 1564. There is a whole world of difference between it and the 'beautiful' Pietà in St Peter's, carved some sixty-five years earlier.

- (a) Some of Michelangelo's later creations were not as good as the earlier ones
- (b) Michelangelo's continued study of anatomy helped create a more emotional, terrible intensity in his works
- (c) Michelangelo often merged figures in his later sculptures, including the Dead Christ and His mother in a later Pieta
- (d) Michelangelo's work changed quite dramatically between his youth and later life

6.

The legend of Prester John, popular in Europe from the 12th through the 17th centuries, told of a mythical Christian patriarch and king said to rule over a Christian nation lost amidst the Muslims and pagans in the Orient. Written accounts of this kingdom are variegated collections of medieval popular fantasy. Reportedly a descendant of one of the Three Magi, Prester John was said to be a generous ruler and a virtuous man, presiding over a realm full of riches and strange creatures. In this realm, the Patriarch of St. Thomas resided. His kingdom contained such marvels as the Gates of Alexander and the Fountain of Youth, and it even bordered the Earthly Paradise.

- (a) There is much disagreement about the origins of the story of Prester John
- (b) Prester John was a good person who ruled over a varied kingdom
- (c) The kingdom of Prester John was inherited from the Three Magi
- (d) The president of the realm was a generous man.

## Question type 6 – Expressing Purpose

In this type of question, you will be required to explain the purpose of part of a passage. This type of question tests your ability to establish relationships between ideas in the passage.

There are two steps you need to take to answer these questions effectively:

- **First**, you will have to **establish the relationships between all of the main ideas** in the target paragraph.
- **Second**, check for **signal words/transition signals**.

Because these are skills that you have already practiced, there are no specific warm-up exercises.

### Exercise 6.1 – Practice with Paragraphs

Find what can be inferred in the following paragraphs. The difficulty will increase with each paragraph. Before doing this exercise, review exercise 1.1, 1.2, 2.1, and 5.1

The answers are on page 124.

1.

Chariot racing was the most popular sport in Rome, appealing to all social classes from slaves to the emperor himself. Although most Roman charioteers began their careers as slaves, those who were successful soon accumulated enough money to buy their freedom. The four Roman racing companies, or stables, were known by the racing colors worn by their charioteers Red, White, Blue, or Green. Fans became fervently attached to one of the factions, proclaiming themselves “partisans of the Blue” in the same way as people today would be “Yankees fans.” The factions encouraged this sort of loyalty by establishing what we might call “clubhouses” in Rome and later in other cities of the empire. In the later empire these groups even acquired some political influence.

1. **Why does the author mention “Yankees fans”**

- (a) To show his favorite team
- (b) To demonstrate an ancient action by relating it to a common one today
- (c) To show that the Yankees have Blue uniforms
- (d) To say the name of one of the stables.

## *Section 1 – Building Skills*

2.

In the beginning, humanity was confronted with a world thoroughly alive with gods, demons and spirits - a world that knew nothing of scientific objectivism. The ways in which the people came to terms with their immediate environment were based on the omnipotence of Gods. Many aspects of daily life were carried out with respect to the divine or supernatural and the way it showed itself to humans. Harvests were seen as the benevolence of fertility deities, for example. Thus, the founding of a city and the ordering of the most important buildings were often carried out by priests or even the ruler himself, and the construction was accompanied by many rituals.

**2. Why does the author state “Harvests were seen as the benevolence of fertility deities”**

- (a) To show the benefits of a good harvest
- (b) To show that benevolence brings fertility
- (c) To give an example of a deity
- (d) To give an example of something that a god provides.

3.

That objects could possess special spiritual properties was widespread in primitive societies. The Romans were no strangers to this idea. Stones, trees, springs, caves, lakes, swamps, mountains - even animals and furniture - were all deemed to be hosts to spirits. Stones in particular were often seen to contain spirits, especially if they were boundary stones, dividing one man's property from the other. It is very telling that the Latin word for such a boundary is terminus and that there actually was a Roman god called “Terminus”. This odd deity took the form of a huge piece of rock which rested in the temple of Jupiter on the Capitoline Hill. Apparently, several attempts to move the boulder when constructing the temple had failed, and so it remained within the temple, because it had “refused to move, even for Jupiter”.

**3. Why does the author mention the god Terminus?**

- (a) To show that names from gods sometimes came from nature
- (b) To show that sometimes the difference between religion and nature is small
- (c) To show the close relationship between Romans and nature
- (d) To show that the Roman term boundary came from the name of a god

4.

Arguably the most important cause of the weakening of the Roman Empire was that they began to get more and more civilized. Civilized people are simply not as good warriors on the battlefields as barbarians. For a long time, the Romans had their own barbarians: Gauls, Illyrians, Belgians, Helvetians, and Germans all joined the Roman legions. But soon they too were living like Romans, enjoying the fruits of Roman civilization and hence became less barbaric, and less able to fight the barbarian Goths, and Vandals.

Another important reason is perhaps that of Roman unity. The early Romans who built the empire had stood united. By the end, Rome had two capitals - Rome and Constantinople - each with its own emperor. To the early Romans, the idea of Rome had been something special, something they served. Later Romans only sought power for themselves. Almost every military commander secretly had his eye on the throne and was ready to overthrow the emperor and take power himself. The armies spent a lot of time fighting each other for power in Rome, rather than fighting common enemies.

**4. Why does the author mention Gauls, Illyrians, Belgians, Helvetians and Germans?**

- (a) To give examples of Barbarians who participated in the Roman army
- (b) To give examples of enemies of the Roman legions
- (c) To give examples of tribes that Rome subjugated
- (d) To give examples of tribes that defeated Rome

**5. Why does the author state that almost every military commander secretly had his eye on the throne?**

- (a) To show that many people admired the throne
- (b) To show that many people wanted the throne
- (c) To show that many people got the throne
- (d) To give an example of poor strategy



## *Section 1 – Building Skills*

5.

The early Roman government was a monarchy, but it was founded on a tribal logic. The monarch was given absolute power over the people; the Romans called this power “Imperium”. However, the monarch’s relationship to the people was seen as similar or identical to the power a father had over his household; in other words, the Roman monarchy was strictly patriarchal. In early Roman society, the father exercised incredible authority over the family. The father could sell his children into slavery or could even kill them if he could justify it. This arbitrary power was limited, however: before a father sold or killed his children, he was required to consult with the family and with the public.

**6. Why does the author mention the relationship of the father and family?**

- (a) To show the patriarchal society
- (b) To draw a parallel between family and society
- (c) To connect parents and emperors
- (d) To describe arbitrary power.

6.

The First Punic war between Rome and Carthage ended with no particular side winning. In 241 BC, the Carthaginians and Romans signed a treaty in which Carthage had to give up Sicily, which it didn’t miss, and to pay an indemnity to pay for the war, which it could well afford. However Carthage soon faced rebellion from its mercenary troops, and Rome, in 238 BC, took advantage of the confusion by seizing the island of Corsica. The Romans greatly feared the Carthaginians and wanted build as large a buffer zone as possible between them and the Carthaginians. By gaining Sicily, the Romans had expelled the Carthaginians from their back yard; they now wanted them out of their front yard - the islands of Corsica and Sardinia west of the Italian peninsula.

**7. Why does the author mention the “back yard”?**

- (a) To show the location of Sicily
- (b) To compare Sicily and Corsica
- (c) To show how Romans felt about Sicily
- (d) To demonstrate that Carthage had planted crops in Sicily

## **Question type 7 – Organization**

The final question in all reading passages will require you to organize information. There are two types of organization questions: Summary and Classification.

### **1. Summary questions**

This type of question will require you to form a paragraph which notes the main ideas of the passage. The question will give you a “topic sentence”, which introduces this paragraph, and then will present you with six sentences. You will have to choose three of the six to complete the paragraph.

### **2. Classification questions**

The other type of question will require you to organize information which is presented in the passage. There will be two headings, and you will be given ideas. You will have to organize the ideas according to how the passage explained them. Again, there will be extra information.

The basic technique for answering both of these types of questions is very simple. At the beginning of the passage, while you are reading the passage for the first time, make a note and record what the main idea of each paragraph is about. This will help you not only in answering the final question, but also in solving the “vocabulary” questions (by helping you draw relationships in the paragraphs) as well as the pronoun referent questions (by helping you establish what key points are in the passage).

*Section 1 – Building Skills*

## Exercise 7.1

Read the following passage, and record the main idea of each paragraph. Remember, the main idea is the topic of the entire paragraph, not just the first or second sentence.

1.

Until the 19th century it was widely believed that Troy and the Trojan War were imaginary. Then, in 1871, a German-born American citizen named Heinrich Schliemann began excavating an ancient city in Turkey. To the amazement of many, this retired businessman had discovered the lost city of Troy.

Main Idea \_\_\_\_\_

Nine cities have been found at the site, one on top of the other. The seventh city was destroyed around 1180 BC and appears to be the Troy of legend. You can still see the ruins of its towers and its walls, which were sixteen feet thick.

Main Idea \_\_\_\_\_

Schliemann identified Troy's location through clues he found in the Iliad, the epic attributed to the Greek poet Homer. Little is known about Homer except that he was blind. In ancient times it was believed that he had lived during the Trojan War, but most modern scholars think that he lived in the 8th or 9th century B.C. His poems weren't written down when they were first composed, but were transmitted orally for many years. Some people suspect that the poems were actually the work of successive generations of poets, and that Homer didn't exist.

Main Idea \_\_\_\_\_

Of course, the same thing was once said about Troy. Thanks to the work of Heinrich Schliemann, virtually everyone today agrees that the city whose siege Homer described was quite real. The eccentric Schliemann is often belittled as an amateur, even a fraud, but there is no denying the importance of his discovery. Without him we might still regard the Trojan War as nothing more than myth.

Main Idea \_\_\_\_\_

Now answer the question on the following page.

**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. ***This question is worth 2 points***

**Much to the chagrin of archaeologists, the ancient city of Homer’s Troy was discovered by an amateur.**

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- 

- (a) Homer was blind.
- (b) Until the late 19<sup>th</sup> century, most people believed that not only Homer, but also Troy and the Trojan War were fictional.
- (c) The walls of the city of Troy were 16 feet thick.
- (d) In 1871 an American businessman discovered the ruins of Troy.
- (e) The amateur archaeologist used clues from Homer’s The Illiad to deduce the location of Troy.
- (f) Many scholars believe that Homer died before the 8<sup>th</sup> century B.C.

Answers are on page 124.

*Section 1 – Building Skills*

2.

Read the passage and write the main idea after each paragraph.

According to legend, the chain of events that led to the Trojan War started at a royal wedding. Peleus, king of the Myrmidons, was marrying a sea nymph named Thetis. Many gods attended the wedding, but Eris, daughter of Zeus, wasn't invited because she was the goddess of discord and bound to cause trouble.

Main Idea \_\_\_\_\_

Angry at being excluded, Eris decided to disrupt the wedding banquet. She threw a golden apple marked "for the fairest" among the guests. The goddesses Hera, Athena and Aphrodite were there, and each thought that she was the fairest of them all. They bickered for a while about who deserved the apple, then asked Zeus to decide the matter.

Main Idea \_\_\_\_\_

But Zeus didn't want to get involved, so he sent them to a prince named Paris, the son of King Priam of Troy in Anatolia. Despite his royal heritage, Paris had been raised as a simple shepherd after his mother learned in a vision that he would cause the destruction of Troy.

Main Idea \_\_\_\_\_

Why did Zeus choose Paris to judge the contest? Some say it was because Paris was the most honest person on earth, or because he was too dumb to know better than to get involved in a dispute between bickering goddess. Perhaps Zeus was being a bit sarcastic toward those bickering goddesses when he chose Paris, who was known as a good judge of cattle. Or perhaps it was simply fate, because the judgment of Paris did indeed lead to the downfall of Troy.

Main Idea \_\_\_\_\_

The goddesses tried to rig the contest by bribing Paris. Athena promised to help him lead Troy to victory in a war against the Greeks. Hera promised to make him the king of all Europe and Asia. And Aphrodite, the goddess of love, promised to give Paris the most beautiful woman in the world. The beautiful woman sounded better to Paris than power and glory, so he awarded the Apple of Discord to Aphrodite.

Main Idea \_\_\_\_\_

She sent him to Sparta to collect his prize. There was just one problem. The most beautiful woman in the world, Helen, was already married.

Main Idea \_\_\_\_\_

*Section 1 – Building Skills*

**Directions:** The passage describes the relationship between humans and gods/goddesses. Match the name to the appropriate category. TWO of the answer choices will NOT be used. *This question is worth 4 points.*

	Gods/goddesses
Peleus	•
Thetis	•
Eris	•
Priam	•
Paris	Humans
Aphrodite	•
Athena	•
Anatolia	•
Hera	•
Helen	

Answers are on page 124.

## Question type 8 – “Specific Detail” questions

A few questions on each passage will ask you to find “specific details”. These questions are VERY easy to answer:

- **First, find the key words in the question.** Remember, the keywords in the question will probably be paraphrased from the text. For example, the question may ask: What day was Alex born? while the passage may state: Alex’s birthday is April 19<sup>th</sup>.
- **Second, find the key words in the passage.** Remember, the points will likely be paraphrased.
- **Third, eliminate answers which are obviously incorrect.** Remember, don’t think whether an answer is right or wrong – don’t think “yes” or “no”. When you are looking at the answers, think “maybe” or “no”. This way, you will be able to eliminate at least two answers – in many cases, you will be able to eliminate three incorrect answers.
- **Fourth, if you cannot eliminate three answers, read the question again,** and analyze it – find the main subject and verb. Then, analyze the paragraph in which the answer is found and analyze the paragraph – find the topic, the supporting arguments, and the details.

## Question type 9 - “NOT” questions

On the TOEFL, you will be asked to find what information is NOT present in the passage. These questions are very simple, but can be confusing if there are many in a row.

- **First, find the key words in the question.** Remember, the keywords in the question will probably be paraphrased from the text. For example, the question may ask: What day was Alex born? while the passage may state: Alex’s birthday is April 19<sup>th</sup>.
- **Second, find the key words in the passage.** Remember, the points will likely be paraphrased.
- **If the information is in the passage, it is incorrect.** This is where the iBT tries to trick you – if you find it, it’s WRONG.

### Exercise 9.1

In the following paragraphs, choose which answer is NOT mentioned. The difficulty increases with each paragraph.

The answers are on page 124.

#### How to Spot a Bluff in Poker

##### 1. Emphatic betting

Emphatic betting is a good indication that somebody is bluffing. An example would be if somebody forcibly puts the chips on the table to either call or raise your bet.

Which of the following is NOT mentioned in the paragraph?

- (a) Somebody puts the chips strongly
- (b) Somebody powerfully calls you
- (c) Somebody raises you with vigor
- (d) Somebody loudly folds



## *Section 1 – Building Skills*

### **2. “Sitting back”**

When somebody sits back and relaxes in their chair this usually indicates a very “confident” posture and a sure tell that they have a good hand.

Which of the following is NOT mentioned in the paragraph?

- (a) Somebody moves to the rear of the chair
- (b) Somebody unwinds at the table
- (c) Somebody moves away from the table
- (d) Somebody with a good hand tends to be comfortable

### **3. Watch the Eyes**

This is why many pros wear sunglasses or visors/caps when playing, they know that the eyes rarely lie. For example, many players can't help but stare at big hole cards, so their length of time peeking is longer.

Which of the following is NOT mentioned in the paragraph?

- (a) Many professional poker players wear sunglasses
- (b) It is difficult to control your eyes
- (c) Many players look at good cards for a long time
- (d) The hole becomes bigger

### **4. Facial Expression**

Many pros try to disguise their entire face by wearing a cap and looking downward. This is to avoid the classic stare down that poker pros are famous for. They may try to study your face for nervousness detecting a weak hand, or even look for repetitive characteristics like a body "tic". You may have obvious unhappiness in your face when your hand is weak, and conversely, you may show a contrasting show of confidence when your hand is strong.

Which of the following is NOT mentioned in the paragraph?

- (a) Many professional players have special lucky outfits
- (b) Many professionals want to avoid direct eye contact
- (c) Nervousness can show a weak hand
- (d) Strong hands make you feel confident

# **Section 2**

# **Full Texts**

**Note: On the iBT, line numbers are not shown. I have included them here to make practice easier**

## 1 - Seeps in the Gulf of Mexico

Line 1 In the late 1970s, when oil companies looking for new deposits developed  
technology to mine the floor of the ocean, they made a surprising discovery –  
what was considered a dead zone was actually home to a thriving system of  
animals and plants. This system developed over millions of years around cracks  
Line 5 in the ocean floor, called “seeps”.

Geologists speculate that these seeps were created because of the history of  
the Gulf. Millions of years ago, this area was dry, and the salt which was at the  
surface was covered by layers of sedimentary rock. When water claimed the  
area, the geological structure changed. In a strange combination of events, the  
Line 10 rock pushed down, the salt pushed up, and what developed was huge,  
subterranean pillars of salt, known as “salt domes”. These can be hundreds of  
metres wide and kilometres deep.

The upward pressure of these domes continued, and because the salt was  
concentrated and shaped like a long stick, it managed to actually push through  
Line 15 the surface of the rock. In what amounted to an underwater volcano, salt  
exploded through cracks in the sea floor – in some cases, these explosions  
actually created craters. With time and erosion, these craters became smooth,  
and valleys formed. These valleys are unique geological areas because they have  
a very high concentration of salt – they are almost like little super-salinated  
Line 20 “lakes” in the ocean. Because of the high salinity of the crater area, very few  
species of animals can survive there. Those that do, however, are fascinating.

Arguably the most important inhabitant of the area is also the smallest –  
bacteria. It needs only the gasses that are emitted by the seeps to survive. These  
bacteria don't survive swimming freely in the ocean, however. In a beautiful  
Line 25 example of symbiosis, the bacteria live inside the shelter of mussels. They grow  
on the gills, or oxygen filters, in the safety of the mussel shell. In turn, the  
mussels eat the bacteria – each providing something necessary for the other.

The most spectacular denizens of these areas are, however, the tube worms.  
These worms are really classified as animals, but look like flowering plants.  
Line 30 They are tall, segmented and have an appendage growing at the top which may  
look like a flower. In reality, however, it is used to catch food for these  
carnivorous worms. Like the mussels, however, they eat mostly bacteria.

An experiment into the growth and development of these tube worms led  
scientists to paint a stand with a gentle blue paint. A year later, the marine  
Line 35 biologists returned and found that the worms had only grown roughly one inch.  
This led the scientists to put the age of the long, 8-foot worms at over 100 years.

These worms actually need another of the seeping gasses, hydrogen sulphide,  
to survive. This gas is very toxic to most other life forms, but these worms have  
a blood composition which allows them to process it and thrive in the  
Line 40 environment of the seep. In some colonies, there have been thousands of  
worms found living together. Some very old and crowded colonies may not  
have enough hydrogen sulphide available for those worms in the centre, and  
the worms that live there will therefore die.

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Line 45      Whether or not this type of ecosystem survives will depend completely on the oil companies who first discovered them. There is the possibility that very much oil lies hidden in the sea floor near these seeps, and oil companies will most likely move to **tap into** it. However, the question remains for the bacteria, mussels and tube worms of the dark, deep waters of the Gulf of Mexico.

1. The word “mine” in line 2 is closest in meaning to:
  - (a) Discover
  - (b) Keep
  - (c) Donate
  - (d) Dig
  
2. The word “thriving” in line 3 is closest in meaning to:
  - (a) Stealing
  - (b) Doing well
  - (c) Moving
  - (d) Dying
  
3. The pronoun “these” in line 11 refers to
  - (a) Domes
  - (b) Pillars
  - (c) Rocks
  - (d) Events
  
4. According to the passage, how did the “Salt Domes” form?
  - (a) The sea floor cracked and attracted salt
  - (b) There was a strange combination of geology and special water
  - (c) Downward pressure from surrounding rock caused salt to collect
  - (d) Salt pillars attract more salt

5. Which of the following best paraphrases the information in the highlighted text in paragraph 3? *Incorrect* choices change the meaning in important ways or leave out essential information.

The upward pressure of these domes continued, and because the salt was concentrated and shaped like a long stick, it managed to actually push through the surface of the rock. In what amounted to an underwater volcano, salt exploded through cracks in the sea floor – in some cases, these explosions actually created craters. With time and erosion, these craters became smooth, and valleys formed. **These valleys are unique geological areas because they have a very high concentration of salt – they are almost like little super-salinated “lakes” in the ocean. Because of the high salinity of the crater area, very few species of animals can survive there. Those that do, however, are fascinating.**

- (a) The salt in the seeps makes it easy for many animals to live there
  - (b) Special salt formations attract interesting and unique life forms
  - (c) The high salinity destroys most animals who go there and only a specialized group can survive there
  - (d) The geology of the area as resulted in the evolution of a particular species of fish which enjoy salinity
6. The phrase “emit” in line 23 is closest in meaning to
- (a) Evict
  - (b) Give off
  - (c) Distribute
  - (d) Distinguish
7. The word “appendage” in line 30 is closest in meaning to
- (a) Student
  - (b) Heir
  - (c) Body part
  - (d) Addition
8. What is NOT mentioned about the experiment in paragraph 6?
- (a) It involved painting the tubes
  - (b) It was roughly 365 days long
  - (c) It measured the development of the tubes
  - (d) It required specialized equipment
9. The pronoun “they” in line 32 refers to
- (a) Mussels
  - (b) Bacteria
  - (c) Worms
  - (d) Denizens

Section 2 – Full Texts

13. The passage describes naturally occurring phenomena in the Seeps. Classify the following pieces of information, based on the information presented in the passage. Two of the choices will not be used. *This question is worth 2 points*

- |                |                     |
|----------------|---------------------|
|                | Thrive in the Seeps |
| (a) Tube Worms | •                   |
| (b) Bacteria   | •                   |
| (c) Sharks     | •                   |
| (d) People     |                     |
|                | Suffer in the Seeps |
| (e) Pipelines  | •                   |
| (f) Mussels    | •                   |
| (g) Octopi     | •                   |
| (h) Sea Horses |                     |

## 2 - The Battle of the Plains of Abraham

Line 1        The Battle of the Plains of Abraham, fought September 13, 1759, was the **decisive** battle of the North American theatre of the Seven Years' War. It was fought on a plateau just outside the city walls of Quebec City in New France, on the land of Abraham Martin. The British were led by the young general James Wolfe, while the French defenders were under the command of the combat-seasoned veteran, General Louis Montcalm. Actual combat lasted only 30 minutes, ending a three-month siege of Quebec City.

Line 5  
Line 10      The Seven Year's War was an international conflict between many European powers, including France and England. At the time of the Seven Year's War, the territory that would become the United States was still a direct colony of England, and fought under the English **banner**. In modern US textbooks, the war is referred to as "The French and Indian War".

Line 15      The Battle of the Plains of Abraham was actually the **culmination** of a siege of French Canada that had begun on June 26 when the British landed on the south side of the St. Lawrence River. There had been many attempts – both naval and on land to take the French stronghold of Quebec, but none succeeded. The North, West and East approaches were heavily fortified, and the south of the fort overlooked an almost sheer 53-foot cliff.

Line 20      Throughout July and August Admiral Saunders' fleet sailed up and down the St. Lawrence, surveying the river for possible landing spots. On September 10<sup>th</sup>, the decision was made by General Wolfe - he chose Anse-aux-Foulons as a landing spot. Anse-aux-Foulons was at the bottom of the 53-metre high cliff on which Quebec sits, and was protected by cannons above. However, it was not the landing site Montcalm expected, and so it was barely defended.

Line 25      The approach took place at night – the British crossed the St. Lawrence and scaled the cliffs silently. Wolfe had French-speaking soldiers reply to the **sentries** on the shore, making the French believe the landing craft were actually a convoy of supply boats from upstream. By morning, 4,800 British troops were amassed outside the walls of the city of Quebec. **A**

Line 30      **B** Montcalm had 13,390 troops and militia available in Quebec City, as well as 200 cavalry, 200 artillery, 300 natives, and 140 Acadian volunteers. **C** However, a significant portion of these forces was made up of inexperienced militia, whereas most of the British force had fought in the American colonies earlier in the Seven Years' War. **D**

Line 35      On the morning of the 13th, Wolfe assembled his men on the Plains of Abraham outside Quebec City while Saunders massed the fleet further south, near Beauport. Montcalm could have refused to meet them on the field as his advisers suggested, and his decision to leave the fortified town and engage the British on the battlefield is often viewed as a mistake; his fear was that of British entrenchment. Also, he also did not bring out the entire force, but only about 4,000 men, slightly less than the British strength, leaving the other half of his army on the Beauport shoreline, in case the attack on the Plains of Abraham turned out to be a **diversion**.

Line 45      In order to cover the entire width of the **plateau** east of the town, Wolfe had set his ranks two-men deep. Unknown to Montcalm, 1,500 elite French troops



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had frantically rallied from Montreal and were soon to arrive just east of the battlefield on the British rear. Uncharacteristically, however, Montcalm did not wait. In Montcalm's initial assault, his troops fired at 400 meters, having little effect on the British. The French were quickly turned back with horrible casualties as the disciplined British fired at close range, having waited until only about 40 meters separated the lines to fire. General Wolfe, however, was mortally wounded by three musket balls, one puncturing his lung. He died after the battle was over, having seen the British victorious. Montcalm ordered a retreat, during which he too was fatally wounded, back into the city. He entered the gates of Quebec with blood streaming from his body. "It is nothing," he insisted, but died that evening.

1. The word "decisive" in line 2 is closest in meaning to
  - (a) Important
  - (b) Big
  - (c) Separating
  - (d) Close
  
2. What can be inferred about general Montcalm?
  - (a) He was from Quebec
  - (b) He was rich
  - (c) He was older than Wolfe
  - (d) He was new to Quebec
  
3. The word "banner" in line 11 is closest in meaning to
  - (a) Prohibition
  - (b) Departure
  - (c) Army
  - (d) Flag

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4. The word “culmination” in line 13 is closest in meaning to
- (a) Warm-up
  - (b) Result
  - (c) Collection
  - (d) Triumph

5. The word “sentries” in line 27 is closest in meaning to
- (a) Guards
  - (b) Centurions
  - (c) Merchants
  - (d) Reporters

6. Look at the four squares [■] in paragraphs 5 and 6 which indicate where a sentence could be added.

The approach took place at night – the British crossed the St. Lawrence and scaled the cliffs silently. Wolfe had French-speaking soldiers reply to the sentries on the shore, making the French believe the landing craft were actually a convoy of supply boats from upstream. By morning, 4,800 British troops were amassed outside the walls of the city of Quebec. **A**

**B** Montcalm had 13,390 troops and militia available in Quebec City, as well as 200 cavalry, 200 artillery, 300 natives, and 140 Acadian volunteers. **C** However, a significant portion of these forces was made up of inexperienced militia, whereas most of the British force had fought in the American colonies earlier in the Seven Years' War. **D**

**This was about one quarter of the entire population of New France.**

Where would this sentence best fit?

7. What can be inferred about the French troops at Quebec during the Battle of the Plains of Abraham?
- (a) They were well-equipped
  - (b) They hated the British
  - (c) They had a lot of experience
  - (d) They were not very well-experienced
8. The word “diversion” in line 43 is closest in meaning to
- (a) Separation
  - (b) Division
  - (c) Trick
  - (d) Surprise

9. What can be inferred about general Montcalm during the Battle of the Plains of Abraham?

- (a) He had planned carefully
- (b) He was sick
- (c) He was afraid
- (d) He was confident

10. The word “plateau” in line 44 is closest in meaning to

- (a) Field
- (b) Flatlands
- (c) Farm
- (d) Plane

11. The word “casualties” in line 50 is closest in meaning to

- (a) Power
- (b) Noise
- (c) Fire
- (d) Loss

12. The word “musket” in line 52 is closest in meaning to

- (a) Sharp
- (b) Lead
- (c) Gun
- (d) Deadly

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13. This is the topic sentence which describes the key points of the passage. Choose three points to complete the paragraph. Incorrect answers are not main ideas or are not mentioned in the passage. This question is worth 3 points.

**The Battle of the Plains of Abraham was a key event in the North American theatre during the Seven Years' War**

- 
- 
- 

- (a) The battle was 30 minutes long
- (b) The Seven Years' War was a major international conflict
- (c) General Wolfe was very young
- (d) The French fort at Quebec was well defended on three sides, but not on the side facing the St. Lawrence River.
- (e) The British soldiers were very experienced
- (f) The British won the Battle

### 3 - The Cathedral At Chartres

Line 1           After the fall of the Roman Empire in the late 4th century, the Roman style of architecture **fell out of favor**. Power moved from Rome and Constantinople to the land of the Goths and Saxons France and Germany, where the French King Charlemagne tried to recapture some of the glory of Rome in his “Holy Roman Empire”. His attempt failed shortly after his death in 814. The architectural knowledge, however, had been transferred to France.

Line 5  
Line 10           The people of Chartres, France, considered themselves special – they felt that they were under the direct protection of the Virgin Mary. Therefore, they **embarked** to build a suitable shrine in Her honour. Unfortunately for them, a fire consumed what had been built between 1154 and 1194 and the townspeople almost gave up. A papal representative convinced them to continue, however, and the result is what is widely considered the **quintessential** “High Gothic” Cathedral.

Line 15           The most striking feature of the Cathedral at Chartres is the fact that the twin **spires** are actually not twins at all – they are quite different. One is 105 meters and 113 meters high. Also, they were built in quite different styles – one being “Middle Gothic”, and the western “High Gothic”. This is due to the simple fact that they were constructed at different times.

Line 20           The floor plan is the only part of the cathedral which did not break with tradition. As in the Roman churches, the cathedral at Chartres is laid out in the form of a Roman cross, with the crosspiece shorter than the main part.

Line 25           The main door to the cathedral is in the “triple-portal” arrangement. Above the doors are arches – but unlike Roman arches, they are pointed. These are called “lancet” arches, and are one of the key characteristics of Gothic architecture. Above the doors is the famous rosette of Chartres.

Line 30           Gothic architects examined Roman buildings and realized that the biggest drawback was the lack of light, due to small windows. In order to support a **grandiose** ceiling/roof, walls had to be thick, and windows small. Gothic designers **circumvented** the problem by creating “Buttresses” – extra additions onto the walls which would help support the weight of the roof, thereby relieving pressure from the walls. This enabled them to create huge windows – they were then decorated with stained glass, in very intricate designs. There are 186 of these windows in the Cathedral today.

Line 35           The roof of the Cathedral at Chartres is also much steeper than the roofs of cathedrals built before it. To overcome the problem of rainwater flow, the designers created an elaborate system of pipes, known today as gutters, which end in fearful images known as “gargoyle” – during a rainstorm, the water flows out of the Gargoyles’ mouths onto the poor passers-by below.

Line 40           The exterior of the Cathedral is completely covered in carvings. Immediately above the door is a carving of Christ the King in Majesty.

                  Below that are **depictions** of the twelve apostles and other people mentioned in the Bible.

Line 45           In the nave of the church is a common gothic addition – a labyrinth. **This was laid into the floor out of rock of a different colour so that pilgrims would be able to walk around the labyrinth and spiritually prepare to take part in worship.**

8. The word “circumvented” in line 29 is closest in meaning to
- (a) Avoided
  - (b) Missed
  - (c) Surrounded
  - (d) Erased
9. What can be inferred about Gargoyles?
- (a) They are based on Biblical characters
  - (b) They are utilitarian
  - (c) They have horns
  - (d) They are an invention of Gothic architects
10. The word “depiction” in line 41 is closest in meaning to
- (a) Eviction
  - (b) Description
  - (c) Drawing
  - (d) Convention
11. Which of the following best paraphrases the information in the highlighted text in paragraph 9? *Incorrect* choices change the meaning in important ways or leave out essential information.

In the nave of the church is a common gothic addition – a labyrinth. This was laid into the floor out of rock of a different colour so that pilgrims would be able to walk around the labyrinth and spiritually prepare to take part in worship.

- (a) Pilgrims can walk along the labyrinth to increase the spirituality of their worship
- (b) Pilgrims walk along the labyrinth while worshipping
- (c) Pilgrims ready themselves for prayer by walking the labyrinth
- (d) Pilgrims cannot enter the nave without passing through the labyrinth.

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12. The passage describes key differences between Roman architecture and the architecture of the Chartres cathedral. Classify the following points based on the information provided in the passage. Two of the points will not be used. *This question is worth 2 points.*

- |                                 | Roman  |
|---------------------------------|--------|
| (a) Pointed arches              | ●      |
| (b) Rosetta                     | ●      |
| (c) Rounded windows             | ●      |
| (d) Buttresses                  |        |
|                                 | Gothic |
| (e) Domes                       | ●      |
| (f) Carvings                    | ●      |
| (g) Cross floor plan            | ●      |
| (h) Large Stained-glass windows | ●      |
| (i) Round arches                | ●      |

## 4 - Lycanthropy

Line 1 Lycanthropy is one of the most common cultural beliefs in the world.  
Lycanthropy is the transformation of a human into an animal. Variations of  
Lycanthropy are found on all continents, and in almost every culture. One of the  
only common elements, however, is that the transformed animal only appears at  
Line 5 night.

Lycanthropy is often confused with transmigration, in which the soul of a  
dead person returns to the world of the living in the form of an animal. However,  
in the strict definition, lycanthropy is only the movement of the soul of an  
individual into a “were-animal”, most commonly the “were-wolf”. It then  
Line 10 returns in the morning, or after completing a particular task.

The causes of lycanthropy are varied – they can be voluntary or involuntary;  
temporary or permanent; it may be the transformation of the body from human  
to animal form, or simply movement of the soul. In some cultures, for example  
with the were-tiger of India, only part of the soul leaves the human to enter a  
Line 15 tiger.

According to European lore, the phenomenon was easily verifiable  
through “repercussions”. Should an unfamiliar animal approach a settlement and  
this animal be suspected of being a “were-creature”, the animal was injured in a  
very prominent way. The following day, everybody in the area was checked and  
Line 20 examined – according to tradition, the scar which was caused to the animal  
would be visible on the person who had transformed back to human shape.

The first record of Lycanthropy in Europe was the king Ovid, who became  
damned because of a trick he tried to play on Zeus. A In order to test and  
invalidate Zeus’ divinity, Ovid tried to feed him human flesh. It was actually the  
Line 25 flesh of his son – Zeus realized the trick and damned Ovid to change into a wolf  
who needed human flesh to return to human form. B To make matters worse,  
Ovid would remember all of the actions that he performed during these evenings.  
C This eventually drove Ovid insane. D

From this legend also came the word “lunatic”. Luna meant moon in ancient  
Line 30 Greek, and as it was the inspiration for Ovid’s transformation, the full moon  
became a harbinger of evil.

In many non-European traditions, however, this transformation was not  
viewed as exclusively negative. In some West African tribes, young men  
underwent ceremonies at puberty, during which they discovered their  
Line 35 “guardian spirit”. They would then be able to harness the powers of this spirit to  
assist them in hunting or even battle. One key difference between this African  
belief and that of Europe is that the guardian spirit/animal is separate from the  
human spirit with which it temporarily coexists in one body.

In Alaska, young hunters who want to assume magic powers must separate  
Line 40 themselves from society for one month. They then go to a sacred place where  
they repeat the sound “O” four times. If they are worthy, an otter appears – they  
slay this otter, then cut out its tongue which gives them the power they seek.

Lycanthropy is quite different from possession, in which the soul of a wizard,  
alive or dead, simply takes over the body of an animal and uses it to inflict harm



## 5 - The Shenandoah River

Line 1        The Shenandoah River in Virginia is likely the most photographed but badly known river in the United States. Most naturalists know the image of the **winding** river – its apparent endless elbows, twists and turns – but not many know the name.

Line 5        The Shenandoah River flows through some of the oldest mountains in the world – the Appalachians. Strictly speaking, it flows through the Blue Ridge Mountains, but these make up part of the Appalachian Trail. **It** starts as two separate “forks” in the mountains near Staunton, Virginia. These forks run parallel for roughly 90 miles and then join up for the last 60 miles, when the Shenandoah empties into the Potomac River in Maryland.

Line 10       The name “Shenandoah” is from a Native American word – apparently meaning “beautiful daughter of the stars”. Unfortunately, there are no living speakers of the language to establish **this fact** for certain. There are even no exact sources noting which language the word came from.

Line 15       First European records of the valley date to the early 18<sup>th</sup> century, when settlers were expanding westward from the original thirteen colonies of the East Coast. The natural beauty attracted many, but there was not enough **fertile** terrain to make the valley suited to development on a large scale, so it never experienced the **boom** other locations did. The Shenandoah Valley was an area which supplied grain for the Confederacy, and was also the site of some of the bloodiest battles during the US Civil War.

Line 20       Today, most of the Shenandoah has still managed to somehow hold on to its **pristine** beauty. Canoeing downstream can make all of the cares disappear. Canoeing is still the most popular activity on the Shenandoah. **The combination of gradual slope and constant bends makes the river easy to navigate – even though there is a steady current, it is not too fast because the river does not flow in a straight line for too long.** This makes it a fantastic place for people to learn the ancient craft of canoeing.

Line 25       Fishing is also a very popular pastime in the Shenandoah River. The most popular is, of course, fly fishing. This completely suits the character of the river – standing patiently in the waist-deep water and waiting for the fish to come to you.

Line 30       The river has not always been perfectly clean, however. In the early 1970s, campers found dumping grounds of two chemical factories in the mountains. Line 35       These were closed and removed, and most of the damage they left behind has been cleaned. However, the fish of the south fork are still not edible because of one of the spills.

Line 35       This discovery led to the creation of two naturalist groups which act to preserve and maintain the park. Also, stricter legislation at the state level Line 40       concerning the disposal of chemical waste, and tighter federal control of national park were two other results of the discovery. Today, slowly the river is cleaning itself out.

Line 40       The Shenandoah can continue this cleansing because of two factors. First, it has a limestone base which helps filter and clean the water and kill Line 45       bacteria. Second, the main source of the river is mountain springs which provide

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pure, clean water. These two factors have worked with the human conservationists to keep the river clean.

Line 50 Perhaps that is the appeal of the Shenandoah – it is located roughly 70 miles south of Washington D.C., but most Washingtonians don't know about it. It empties into the Potomac, which is one of the most important waterways on the American east coast, yet the Shenandoah is completely unused commercially for transport. There can be hundreds of people enjoying the river on canoes, paddle boats or even inner tubes, but seconds after they leave, the river returns to its millennia-old routing.

Line 55 That is ultimately what people want to experience when they seek out a place like the Shenandoah – they want the satisfaction of knowing that should they make a mistake in the office, should their investments go awry, should their favorite TV show get cancelled, there will always be the Shenandoah.

1. The word “winding” in line 3 is closest in meaning to:
  - (a) Spinning
  - (b) Moving
  - (c) Flowing
  - (d) Turning
2. What can be inferred about the Blue Ridge Mountains?
  - (a) They are taller than the Appalachians
  - (b) They are older than the Appalachians
  - (c) They are smaller than the Appalachians
  - (d) They are the Appalachians
3. “It” in line 8 refers to:
  - (a) The Appalachian Trail
  - (b) The Shenandoah River
  - (c) Virginia
  - (d) The Potomac River
4. What is NOT stated about the “forks”
  - (a) They start in Staunton, Virginia
  - (b) They run for roughly 90 kilometers
  - (c) They run parallel
  - (d) They join together in Maryland

5. “This fact” in line 13 refers to
- (a) Shenandoah is derived from a Native American word
  - (b) Shenandoah means “beautiful daughter of the stars”
  - (c) There are no speakers of this language
  - (d) There are no sources regarding the language
6. The word “fertile” in line 17 is closest in meaning to:
- (a) Clean
  - (b) Iron
  - (c) Carrying
  - (d) Sleepy
7. The word “boom” in line 19 is closest in meaning to
- (a) Sound
  - (b) Explosion
  - (c) Development
  - (d) Prosperity
8. The word “pristine” in line 23 is closest in meaning to
- (a) Quiet
  - (b) Clean
  - (c) New
  - (d) Fresh
9. Which of the following best paraphrases the information in the highlighted text in paragraph 5? *Incorrect* choices change the meaning in important ways or leave out essential information.

Today, most of the Shenandoah has still managed to somehow hold on to its pristine beauty. Canoeing downstream can make all of the cares disappear. Canoeing is still the most popular activity on the Shenandoah. The combination of gradual slope and constant bends makes the river easy to navigate – even though there is a steady current, it is not too fast because the river does not flow in a straight line for too long. This makes it a fantastic place for people to learn the ancient craft of canoeing.

- (a) Because the current is strong, the river is easy to canoe
- (b) The path of the Shenandoah, combined with the current, makes the river bend a lot
- (c) There is a current, and it is quite strong because of the gradual slope and constant bends
- (d) The water speed is not important because of the twists in the shape of the river

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10. What is NOT stated about the new legislation?
- (a) It was created because of the actions of two naturalist groups
  - (b) It was initiated at the state level
  - (c) It deals primarily with industrial waste
  - (d) It cleans out the river
11. The word “awry” in line 57 is closest in meaning to
- (a) Away
  - (b) Bad
  - (c) Public
  - (d) Illegal
12. What can be inferred about the Potomac River?
- (a) It is bigger than the Shenandoah
  - (b) It is louder than the Shenandoah
  - (c) It is cleaner than the Shenandoah
  - (d) It is faster than the Shenandoah
13. This is the topic sentence which describes the key points of the passage. Choose three points to complete the paragraph. Incorrect answers are not main ideas or are not mentioned in the passage. This question is worth 3 points.

<p><b>The Shenandoah River is a natural treasure of the Eastern United States</b></p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
---

- (a) The Shenandoah runs through the Blue Ridge Mountains in Virginia
- (b) The Shenandoah Valley provided food supplies for the Confederacy during the US Civil War
- (c) The Shenandoah has a limestone base and a source high in the mountains, and this helps keep the river clean
- (d) Fly-fishing is the most popular recreational activity on the Shenandoah River
- (e) In the 1970s, the dumping grounds of two chemical companies were found near the Shenandoah, but these were stopped and the pollution was cleaned up
- (f) The Shenandoah empties into the Potomac, but is much more serene and less used than the Potomac.

## 6 - The Beginning of the Space Race

Line 1        The National Aeronautics and Space Administration (NASA), had  
beginnings based in both scientific pursuit and the military. At the end of World  
Line 5        War II in 1945, the United States Department of Defense began a serious  
research push into the fields of rocketry and upper atmosphere sciences in order  
to ensure American leadership in technology. As part of this push, President  
Dwight D. Eisenhower approved a plan which would put into orbit a scientific  
satellite, as part of the International Geophysical Year. The original timetable of  
this plan was for the period of July 1, 1957 to December 31, 1958. The purpose  
of this satellite, other than to display US technology, was to gather scientific  
Line 10       data about the Earth.

Not to be **outdone**, the Soviet Union quickly announced plans to orbit its  
own satellite and the race was on.

Line 15       Originally, the Naval Research Laboratory's "Project Vanguard" was chosen  
to plan and carry out this project, but while it enjoyed exceptional publicity  
throughout the second half of 1955 and all of 1956, the technological demands  
upon the program were too great and the funding levels too small to ensure  
success.

The launch of Sputnik 1 on October 4, 1957 shoved the US satellite program  
into "crisis" mode.

Line 20       "An Act to provide for research into the problems of flight within and  
outside the Earth's atmosphere, and for other purposes." With this simple  
**preamble**, the Congress and the President of the United States created the NASA  
on October 1, 1958. Many see **it** as a direct result of the Sputnik crisis. The  
**fledgling** NASA absorbed the earlier National Advisory Committee for  
Line 25       Aeronautics: its 8,000 employees, an annual budget of \$100 million and three  
major research laboratories. Soon afterwards, NASA incorporated other  
organizations, including the space science group of the Naval Research  
Laboratory in Maryland, the Jet Propulsion Laboratory managed by the  
California Institute of Technology for the Army, and the Army Ballistic Missile  
Line 30       Agency in Huntsville, Alabama, the laboratory where Verner von Braun's team  
of engineers were engaged in the development of large rockets. As it grew,  
NASA created other centers, and today it has ten located around the country.

Line 35       Early in its history, NASA was already looking at putting a human in space.  
Once again, the Soviet Union beat the US to the punch when Yuri Gagarin  
became the first man in space on April 12, 1961. However, the gap was closing,  
and on May 5, 1961, Alan B. Shepard Jr. became the first American to fly into  
space when he rode his Mercury capsule on a 15-minute suborbital mission.  
Project Mercury was NASA's first high-profile program, which had as **its** goal  
placing humans in space. The following year, on February 20, John H. Glenn Jr.  
Line 40       became the first U.S. astronaut to orbit the Earth.

The crowning achievement of NASA's early years was Project Apollo.  
When President John F. Kennedy announced "I believe that this nation  
should commit itself to achieving the goal, before this decade is out, of landing a  
man on the Moon and returning him safely to Earth," NASA, itself was

## Section 2 – Full Texts

Line 45 committed to placing a man on the moon. The Apollo moon project was a massive effort that required significant expenditures, costing \$25.4 billion, 11 years, and 3 lives to accomplish.

Line 50 On July 20, 1969, Neil Armstrong made his famous and grammatically incorrect remarks: "That's one small step for man, one giant leap for mankind," as he stepped onto the lunar surface during the Apollo 11 mission. After taking soil samples, photographs, and doing other tasks on the Moon, Armstrong and Aldrin rendezvoused with their colleague Michael Collins in lunar orbit for a safe voyage back to Earth. There were five more successful Apollo lunar landing missions, as well as one failed one. All totaled, 12 astronauts walked on

Line 55 the Moon during the Apollo years.

1. According to the passage, why did the US make strong efforts to develop a space program?

- (a) To further its knowledge of space
- (b) To guarantee its position as technology leader
- (c) To develop the upper atmosphere
- (d) To boost relations with the Soviet Union

2. What can be inferred about the relations between the US and the Soviet Union at the end of World War II?

- (a) They were mostly concerning space
- (b) They were very cooperative
- (c) They were competitive
- (d) They were non-existent

3. The word “outdone” in line 11 is closest in meaning to
  - (a) Outtaken
  - (b) Beaten
  - (c) Repeated
  - (d) Extracted
  
4. According to the passage, why was the creation of NASA speeded up?
  - (a) To ensure that nobody would beat the US to space
  - (b) The US government required detailed information about the upper atmosphere
  - (c) The Soviet Union had successfully launched a rocket into space
  - (d) A presidential crisis
  
5. The word “preamble” in line 22 could best be replaced by:
  - (a) Introduction
  - (b) Speech
  - (c) Edict
  - (d) Walk
  
6. The pronoun “it” in line 23 refers to
  - (a) The preamble
  - (b) The Congress
  - (c) The United States
  - (d) The creation of NASA
  
7. The word “fledgling” in line 24 is closest in meaning to
  - (a) Powerful
  - (b) Magnificent
  - (c) New
  - (d) Aeronautical
  
8. According to the passage, in which year did John Glenn orbit the earth?
  - (a) 1957
  - (b) 1961
  - (c) 1962
  - (d) Impossible to know
  
9. What can be inferred about the US “Project Mercury”?  
Choose two answers
  - It was NASA’s first success
  - It had as a goal to launch people into outer space
  - It was not successful
  - It was very popular

*Section 2 – Full Texts*

10. The word “its” in line 38 refers to:

- (a) The Mercury capsule
- (b) The suborbital mission
- (c) Project Mercury
- (d) The High Profile program

11. The word “rendezvous” in line 52 is closest in meaning to

- (a) Reentry
- (b) Meeting
- (c) Capsule
- (d) Plan

**12. 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.

*This question is worth 2 points.*

The National Aeronautics and Space Administration started as a joint science-military project

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- 

- (a) The original Naval research facility, Project Vanguard, was not adequately funded to finish the research
- (b) The president was Dwight Eisenhower
- (c) Neil Armstrong spoke incorrectly when he got to the moon
- (d) The most important accomplishment was the Apollo missions
- (e) The first man in space was Yuri Gagarin
- (f) One of NASA’s first objectives was to put somebody into space



*Section 2 – Full Texts*

to the cardinal points, and water-filled trenches probably were used to level the perimeter. A tomb painting of a colossal statue being moved shows how huge stone blocks were moved on sledges over ground first made slippery by liquid. **C** Finally, the outer layer of casing stones was finished from the top down and the ramps dismantled as the work was completed. **D**

Pyramid building was at its height from the Fourth through the Sixth Dynasties. Smaller pyramids continued to be built for more than a **millenium**. Scores of them have been discovered, but the remains of others are probably still buried under the sand. As it became clear that the pyramids did not provide protection for the mummified bodies of the kings but were obvious targets for grave robbers, later kings were buried in hidden tombs cut into rock cliffs. Although the magnificent pyramids did not protect the bodies of the Egyptian kings who built them, the pyramids have served to keep the names and stories of those kings alive to this day.

1. The pronoun “it” in line 8 refers to
  - (a) The Step Pyramid
  - (b) Memphis
  - (c) Burial Chamber
  - (d) a King

Section 2 – Full Texts

7. Which of the following best paraphrases the meaning of the highlighted text? *Incorrect* choices change the meaning in important ways or leave out essential information.

Pyramids were not solitary, but were almost always part of a group of buildings which included temples, chapels, other tombs, and massive walls. Remnants of funerary boats have also been excavated; the best preserved is at Giza. On the walls of Fifth and Sixth Dynasty pyramids are inscriptions known as the Pyramid Texts, an important source of information about Egyptian religion. **The scarcity of ancient records, however, makes it difficult to be sure of the uses of all the buildings in the pyramid complex or the exact burial procedures.** It is presumed that the king's body was brought by boat up the Nile to the pyramid site and probably mummified in the Valley Temple before being placed in the pyramid for burial.

- (a) Ancient records are difficult to use because of their complexities
  - (b) Records only exist for some of the burial complexes, but not others
  - (c) Because of some records, historians can be fairly confident in the use of some buildings, but not in exact burial procedures
  - (d) Not enough records have been excavated to allow Egyptologists to know the meaning of the buildings and the techniques of their creation
8. The word “presumed” in line 37 is closest in meaning to
- (a) Known for sure
  - (b) Speculated
  - (c) Well known
  - (d) Published

9. Look at the four squares [■] in paragraph 6 which mark where a sentence could be added.

**A**There has been very much speculation about pyramid construction. Egyptians had copper tools such as chisels, drills, and saws that may have been used to cut the relatively soft stone. **B**The hard granite, used for burial chamber walls and some of the exterior casing, would have posed a more difficult problem. Workmen may have used an abrasive powder, such as sand, with the drills and saws. Knowledge of astronomy was necessary to orient the pyramids to the cardinal points, and water-filled trenches probably were used to level the perimeter. A tomb painting of a colossal statue being moved shows how huge stone blocks were moved on sledges over ground first made slippery by liquid. **C**Finally, the outer layer of casing stones was finished from the top down and the ramps dismantled as the work was completed. **D**

**The blocks were then brought up ramps to their positions in the pyramid.**

Where would the sentence best fit?

10. The word “millennium” in line 52 is closest in meaning to
- (a) Small amount
  - (b) A thousand years
  - (c) Army
  - (d) Discovery
11. What can be inferred about the third dynasty?
- (a) It was more religious than the fourth dynasty
  - (b) It had better builders than the fourth dynasty
  - (c) It was richer than the fourth dynasty
  - (d) It was poorer than the fourth dynasty
12. What can be inferred about the original mummies?
- (a) They were buried deep in the cliffs
  - (b) They were buried with their families
  - (c) They were well-guarded
  - (d) They were buried with treasure
13. The passage describes the construction of Pyramids in ancient Egypt. Based on this information, classify the following conditions as either important or not important in the construction of pyramids. *This question is worth 2 points*

	Important	Not Important
(a) Peaceful society		
(b) Well developed agriculture		
(c) Efficient writing system		
(d) Large army		
(e) Smithing technology		
(f) Quarrying technology		
(g) Large workforce		

## 8 - Leonardo da Vinci

Line 1 Leonardo da Vinci was born on April 15, 1452, in the small Tuscan town of  
Vinci, near Florence. He was the son of a wealthy Florentine public official and  
a peasant woman. In the mid-1460s the family settled in Florence, where  
Line 5 Leonardo was given the best education that Florence could offer. He rapidly  
advanced socially and intellectually. He was handsome, persuasive in  
conversation, and a fine musician and improviser. About 1466 he **apprenticed** as  
a studio boy to Andrea del Verrocchio. In Verrocchio's workshop Leonardo was  
introduced to many activities, from the painting of altarpieces and panel  
Line 10 pictures to the creation of large sculptural projects. In 1472, he was entered in  
the painter's guild of Florence, and in 1476 he was still mentioned as  
Verrocchio's assistant. In Verrocchio's *Baptism of Christ* the kneeling angel at  
the left of the painting is by Leonardo.

In 1478 Leonardo became an independent master. His first commission, to  
paint an altarpiece for the chapel of the Palazzo Vecchio, the Florentine town  
hall, was never executed. His first large painting, *The Adoration of the Magi*,  
Line 15 left unfinished, was ordered in 1481 for the Monastery of San Donato a Scopeto,  
Florence. Other works ascribed to his youth are the so-called Benois Madonna,  
the portrait *Ginerva de' Benci*, and the unfinished *Saint Jerome*.

In 1482, Leonardo's career moved into high gear when he entered the  
service of the duke of Milan, Ludovico Sforza, having written the duke an  
Line 20 astonishing letter in which he stated that **he** could build portable bridges; that he  
knew the techniques of constructing bombardments and of making cannons; that  
he could build ships as well as armored vehicles, **catapults**, and other war  
machines; and that he could execute sculpture in marble, bronze, and clay. He  
served as principal engineer in the duke's numerous military enterprises and  
Line 25 was active also as an architect. In addition, he assisted the Italian mathematician  
Luca Pacioli in the celebrated work *Divina Proportione*.

Evidence indicates that Leonardo had apprentices and pupils in Milan, for  
whom he probably wrote the various texts later compiled as *Treatise on  
Painting*. The most important of his own paintings during the early Milan period  
Line 30 was *The Virgin of the Rocks*, two versions of which exist; **he worked on the  
compositions for a long time, as was his custom, seemingly unwilling to finish  
what he had begun.**

From 1495 to 1497 Leonardo labored on his masterpiece, *The Last Supper*, a  
mural in the refectory of the Monastery of Santa Maria delle Grazie, Milan.  
Line 35 Unfortunately, his experimental use of oil on dry plaster was technically  
**unsound, and by 1500 its deterioration had begun.** Since 1726 attempts have  
been made, unsuccessfully, to restore it; a **concerted** restoration and  
conservation program, making use of the latest technology, was begun in 1977  
and is reversing some of the damage. Although much of the original surface  
Line 40 is gone, the majesty of the composition and the penetrating  
characterization of the figures give a fleeting vision of its vanished splendor.

During his long stay in Milan, Leonardo also produced other paintings and  
drawings, most of which have been lost, theater designs, architectural drawings,

Line 45 and models for the dome of Milan Cathedral. His largest commission was for a colossal bronze monument to Francesco Sforza, father of Ludovico, in the courtyard of Castello Sforzesco. In December 1499, however, the Sforza family was driven from Milan by French forces; Leonardo left the statue unfinished and he returned to Florence in 1500.

1. What is NOT mentioned about the young Leonardo da Vinci?
  - (a) He was physically attractive
  - (b) He was a talented speaker
  - (c) He was well-connected
  - (d) He was gifted in many fields of art
  
2. The word “apprenticed” in line 6 is closest in meaning to:
  - (a) Cleaned
  - (b) Painted
  - (c) Studied
  - (d) Mastered
  
3. What can be inferred about Andrea del Verrocchio?
  - (a) He was a writer
  - (b) He was well-known
  - (c) He was poor
  - (d) He had many students

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4. How old was Leonardo da Vinci when he became an independent master?
  - (a) 23
  - (b) 25
  - (c) 26
  - (d) 28
  
5. The pronoun “he” in line 20 refers to
  - (a) Leonardo da Vinci
  - (b) The duke
  - (c) Sforza
  - (d) Milan
  
6. What is NOT mentioned as a work by a young Leonardo da Vinci?
  - (a) The Adoration of the Magi
  - (b) Ginerva de' Benci
  - (c) Donato a Scopeto
  - (d) Saint Jerome
  
7. The word “catapults” in line 22 is probably
  - (a) An animal
  - (b) A method of transportation
  - (c) A food
  - (d) An arm
  
8. Which of the following sentences best paraphrases the information in the highlighted passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

Evidence indicates that Leonardo had apprentices and pupils in Milan, for whom he probably wrote the various texts later compiled as *Treatise on Painting*. The most important of his own paintings during the early Milan period was *The Virgin of the Rocks*, two versions of which exist; he worked on the compositions for a long time, as was his custom, seemingly unwilling to finish what he had begun.

- (a) Leonardo felt the need to work on his works for as long a time as was needed to achieve perfection
  - (b) For some reason, da Vinci took an extraordinarily long time to finish many creations
  - (c) Leonardo kept working until everything seemed perfect
  - (d) Leonardo would start many projects at the same time, but they would never finish together
  
9. The word “concerted” in line 37 is closest in meaning to
  - (a) Musical
  - (b) Artistic
  - (c) Organized
  - (d) Painful

10. Which of the following sentences best paraphrases the meaning of the highlighted text? *Incorrect* choices change the meaning in important ways or leave out essential information.

From 1495 to 1497 Leonardo labored on his masterpiece, *The Last Supper*, a mural in the refectory of the Monastery of Santa Maria delle Grazie, Milan. Unfortunately, his experimental use of oil on dry plaster was technically unsound, and by 1500 its deterioration had begun. Since 1726 attempts have been made, unsuccessfully, to restore it; a concerted restoration and conservation program, making use of the latest technology, was begun in 1977 and is reversing some of the damage. Although much of the original surface is gone, the majesty of the composition and the penetrating characterization of the figures give a fleeting vision of its vanished splendor.

- (a) Leonardo pioneered many techniques which included many unusual materials, not associated with painting
  - (b) There have been many attempts to restore the work of Leonardo da Vinci, including the use of sound/sonar
  - (c) The masterpiece *The Last Supper* was painted on an oily plaster, which made it start deteriorating merely a few years after it was complete
  - (d) Nobody has been able to repair the damage to *The Last Supper* because it was poorly planned
11. What is NOT mentioned as a creation of Leonardo da Vinci's while he was in Milan?
- (a) Theatre designs
  - (b) Architectural drawings
  - (c) Models of bronze horses
  - (d) Models for church domes

12. **Directions:** Organize this list of names according to meaning. Some names represent places, while others represent Leonardo da Vinci's works of art. TWO of the answer choices will NOT be used. *This question is worth 4 points.*

	Painting
Florence	•
The Adoration of the Magi	•
Saint Jerome	•
Santa Maria delle Grazie	•
	Place
Palazzo Vecchio	
Ludovico Sforza	•
Ginerva de' Benci	•
Divina Proportione	•

- Line 45 her novels set in the Middle East. Other novels, such as Ten Little Indians, were set in and around Torquay, Devon, where she was born.
- In 1971 she was granted the title of Dame Commander of the British Empire. Agatha Christie died on January 12, 1976, at age 85 from natural causes, at Winterbrook House, Cholsey near Wallingford, Oxfordshire. She is buried at St. Mary's Churchyard in Cholsey, Oxon.
- Line 50 Christie's only child, Rosalind Hicks, died on October 28, 2004, also aged 85, from natural causes. Christie's grandson, Matthew Prichard, now owns the royalties to his grandmother's works.

1. What is NOT mentioned about Agatha Christie's publications?
  - (a) They were in many countries
  - (b) They were in many languages
  - (c) They were very popular
  - (d) They were written in the second part of the 20<sup>th</sup> century
2. The pronoun "she" in line 6 refers to
  - (a) Agatha Christie
  - (b) Emile Zola
  - (c) The competitor
  - (d) The Queen of Crime
3. What is NOT mentioned about "the mousetrap"?
  - (a) It is performed in London
  - (b) The performance started in 1952
  - (c) The performance is still continuing
  - (d) There performance will end soon



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4. The word “whodunnits” in line 12 is closest in meaning to
  - (a) Self help guides
  - (b) Mysteries
  - (c) Musicals
  - (d) Travel guides
  
5. The word “renowned” in line 16 is closest in meaning to
  - (a) Famous
  - (b) Repeated
  - (c) Recalled
  - (d) Recited
  
6. Why does the author mention Nippon Housou Kyoukai in paragraph 4?
  - (a) To give an example of a translation company
  - (b) To give an example of an international fan of Agatha Christie
  - (c) To give an example of a company that dealt with Agatha Christie
  - (d) To give an example of the international appeal of Agatha Christie’s work
  
7. What is NOT mentioned about Agatha Christie’s first marriage?
  - (a) It happened in 1914
  - (b) It was to a pilot
  - (c) It produced one child
  - (d) It lasted 18 years
  
8. The word “storm” in line 35 is closest in meaning to
  - (a) Stir
  - (b) Problem
  - (c) Crisis
  - (d) Wind
  
9. The word “infidelity” in line 39 is closest in meaning to
  - (a) Irregularity
  - (b) Uncommonness
  - (c) Unusuality
  - (d) Cheating

## 10 - Trolleybuses

Line 1 A trolleybus is a bus powered by two overhead electric wires, from which the bus **draws** electricity using two trolley poles. It is also known as an electric bus, trolley bus, or simply trolley. Two poles are required to accommodate the return current, which can not pass to the ground as in the case of an electric tram

Line 5 or streetcar since trolleybuses use rubber tires rather than steel wheels on rail.

The trolleybus's development dates to the early 1900s, when they seemed to be a natural compromise between the electric streetcar and the petroleum-powered bus. Trolleybus systems could avoid obstacles in the street which streetcars could not, and **they** did not require as much capital investment as a streetcar line.

Line 10

Trolleybuses are particularly important in hilly cities, as the electric power is more effective than diesel in climbing steep hills and trolleybuses' rubber tires have better roadway **adhesion** than streetcars' steel wheels upon steel rails. This is especially important in hilly cities such as San Francisco and Seattle, USA.

Line 15

**A** Like other electric vehicles, trolleybuses are often seen as more environmentally friendly than hydrocarbon-based vehicles such as gasoline or diesel powered busses. **B** Instead, it has to be produced at centralised power plants, with its **attendant** transmission losses. **C** On the other hand, centrally-produced power has the advantage of being more efficient, not bound to a specific fuel source, and more **amenable** to pollution-control as a single-source supply than individual vehicles, each with its own power generation and each exhausting noxious gases and particulates at street level. **D**

Line 20

One advantage that is rarely used in other vehicles is that they can generate electric power from kinetic power while braking or going downhill, a process known as regenerative braking. Another area where trolleybuses enjoy a special niche is locations where hydropower is abundant and cheap.

Line 25

Trolleybuses are extensively used in many large European cities, such as Athens, Moscow, Minsk, St.Petersburg, Kyiv and Belgrade. Realizing the advantages of these zero-emission vehicles, some other European cities have started to expand their systems again. Other cities, such as Lecce, will introduce new trolleybus systems.

Line 30

Some have suggested that the trolleybus will become obsolete in a future hydrogen economy. **However, direct electric transmission, as used in trolleybuses, is far more efficient than conversion of energy into hydrogen, transportation and storage of the hydrogen and its conversion back into electricity by fuel cells.**

Line 35

In more general terms, trolleybuses suffer from being “neither fish nor fowl” in current transportation planning. Except in the cases where they have special advantages, they have difficulty competing with the efficiencies of light rail on the one hand, or the flexibility and low start-up costs of conventional buses on the other.

Line 40

While at one time numerous cities operated this **mode** of transport, it is common today in North America, though it is still a common form of transport in many European and Asian cities, generally occupying the niche between street railways and diesel-powered buses.

Line 45

1. The word “draws” in line 2 is closest in meaning to
  - (a) Creates
  - (b) Pulls
  - (c) Uses
  - (d) Paints
  
2. According to the passage, why are two poles required by trolleybuses?
  - (a) To make sure the tires remain in place
  - (b) To make sure that electricity works well
  - (c) To keep the trolleybuses safe
  - (d) To make them more like streetcars
  
3. The pronoun “they” in line 9 refers to:
  - (a) Petroleum-powered busses
  - (b) Trolley-busses
  - (c) Obstacles
  - (d) Streetcars
  
4. The word “adhesion” in line 13 is closest in meaning to
  - (a) Agreement
  - (b) Convocation
  - (c) Attraction
  - (d) Stickiness
  
5. Look at the four squares [■] in paragraph 4 which indicate where a sentence could be added.

■ **A** Like other electric vehicles, trolleybuses are often seen as more environmentally friendly than hydrocarbon-based vehicles such as gasoline or diesel powered busses. ■ **B** Instead, it has to be produced at centralised power plants, with its attendant transmission losses. ■ **C** On the other hand, centrally-produced power has the advantage of being more efficient, not bound to a specific fuel source, and more amenable to pollution-control as a single-source supply than individual vehicles, each with its own power generation and each exhausting noxious gases and particulates at street level. ■ **D**

However, the power is not free.

Where would this sentence best fit?

6. The word “attendant” in line 18 is closest in meaning to
  - (a) Arriving
  - (b) Assisting
  - (c) Accompanying
  - (d) Meeting

13. 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. This question is worth 2 points.

**Trolleybuses are very popular in some cities, but not popular at all in others.**

- 
- 
- 

- (a) Trolleybuses get energy from overhead wires, just like streetcars
- (b) Trolleybuses were invented in the late 1800s
- (c) Hilly cities are not good locations for trolleybuses
- (d) Trolleybuses can generate electricity while going uphill
- (e) Trolleybuses do not give off as much pollution as hydrogen power cells
- (f) Trolleybuses have many advantages over streetcars in inclement weather



## Answer Key

### Chapter 1 – Building Skills

#### Exercise

- 1.1
- 1) The room before
  - 2) Underground
  - 3) Group of stars
  - 4) Explosion
  - 5) To cut into 2 parts
  - 6) To send across a long distance
  - 7) A blessing/saying something nice
  - 8) A result/something that follows
  - 9) Something that is said before an event
  - 10) To carry across a long distance

- 1.2
- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 1) a  | 11) b | 21) a | 31) b | 41) a | 51) b |
| 2) c  | 12) c | 22) b | 32) b | 42) c |       |
| 3) b  | 13) c | 23) a | 33) a | 43) c |       |
| 4) c  | 14) c | 24) d | 34) a | 44) a |       |
| 5) b  | 15) b | 25) a | 35) b | 45) b |       |
| 6) c  | 16) b | 26) a | 36) c | 46) c |       |
| 7) a  | 17) a | 27) b | 37) c | 47) b |       |
| 8) c  | 18) c | 28) c | 38) c | 48) c |       |
| 9) a  | 19) c | 29) a | 39) b | 49) c |       |
| 10) a | 20) a | 30) a | 40) b | 50) c |       |

#### 2.1

1. C-B-E-A-D
2. E-B-C-D-A
3. C-B-A-E-D
4. B-D-E-C-A
5. D-C-A-F-B-E
6. D-A-C-F-B-E
7. E-B-F-A-C-D
8. B-D-A-C-E
9. D-A-C-B
10. A-C-D-B-F-E
11. C-A-D-B
12. E-B-A-F-D-C
13. A-D-B-C-E

#### 2.2

- |      |      |      |      |      |
|------|------|------|------|------|
| 1) b | 2) b | 3) d | 4) b | 5) c |
| 6) c | 7) c | 8) c | 9) b |      |

3.1

- |            |   |            |   |            |   |            |   |            |   |
|------------|---|------------|---|------------|---|------------|---|------------|---|
| <u>1.</u>  | T | <u>2.</u>  | T | <u>3.</u>  | T | <u>4.</u>  | T | <u>5.</u>  | F |
| <u>6.</u>  | F | <u>7.</u>  | F | <u>8.</u>  | I | <u>9.</u>  | F | <u>10.</u> | I |
| <u>11.</u> | F | <u>12.</u> | I | <u>13.</u> | T | <u>14.</u> | I | <u>15.</u> | T |
| <u>16.</u> | T | <u>17.</u> | I | <u>18.</u> | T |            |   |            |   |

3.2

- |            |   |            |   |            |   |            |   |            |   |
|------------|---|------------|---|------------|---|------------|---|------------|---|
| <u>1)</u>  | c | <u>11)</u> | b | <u>21)</u> | b | <u>31)</u> | a | <u>41)</u> | a |
| <u>2)</u>  | d | <u>12)</u> | a | <u>22)</u> | d | <u>32)</u> | c | <u>42)</u> | a |
| <u>3)</u>  | d | <u>13)</u> | d | <u>23)</u> | d | <u>33)</u> | c | <u>43)</u> | a |
| <u>4)</u>  | d | <u>14)</u> | d | <u>24)</u> | b | <u>34)</u> | d | <u>44)</u> | d |
| <u>5)</u>  | c | <u>15)</u> | d | <u>25)</u> | d | <u>35)</u> | c | <u>45)</u> | c |
| <u>6)</u>  | a | <u>16)</u> | d | <u>26)</u> | b | <u>36)</u> | d |            |   |
| <u>7)</u>  | d | <u>17)</u> | b | <u>27)</u> | c | <u>37)</u> | b |            |   |
| <u>8)</u>  | a | <u>18)</u> | c | <u>28)</u> | b | <u>38)</u> | d |            |   |
| <u>9)</u>  | c | <u>19)</u> | d | <u>29)</u> | d | <u>39)</u> | d |            |   |
| <u>10)</u> | a | <u>20)</u> | a | <u>30)</u> | b | <u>40)</u> | b |            |   |

4.1

1. Titles
2. Monarchs
3. Yang di-Pertuan
4. Kings and emperors
5. a Germanic King
6. power, power

4.2

1. absolute monarchy (line 1)
2. economic structure
3. Catherine (line 1)
4. Catherine (line 6)
5. Catherine and Henry
6. The young prince Henry
7. The young prince Henry
8. whipping boy
9. Charles I
10. Cromwell

4.3

- |                     |  |
|---------------------|--|
| 1. create an empire | <u>5.</u> Mongol tribes                        |
| 2. Genghis Khan     | <u>6.</u> organized them into one united group |
| 3. his early life   | <u>7.</u> China                                |
| 4. His father       | <u>8.</u> horde                                |

Chapter 2 – Full Texts

1 - Seeps in the Gulf of Mexico

- 1) d      2) b      3) b      4) c      5) c
- 6) b      7) c      8) d      9) c      10) d
- 11) d      12) a
- 13) Thrive in the Seeps – (a), (b), (f)  
Suffer in the Seeps – (c), (d), (g)

2 - Battle of the Plains of Abraham

- 1) a      2) c      3) d      4) b      5) a
- 6) c      7) d      8) c      9) c      10) b
- 11) d      12) c
- 13) (b), (d), (f)

3 - The Cathedral at Chartres

- 1) b      2) a      3) c      4) b      5) d
- 6) d      7) c      8) a      9) b      10) c
- 11) c
- 12) Roman – (c), (e), (i)  
Gothic – (a), (b), (d), (h)

4 - Lycanthropy

- 1) d      2) c      3) a      4) c      5) b
- 6) b      7) b      8) b      9) a      10) c
- 11) d      12) a
- 13) (a), (c), (e)

5 - The Shenandoah River

- 1) d      2) d      3) b      4) b      5) b
- 6) a      7) c      8) b      9) d      10) d
- 11) b      12) a
- 13) (a), (c), (e)



## Answer Key

### 6 - The Beginning of the Space Race

- 1) b      2) c      3) b      4) c      5) a  
6) d      7) c      8) c      9) a, b      10) c  
11) b  
12) (a), (d), (f)

### 7 - The Pyramids of Egypt

- 1) a      2) b      3) a      4) b      5) c  
6) d      7) d      8) b      9) c      10) b  
11) d      12) d  
13) Important – (a), (e), (f), (g)  
Not important – (b), (c), (d)

### 8 - Leonardo da Vinci

- 1) c      2) c      3) b      4) c      5) a  
6) c      7) d      8) b      9) c      10) d  
11) c  
12) Painting - (b), (c), (g)  
Place – (a), (d), (e)

### 9 - Agatha Christie

- 1) d      2) a      3) d      4) b      5) a  
6) d      7) d      8) c      9) d      10) d  
11) b  
12) (a), (b), (c)

### 10 - Trolleybuses

- 1) b      2) b      3) b      4) d      5) b  
6) c      7) c      8) d      9) d      10) b  
11) d      12) b