

Second Edition



Developing Skills for the TOEFL® iBT

Intermediate

ASTA

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Sample Test

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Paul Edmunds · Nancie McKinnon · Jeff Zeter

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Second Edition

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Paul Edmunds · Nancie McKinnon · Jeff Zeter

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Introduction to the TOEFL® iBT

What to Expect on the TOEFL®

The TOEFL® (Test of English as a Foreign Language) is an Internet-based test designed to assess English proficiency in non-native speakers who want to achieve academic success and communicate effectively in English. Most people take the TOEFL® iBT to gain admission into universities and colleges where instruction is in English. Additionally, many employers and government agencies use the scores to determine a person's English ability. It is not meant to test academic knowledge or computer ability, and as such, questions are always based on information found in the test (computer tutorials are available for those not familiar with personal computers). We have designed this practice book to be as similar as possible to the actual TOEFL® iBT in format and appearance in order to better prepare you for the test.

The TOEFL® iBT is divided into four sections: reading, listening, speaking, and writing.

Major Changes to the Internet-Based TOEFL® (iBT)

● General

- ⇒ The test measures all four language skills equally; a speaking section is included.
- ⇒ The Test of Spoken English® (TSE®) will now be part of the TOEFL®. Test takers will no longer take the TSE® as a separate test.
- ⇒ Order of sections on the test:
 - Reading
 - Listening
 - (10-minute break)
 - Speaking
 - Writing
- ⇒ The test is approximately four hours long and is taken in one day.
- ⇒ Tests are administered through the Internet in Educational Testing Service (ETS) test centers around the world.
- ⇒ There is no structure section, as there was in previous tests.
- ⇒ Note-taking is allowed in every section, and is not marked.
- ⇒ The test is a linear exam, not computer adaptive; each test taker receives the same range of questions.
- ⇒ The scores will be viewed online.

● Reading / Listening

- ⇒ Passages for the reading and listening sections are longer than those in the computer-based test (CBT). Refer to the introduction of individual sections for further details.

● Speaking / Writing

- ⇒ Tasks for the speaking and writing sections include integrated questions that require more than one skill to complete, i.e., reading and/or listening, then speaking or writing.
- ⇒ For the speaking section, test takers speak into a microphone, and their responses are digitized and sent to the ETS Online Scoring Network.
- ⇒ For the writing section, test takers must type their responses.

The TOEFL® iBT Format

Section	Number of Questions	Time (minutes)	Score
Reading	3–5 passages <ul style="list-style-type: none"> • 12–14 questions each • 700 words per passage 	60–100	30 points
Listening	4–6 lectures <ul style="list-style-type: none"> • 6 questions each • 500–800 words (4–6 min.) 2–3 conversations <ul style="list-style-type: none"> • 5 questions each • 400–500 words (2–3 min.) 	60–90	30 points
BREAK		10	
Speaking	2 independent tasks <ul style="list-style-type: none"> • 1 personal experience • 1 preference/choice 2 integrated tasks (Read-Listen-Speak) <ul style="list-style-type: none"> • Reading 100 words • Conversation 200 words (1–2 min.) • Lecture 200–300 words (1–2 min.) 2 integrated tasks (Listen-Speak) <ul style="list-style-type: none"> • Conversation 200 words (1–2 min.) • Lecture 200–300 words (1–2 min.) 	20	30 points
Writing	1 independent task 1 integrated task (Read-Listen-Write) <ul style="list-style-type: none"> - Reading 250–300 words - Lecture 250–300 words (2 min.) 	50	30 points

Study Tips

The only way to be certain of an excellent TOEFL® score is to be able to read, write, understand, and speak English like an educated native speaker. You have no doubt been developing your ability in these areas for many years now. Unfortunately, this is not something one can accomplish by studying in the traditional way. However, research conducted over the years by applied linguists, psychologists, and educators has yielded a considerable amount of information on the best methods for refining these skills for the purposes of standardized tests. By keeping the following study tips in mind, you can optimize your study habits and achieve the highest possible scores with the level of language proficiency you have obtained.

- Prepare a study area for yourself. This should include the following:
 - ⇒ A comfortable chair and spacious table or desk
 - ⇒ Suitable lighting
 - ⇒ Good ventilation and air quality — an open window or a house plant are good ideas
 - ⇒ An area free of distractions such as outside noise, television, or radio (unless you are using the television or radio to study)
 - ⇒ Proper space to keep all the materials you will need when studying, such as books, paper, pens, pencils, a tape recorder or other recording device, and if possible, a computer with Internet access
- Study regularly over a long period of time. Do not study to the point of exhaustion, as this has been shown to be ineffective in retaining information.
- “Cramming,” i.e., studying intensely for a day or two before an exam, is not effective, as it strains your general health and well-being and does not lead to good long-term retention of information or skills.
- Psychologists have discovered a principle called “state-specific memory.” This means you remember things better in the same conditions that you learned them. For example, if you always study math at night, you will do better on a math exam taken at night. Use this concept to your advantage. If you know when and under what conditions you will take the TOEFL®, simulate these in your study environment and habits. For instance, if you plan to take the TOEFL® on a Saturday afternoon, then make a point to study in the afternoons.

- Be well rested on the day of the exam. Do not stay up all night studying. Also, eat healthy foods including fruits and vegetables.
- Be relaxed and confident. Do the best that you can and do not worry excessively about any mistakes or uncertainties.

Registering For the TOEFL®

Students must get registration information for the TOEFL®. Registration information can be obtained online at the ETS website. The Internet address is www.ets.org/toefl. The website provides information such as testing locations, costs, and identification requirements. The website also provides other test-preparation material.

The registration information, such as the test center location, identification requirements, and costs, will vary depending on the country in which you take the test. Be sure to follow these requirements carefully. If you do not have the proper requirements in order, you may not be able to take the test. Remember that if you register online, you will need to have your credit card information ready.

What TOEFL® Scores Are Used For

The primary use of TOEFL® scores is for acceptance into universities, colleges, and other institutions where English is the main language of instruction. It is estimated that about 4,400 such institutions require TOEFL® scores for admission.

The highest possible score on the iBT is 120 points. Different institutions will have their own specific score requirements for admission. For that reason, it is very important to check with each institution individually to find out what its admission requirements are. For example, a passing score at one university may not be a passing score at another university. It is the responsibility of the student to find out what the requirements are for each institution.

Although TOEFL® scores are used primarily to satisfy the admissions requirements of universities, they are also necessary when applying for certain kinds of jobs. Many government agencies as well as multinational corporations require applicants to submit TOEFL® scores. Even English-teaching institutes may request TOEFL® scores in order to place students at the appropriate level of instruction.

Certainly, doing well on the TOEFL® can be very helpful for students in both their academic and professional careers. However, success requires consistent and dedicated practice. We hope that you will take full advantage of this practice book and study hard. Your hard work and dedication will provide you with the best opportunity to do well on the TOEFL® and meet your goals for the future.

Academic Subjects in the TOEFL®

The following is a list of academic subject areas typically seen in the TOEFL®:

Humanities	Social Sciences	Biological Sciences	Physical Sciences
Archaeology Architecture Art History Fine Arts Linguistics Literature Music Philosophy	Anthropology Business Economics Education Geography History Political Science Psychology Public Health Sociology Urban Studies	Agriculture Anatomy Biology Botany Entomology Environmental Science Medicine Zoology	Astronomy Chemistry Computer Science Engineering Geology Mathematics Oceanography Physics

Developing Skills for the TOEFL® iBT

READING

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The TOEFL® iBT Reading Section

In the reading section of the TOEFL® iBT, you will be required to read three to five passages on varying topics. After each passage, you will answer twelve to fourteen questions that test your ability to understand vocabulary, sentence structure, and factual information, as well as implied information and the writer's intention. You will not see the questions until after you have read the passage. While answering the questions, you will be permitted to look back at the reading. You do not need any previous knowledge on the topic in order to answer the questions correctly.

● Passage Types

1. Exposition – Material that provides information about or an explanation of a topic
2. Argumentation – Material that presents a point of view about a topic and provides supporting evidence in favor of a position
3. Narrative – An account of a person's life or a historical event

● Question Types

Questions in the reading section of the TOEFL® iBT are multiple choice and much like those found in older versions of the TOEFL®. The following list explains the question types and number of each type on the test. Questions will not necessarily appear in this order.

Question Type	Number	Task
Factual Information	3-6	Select details or facts provided in the passage.
Negative Factual Information	0-2	Identify something that is not in the passage or not true according to the passage.
Inference	0-2	Select an answer based on information not actually stated in the passage, but that is implied or can be inferred.
Rhetorical Purpose	0-2	Identify the author's method in explaining a point, or why the author has mentioned something.
Vocabulary	3-5	Choose the best synonym.
Pronoun Reference	0-2	Identify the noun to which a pronoun refers.
Sentence Simplification	0-1	Choose the best paraphrase of part of the passage or a sentence and analyze its meaning.

The other three question types found in the TOEFL® iBT are not multiple-choice and are types not found on older versions of the TOEFL®. One is a sentence insertion activity, and the last question can be one of two types of activities: either a summary question or a table/chart question.

Text Insertion Question

This question shows you a sentence that could be added to the passage. You must decide where the sentence would best fit in the passage. While you are reading, you will notice several icons that look like this ■ on the actual Internet-based test. You will be required to click on the square [■] where you feel the new sentence should be added. For the purposes of this book, simply choose the letter beside the appropriate square. This question tests how well you understand the organization of the passage, as well as grammatical connections between sentences.

Table/Chart Question

For passages on topics that explain groups or categories of information, you may be asked to demonstrate your understanding of the groups or categories mentioned by completing a chart. There will be two or three categories and either five or seven correct choices. Two of the answer choices will not be used. This question requires the ability to organize important information and to understand relationships between major ideas presented in the passage.

● Example:

Frogs	Toads	
_____	_____	(A) bumpy, dry skin
_____	_____	(B) eggs in a chain
_____	_____	(C) build nests
_____	_____	(D) shorter legs
_____	_____	(E) eggs in a bunch
		(F) have live babies
		(G) longer legs
		(H) smooth, wet skin
		(I) bulging eyes

● Correct answers:

Frogs	Toads
eggs in a bunch	bumpy, dry skin
longer legs	eggs in a chain
smooth, wet skin	shorter legs
bulging eyes	

● Not used: build nests, have live babies

The chart questions are worth up to three points if there are five correct answers and four points if there are seven correct answers. Partial credit is awarded for having some but not all correct answers.

Summary Question

In this type of question, you will be presented with an introductory sentence for a brief summary of the passage. You will then find six additional sentences. Three of the sentences express major ideas in the passage, and the others do not. Incorrect choices will be either minor ideas or ideas that are not presented in the passage. This question measures your ability to recognize important ideas from the passage and distinguish them from minor ideas or ideas that are not in the passage.

- **Example:**

First sentence of introduction:

Animals in the desert have different ways to live with little water.

- ⇒ Camels can live for a long time without water.
- ⇒ Desert plants do not need much water.
- ⇒ Desert reptiles and birds do not sweat.
- ⇒ Larger animals get the water they need from things they eat.
- ⇒ At night, desert temperatures can drop below ten degrees Celsius.
- ⇒ Some animals stay underground to keep water in their skin.

- **Correct answers:**

First sentence of introduction:

Animals in the desert have different ways to live with little water.

- ⇒ Desert reptiles and birds do not sweat.
- ⇒ Larger animals get the water they need from things they eat.
- ⇒ Some animals stay underground to keep water in their skin.

- **Not used:**

- ⇒ Camels can live for a long time without water. (minor detail)
- ⇒ Desert plants do not need much water. (incorrect information)
- ⇒ At night, desert temperatures can drop below ten degrees Celsius. (minor detail)

The summary question is worth up to 2 points. Partial credit is awarded for having some but not all correct answers.

Study Tips for Reading

- Practice reading passages of academic English regularly (the Internet can be a great source of practice materials).
- Become a master of vocabulary and constructions:
 - ⇒ Make it your goal to understand all the words you come across when studying.

- ⇒ Keep a vocabulary notebook listing new terms and their definitions. Write out the definitions in English. Only refer to bilingual dictionaries if you cannot understand a word used in context or its definition from an English-only dictionary. Set aside a period of time every week to review your new vocabulary. Practice it by writing out your own sentences using the words.
- ⇒ Master any and all grammatical and rhetorical constructions you encounter. Discover their meanings and uses by asking a teacher or doing an Internet search and viewing multiple examples of their use. You can keep a notebook of constructions as well.

- Learn how to take notes. You are permitted to take notes during the reading section of the TOEFL®. Note-taking is not writing down every word of the reading. A good idea is to note the main idea and then note the information that supports it. Note-taking must be learned, and it takes time. The better your note-taking skills, the easier you should find the TOEFL® reading section, as well as other sections of the TOEFL® iBT.
- Do not use a pencil or your finger when you are reading. Your eyes move faster than your finger, so you slow yourself down if you trace lines with a pencil or finger while reading.

Test Management

- Questions cannot be viewed until after the passage has been read.
- You will be allowed to study the reading as you answer the questions.
- Use the Review icon at the top of the screen to return to previous questions.
- There is a glossary available. Simply select the particular word with the cursor to find its meaning.
- When reading passages, ask yourself the following questions:
 - ⇒ What is the main idea of the passage?
 - ⇒ How is the main idea developed/supported in the passage?
- For each paragraph or new point in the passage, ask yourself why the author mentions it and how it relates to the main idea.
- Keep in mind that you have 60 to 100 minutes to read the passages and answer all of the questions in the reading section. This means that you can spend roughly 20 minutes on each set. Try to pace yourself accordingly. For each set, first answer the questions that you can answer easily. Then go back and answer more difficult questions. If you find that you have exceeded 20 minutes for a particular section, it is best to guess an answer and move on to the next section rather than remain on a particularly difficult question for several minutes.

Preview Test

Directions

You will read one passage and then answer reading comprehension questions about it. Most questions are worth one point, but the last question is worth more than one point. The directions indicate how many points you may receive.

You will have 20 minutes to read the passage and answer the questions.

You may see a word or phrase in the passage that is underlined in blue. Definitions or explanations for these words or phrases are provided at the end of the passage.

You can skip questions and return to them later as long as there is time remaining.

When you are ready, press **Continue**.

Track 1

Kelp and its Benefits

The ocean is an ecosystem that offers a bounty that humans have found invaluable for years. Thriving on the ocean floor is a form of seaweed, or alga, known as kelp. Kelp is a cold-water species, living primarily in the temperate and Arctic waters of the Northern Hemisphere. Kelp requires clear, shallow waters, since it relies on light for photosynthesis. In cold, nutrient-rich waters, the alga grows in underwater masses known as kelp forests, which offer a habitat for some ocean creatures and a food source for others. In the marine environment, they rank among the most biologically productive territories. This particular seaweed has a variety of purposes and has been utilized for centuries in the industrial and household realms. It plays a vital role in the balance of the ecosystem, affecting ocean life and human existence as well.

The appearance of kelp resembles that of a plant, but it is not classified as such. Kelp belongs to the Protista kingdom. Members of the Protista kingdom resemble fungi, plants, or animals, but share a relatively simple organization, being either unicellular or multi-cellular with unspecialized tissues. Kelp is similar to a plant, but has a simple, multi-cellular development. The structure of the alga consists of the holdfast, the stalk or stipe, and the fronds made up of long, leaf-like blades. The holdfast roots the seaweed to the ocean floor. Unlike plant roots that grow into the ground and gain nutrients from the soil, the holdfast attaches to the top of a rocky surface, anchoring the seaweed in place. Between the stipe and each blade is a gas bladder that supports the frond and keeps it afloat.

These unusual characteristics of kelp make it a valuable commodity to harvest. Humans gather the long, flat, broad leaves of the seaweed to use for production. In the past, harvesters would encircle a stand of kelp with a cable and pull on the cable to dislodge the alga from the rocky surface of the ocean floor. This method removed the whole plant, including the holdfast. Modern procedures only cut off the fronds of the plant, leaving the long-living holdfast intact and able to continue growing. The process involves barges equipped with blades that float on the ocean's surface into kelp forests. Their purpose is to gather the top of the alga without damaging the alga itself.

Harvested kelp, once it is processed, has multiple roles in the manufacturing field. Burning kelp is a common technique to process the alga once it is removed from its environment, and the product offers manifold functions. This kelp ash, or soda ash, is primarily sodium carbonate, and it is rich in iodine and alkali. Businesses worldwide reap the benefits of utilizing seaweed. Uses for iodine span the industrial spectrum, including pharmaceuticals, antiseptics, catalysts, food supplements, water purifiers, halogen lights, and photography. An alkali is a basic, ionic salt that dissolves in water and comes from alkaline earth metals. Components of gunpowder and lye soap are two of the numerous purposes for the alkali found in kelp.

Kelp's qualities extend beyond the inherent iodine and alkali elements. A kelp derivative called alginate is a carbohydrate used as a thickening substance in ice cream, jelly, toothpaste, and salad dressing. Another derivative of kelp is applied as an **emulsifier** to create a smooth texture in products such as processed foods, pharmaceuticals, paints, and cosmetics. In Japanese cuisine, an essential ingredient is kombu, one of several Pacific species of kelp. It is used as a garnish, a vegetable, and a flavoring for broth or porridge.

■ **A)** Scotland, Norway, China, and the US are now the primary producers of alga products, with smaller amounts contributed by Japan, Chile, France, and Spain. ■ **B)** Centuries ago, Scotland was the leading source of kelp ash production until the introduction of newer processes, beginning around the 1800s. ■ **C)** Production continues today. ■ **D)** However, despite kelp's natural abundance, a great deal of responsibility is required. Studies have shown that the number of kelp forests has decreased over the past several decades. After gathering kelp for centuries, harvesters must notice the effects of their labors on ocean life. Vital to human manufacturing as kelp has become, its original role in the environment is to provide essential food and habitat for ocean organisms as well as to keep the balance of the marine ecosystem it inhabits.

► **stand**

a group of several plants growing together in one place

► **barge**

a long, flat boat

► **emulsifier**

a substance added to food to prevent liquid and solid parts from separating

- According to paragraph 1, which of the following characteristics is unique to a kelp forest?
 - It grows in all types of ocean water.
 - It requires deep water to reach its growth potential.
 - It needs water with nutrients for food.
 - It grows in clear waters within the reach of light.
- Which of the following can be inferred from paragraph 1 about kelp?
 - Kelp forests do not support much marine life.
 - Kelp does not grow in warm equatorial waters.
 - Kelp requires a lot of prey to survive.
 - The waters of Antarctica provide a suitable habitat for kelp.
- According to paragraph 2, what is true about the individual structure of kelp?
 - The holdfast makes up the leafy, larger portion of the organism.
 - The gas bladders are essential in keeping kelp upright.
 - The root is secured on the ocean floor, allowing the fronds to float freely.
 - The stipe serves as the main support for kelp's structure.
- The word **encircle** in the passage is closest in meaning to
 - surround
 - hide
 - capture
 - extract
- Which of the following can be inferred from paragraph 3 about harvesting kelp?
 - Kelp can survive if the holdfast is not destroyed.
 - Modern harvesting procedures destroy lots of kelp.
 - Harvesters used to gather the holdfasts for use in production.
 - Harvesting kelp is a new process that is still changing.
- The author discusses harvesting techniques in paragraph 3 in order to
 - offer instructions on how to gather kelp
 - show improvements in gathering methods
 - describe the nature of kelp that is gathered
 - introduce the process of involving barges
- The word **Their** in the passage refers to
 - Algae
 - Procedures
 - Barges
 - Rocky surfaces
- The word **manifold** in the passage is closest in meaning to
 - extreme
 - limited
 - multiple
 - specific
- All of the following are mentioned in paragraph 4 as uses of kelp-derived iodine EXCEPT:
 - Creating weapons
 - Purifying water
 - Cleaning wounds
 - Improving food
- The word **derivative** in the passage is closest in meaning to
 - impact
 - replica
 - product
 - additive
- According to paragraph 5, alginate serves as
 - a substance used to create paint
 - a popular garnish for certain foods
 - an element used in manufacturing kelp
 - a thickener for gel-like substances

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

These methods, coupled with the economic collapse of the Scottish kelp industry, paved the way for other countries to begin producing kelp on a large-scale.

Where would the sentence best fit?

- (A) First square
 (B) Second square
 (C) Third square
 (D) Fourth square
13. Which of the sentences below best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Kelp plays a major role in the marine environment and in industry.
 (B) Kelp has grown increasingly important in manufacturing.
 (C) Kelp keeps its ecosystem and the surrounding marine life in balance.
 (D) Kelp is best left in its native environment because of over-harvesting.

14. 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 answer choices 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.**

Ocean kelp has an important place in the ecosystem and offers many benefits to humans.

-
-
-

Answer Choices

- (A) Kelp is vital to marine life because it offers homes and food to sea dwellers.
 (B) Soda ash, which is primarily sodium carbonate, yields iodine and alkali.
 (C) Kelp products are used in a number of manufacturing processes and goods.
 (D) Groups of kelp exist as kelp forests and require cool, shallow water to survive.
 (E) Raw or cooked kelp can be used as either a garnish or a vegetable.
 (F) Kelp harvesting has continued for centuries as humans realized its many uses.

Necessary Skills

- Identifying important information and facts stated in a passage
- Locating a specific piece of information in a passage quickly
- Understanding the distinction between main ideas and supporting details
- Focusing on facts, details, definitions, or other information presented in a passage

Example Questions

- According to the passage, who/when/where/what/how/why _____?
- According to paragraph X, which of the following is true of _____?
- The author's description of _____ mentions which of the following?
- According to paragraph X, _____ occurred because _____
- According to the passage, why did X do Y?

Strategies

- Look for transitional expressions to locate details such as examples, steps, time, reasons, or results.
- Pay attention to examples and descriptions that provide information and details.
- Eliminate choices presenting information that contradicts what is provided in the passage.
- Answer the specific question being asked. Do not select an answer just because it is mentioned in the passage.

01 Linguistics

Read the following passage. Then fill in the diagram with the information that you read. **Track 2**

English and the Gold Rush

The discovery of gold in California in 1848 marked the beginning of an economic boom known as the California Gold Rush. The miners, many of whom were originally journalists, lawyers, and businessmen, preserved their experiences in writing. Much of this was peppered with colorful phrases related to their new work. Interestingly, many of these phrases are still in use today in the English language.

The popular phrase “pan out,” meaning “to be successful,” can be traced back to the gold rush. Miners would separate gold from worthless minerals using a pan; gold would settle to the bottom of the pan, and other sediments would be removed. The likely origin of “pan out,” then, is from the process of gathering all the gold in one’s pan.

In addition, the phrase “strike it rich” originated from the Gold Rush. This phrase has come to mean “to become wealthy quickly.” A strike is literally a discovery, in this case, of gold. During the Gold Rush, if a miner “struck it rich,” he found gold and thus became wealthy. Having lost its original meaning, the same phrase is used today when people make money quickly in business or win a lottery.

mark:
to be a defining feature of

boom:
a rapid increase

pepper:
to fill with lots of examples of something

trace:
to follow or be followed

settle:
to come to rest

sediment:
material that settles to the bottom of water

The Effect of the Gold Rush on the English Language

Theory:

Example 1:

Example 2:

- Which of the following is true according to paragraph 1?
 - Introducing new phrases into English was the goal of the writers.
 - Not all of the Gold Rush miners could read or write.
 - The miners wrote about their gold-mining experiences.
 - Miners preferred their lives as journalists, lawyers, and businessmen.
- According to paragraph 2, where did the phrase “pan out” originate?
 - Miners called their findings “pans.”
 - Miners used pans to find their gold.
 - Gold was found in places called pans.
 - Miners called selling gold “panning.”
- According to paragraph 3, what does “strike it rich” mean today?
 - To find gold
 - To break a rock apart
 - To lose one’s wealth
 - To get money fast

Fill in the blanks to complete the summary.

The passage discusses English phrases that can be _____ back to the gold rush in California. The phrase “pan out” came from the pans that miners used. Gold would _____ to the bottom of their pans, and the _____ would be removed. The expression “_____ it rich” originated from miners striking the rocks to find gold and becoming _____ quickly if they found it.

02 Theater

Read the following passage. Then fill in the diagram with the information that you read. **Track 3**

The Greek Chorus and the Audience

In Greek theater, the chorus was either a person or a group of people that served various purposes in supporting the play. It provided a commentary on the play by emphasizing the major themes and by clarifying the plot. The chorus also influenced reactions of the audience by engaging in overt communication with it.

To help the audience understand the events, the chorus helped to reinforce the main points of the play. It often revealed background information that the characters could not deliver—such as inner emotions like fear and resentment—without needlessly interrupting the play. Through either singing or speaking in unison, the chorus conveyed ideas that characters were unable to say. Also, an overview of events was sometimes presented to the audience members to facilitate their interpretation of the story. This would improve understanding and enhance enjoyment of the play.

Finally, the chorus could sway audience responses by displaying embellished reactions to prompt the audience to react similarly. Likewise, laugh tracks today can prompt television viewers to laugh. Another way the chorus interacted with the audience was by discussing events and characters. This was achieved by either mocking or sympathizing with them. This clever tool to influence feelings and reactions of the audience altered the dynamic between the audience and the play itself.

- clarify:**
to free from confusion
- commentary:**
an explanation or illustration of something
- overt:**
explicit or easily seen or recognized
- reinforce:**
to emphasize
- unison:**
in harmony; at the same time
- facilitate:**
to make easier
- embellish:**
to exaggerate
- laugh track:**
a pre-recorded segment of laughter that is added to a TV or radio program to mimic audience responses

1. According to paragraph 1, what was the role of the chorus in Greek theater?
 - (A) To introduce new characters
 - (B) To provide music for the play
 - (C) To analyze the audience's reactions
 - (D) To help the audience understand

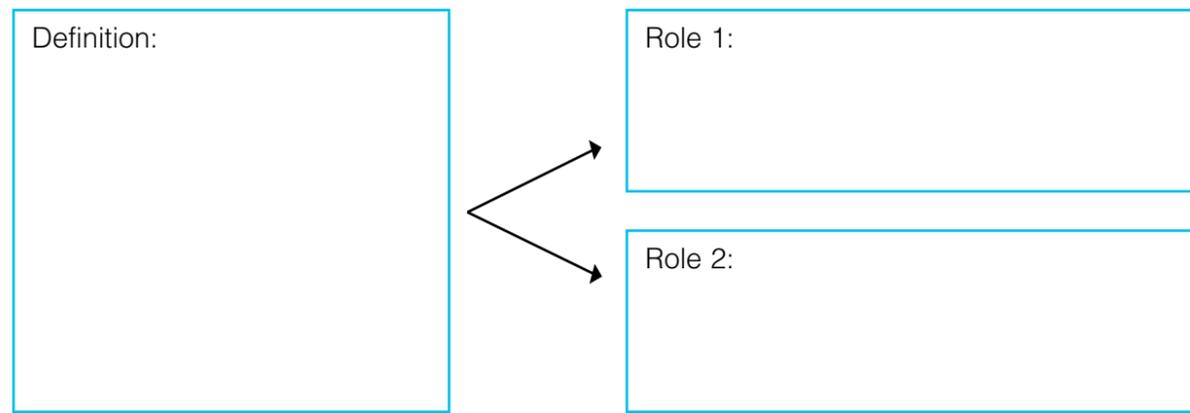
2. According to paragraph 2, how did the chorus communicate characters' emotions?
 - (A) By telling the audience how to react
 - (B) By summarizing the play after it ended
 - (C) By presenting the thoughts of the characters
 - (D) By repeating their thoughts during the play

3. According to paragraph 3, why did the chorus present overstated emotions?
 - (A) To parody the play's characters
 - (B) To encourage audience reactions
 - (C) To explain important events
 - (D) To provide new information

Fill in the blanks to complete the summary.

The role of the chorus in Greek theater was to provide a(n) _____ on a play to the audience in order to _____ the plot. The chorus explained the stories and _____ the audience's understanding of events. By singing or speaking in _____, the chorus was also responsible for influencing the way audiences reacted to a play. It did this by showing _____ reactions and discussing the play's events and characters with the audience.

The Greek Chorus and the Audience



Read the following passage. Then fill in the diagram with the information that you read. **Track 4**

Effects of Global Warming on Coral Reefs

Global warming is contributing to the shift in weather patterns across the globe, causing higher air temperatures. In turn, the warmer air alters the temperatures of the oceans and causes significant changes to the world's ecosystems. In particular, coral reefs, considered one of the most vulnerable ecosystems with regard to temperature changes, could be destroyed forever.

Coral is a brightly colored sea animal that can only thrive in a limited temperature range. When the water rises above the coral's temperature threshold for a prolonged period of time, the coral is damaged. While this temperature threshold differs between different types of coral, they generally cannot survive in waters above thirty degrees Celsius. If the ocean water gets too warm, coral goes through a process of bleaching, in which it loses the algae that give coral its vibrant colors. Bleaching is an indication of damage to the coral. While it is possible to survive the damage, most corals do not. In the western region of the Indian Ocean, rising temperatures have contributed to bleaching in an estimated ninety percent of native corals.

In addition, changes in weather patterns due to global warming have contributed to an increase in tropical storms. The choppy waves damage coral reefs. Also, the rain can cause flooding on land. When overflowing rivers deposit their runoff into the ocean, the incoming sediment clouds the water with tiny particles. These particles act as a screen that blocks the passage of sunlight. Since the algae that live within the coral depend upon photosynthesis to live, the decrease in available sunlight limits their ability to undergo this process. Without adequate sunlight, the algae die, and therefore, so do the corals.

alter:
to change or modify

ecosystem:
the sum of the organisms in an environment

vulnerable:
not protected; defenseless

temperature threshold:
the highest or lowest temperature at which an organism can live

indication:
a sign; a characteristic

prolonged:
continued; constant

runoff:
material that is drained off, such as from a river

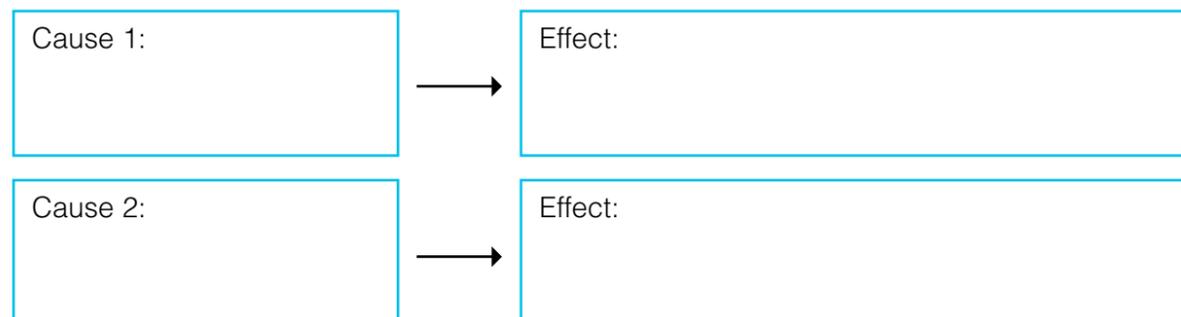
cloud:
to make less clear

- According to paragraph 2, how does ocean temperature damage coral?
 - By breaking pieces off of coral
 - By bleaching coral reefs
 - By killing coral's food source
 - By introducing harmful sediment
- According to paragraph 2, what is bleaching?
 - The loss of algae in coral reefs
 - The temperature threshold for coral
 - The loss of color in coral reefs
 - The ability for coral to survive
- According to paragraph 3, what effect does sediment have on coral?
 - It covers the algae and causes it to break.
 - It makes the water warmer and kills the coral.
 - It increases the water pressure and breaks coral reefs.
 - It prevents the algae from receiving enough sunlight.

Fill in the blanks to complete the summary.

Global warming is responsible for _____ the ocean's temperatures, which affects coral reefs. Coral reefs are _____ to temperature changes, and they become damaged if exposed to higher temperatures for _____ periods. One _____ of coral damage due to warm ocean temperatures is bleaching. An increase in tropical storms is another way coral reefs are being damaged because of global warming. Sediment from overflowing rivers _____ the ocean, which decreases the amount of sunlight reaching the corals.

Changes in Coral Reefs



Read the following passage. Then fill in the diagram with the information that you read. **Track 5**

The Ascent of the Novel

The novel was first defined as any long narrative prose that portrayed aspects of everyday life through fictional characters and events. The novel appeared during the time that romance was popular. The invention of Gutenberg's printing press in 1429 significantly increased the literacy rate and the production and distribution of written texts. Both the romance and the novel flourished during this time, though they were very different in content and style.

The novel included different types of characters than those found in romance stories. The latter described entertaining adventures about heroes with the purpose of relating moral teachings. Often, knights were the main heroes of romances, as in the 14th-century tale *Sir Gawain and the Green Knight*. The main theme of the story was the glories of knighthood. The novel, on the other hand, featured daily events and ordinary people. The novel often parodied romance's typical style of impossible, glorified characters. The romance genre was favored by the nobility, who enjoyed the formal language and found it perfectly appropriate for describing the deeds of heroes. In contrast, the prose used in novels was considered "low," and thus more appropriate for satire.

Yet another difference was that the novel represented human existence in a way that was closer to real life and included few exaggerations. It portrayed the human experience through events with which the average reader could identify. This allowed an opportunity to engage in a study of human character. In contrast, romance stories presented a colorful distortion of the characteristics and lives of people through idealism. Through the novel, one could learn about the real motives and temperaments of people in a generally realistic way. With a romance, the point of emphasis is plot, while a novel's main focal point is character. For example, Daniel Defoe's *Robinson Crusoe*, considered to be one of the first "modern" novels, was told in first-person narrative, through which the reader becomes intimately familiar with the main character.

prose:
the ordinary form of written or spoken language

distribution:
the giving out of things

flourish:
to be successful

parody:
to imitate someone or something comically

satire:
a genre that uses irony, sarcasm, and ridicule

temperament:
a range of moods or personality fluctuations

focal:
related to the center of attention

The Romance vs. The Novel

The Romance	Both	The Novel
•	•	•
•		•
•		•

- According to paragraph 2, what was the purpose of romance stories?
 - To teach morals through adventurous tales
 - To show characters who were unrealistic
 - To educate the public about knighthood
 - To demonstrate typical daily life
- According to paragraph 3, how did the novel portray characters?
 - As exciting and heroic
 - Idealistically
 - As honest and tender
 - Realistically
- According to paragraph 3, which is true of romance stories?
 - They tend to show people's problems and faults.
 - They have highly developed plot structures.
 - They emphasize a character's effect upon the plot.
 - Their plots can be formed with common situations.

Fill in the blanks to complete the summary.

The passage discusses the appearance of the novel as it _____ along with the romance in the 15th century. The invention of the printing press increased the _____ of written texts to people. The novel often _____ the impossible characters and formal style of the romance, instead presenting more realistic _____ and motives of people. Also, the main _____ point of the novel was character, as opposed to plot in the romance.

05 Anthropology

Read the following passage. Then fill in the diagram with the information that you read. **Track 6**

Symbolic Behavior

People throughout history have developed ways to cope with uncertainty in life. Symbolic behavior, which can be defined as any superstitious action that attempts to bring about a supernatural result, is one way that people have dealt with uncertainty. A recent poll showed that over half of Americans hold some superstitious beliefs, even if they know that they are illogical. Nonetheless, superstitions may have positive psychological effects. Both rituals and taboos—two common types of symbolic behavior—can help reduce anxiety and give a person a sense of control.

Rituals involve any behavior that is done repeatedly in order to produce a desired outcome. Generally, rituals express a person's anxiety symbolically. This means the behavior is an attempt to lead to a result through an unrelated action. Those who believe in the power of rituals often feel that breaking the ritual will produce negative consequences, perhaps even supernatural punishment. Psychologically, ritualistic behavior can provide a sense of control over often uncontrollable situations. For instance, Wayne Gretzky, a Hall-of-Fame hockey player, tucked in his jersey in the exact same manner before each game. The outcome of a hockey game obviously cannot be controlled solely by a single hockey player. However, a ritual may give a player the feeling that he has control over the team's success, even if it is through the superstitious habit of putting on a jersey in a certain way.

Some people do certain things like perform rituals to obtain the help of the supernatural. Others do *not* do certain things for the same reason. A taboo is a forbidden behavior. Taboos can reduce anxiety in a number of situations through what a person does not do. Taboos often originate from beliefs that if a certain action is performed (often in a particular context), some tragedy or misfortune will transpire. Unlike ritual, taboo does not involve repetition. Even one incidence of the tabooed behavior may result in supernatural punishment. This type of symbolic behavior can be seen in the habits of New England fishermen. These fishermen have many taboos while at sea, such as whistling on board or saying the word "pig." Although even the fishermen themselves admit that they do not believe the taboos have any effect, they continue to follow them. In essence, these taboos assure the fishermen that they are doing everything that they can to avoid misfortune. As a result, they are able to set out to sea with a more positive mindset.

cope:
to deal with emotionally

symbolic:
representing something that cannot otherwise be expressed

outcome:
a result

jersey:
a shirt worn as part of a sports uniform

solely:
alone; as the only influence

transpire:
to occur

Symbolic Behavior

Theory:

Support 1:

Support 2:

- According to paragraph 1, how are rituals and taboos related?
 - They both require that an action be performed.
 - They are known to ease one's level of stress.
 - A taboo can often result from ritualistic behavior.
 - Written symbols can be included in both behaviors.
- According to paragraph 2, why is a ritual said to be symbolic?
 - Because it connects actions that are not related
 - Because breaking the ritual will cause problems
 - Because it involves perceptions of supernatural powers
 - Because it gives people control over their lives
- Which of the following is true according to paragraph 3?
 - Taboos cause people to fear breaking ritualistic behaviors.
 - Fishermen believe that taboos protect them from the supernatural.
 - People may follow a taboo while claiming not to believe in it.
 - People believe more in taboos after a tragedy occurs.

Fill in the blanks to complete the summary.

The passage discusses symbolic behavior as a means for people to _____ with uncertainty in their lives. Two common types of _____ behavior are rituals and taboos. Rituals are behaviors done repeatedly in order to bring about a certain _____. Although a ritual cannot _____ bring about a desired result, an individual can get a feeling of control through performing the ritual. Taboos are forbidden behaviors that can make some people believe that something terrible will _____. By avoiding a certain taboo, a person may feel that he or she can also avoid misfortune.

06 Sociology

Read the following passage. Then fill in the diagram with the information that you read. **Track 7**

The Dutch East India Company

Globalization is a process of integration. It began centuries ago and continues to develop today. It can be defined as the internationalization of political, economic, cultural, and social systems. Perhaps the most significant example of the early rise of global culture is the Dutch East India Company. Established in 1602 by the Dutch, who were then colonizing the East Indies of the Indian Ocean, it was the world's first multinational corporation. The Dutch East India Company was a key impetus in the trend of globalization, in that it significantly changed export activity and created an avenue for extensive cultural exchange.

There was strong competition in the world market for trade amongst the European nations. One by one, they moved across the seas in order to expand their empires. The best way they could assert their power in the growing world was through economic expansion. The Dutch happened to emerge as a powerful entity mostly through their maritime trade capabilities and were therefore able to establish their empire in the Orient. As the Dutch trade grew, so too did its economic power. Silver and copper were brought from Peru and Japan to trade with India and China for various textiles such as silk and cotton. Those items were then traded with other Asian nations for spices such as cinnamon and pepper, which were in great demand in Europe.

The company's trade activity also contributed to the spread of culture. The Dutch government had granted the company a monopoly over the trade of the "Spice Islands" of the East Indies. Not only did it enter into trade agreements with the sovereign rulers of the nations of the East Indies, but it also saw its competition reduced. This rise in power came when the Dutch government expelled the Portuguese and British from Indonesia and Sri Lanka. The company even collaborated with missionaries, and through them was able to trade new cultural items with Japan and China. In fact, though Japan closed itself to trade between 1640 and 1854, the company was the only trade group to have access to Japan. Thus, it was able to transport the Japanese kimono to Europe, where it became highly popular. Because of the route that was established through the Dutch East India Company, the cultural influences from each country circulated around the world. Traders along each stop were able to gain a broader base of knowledge about others involved in worldwide trade.

integration:
the combination of parts into a whole

impetus:
a moving force or stimulus

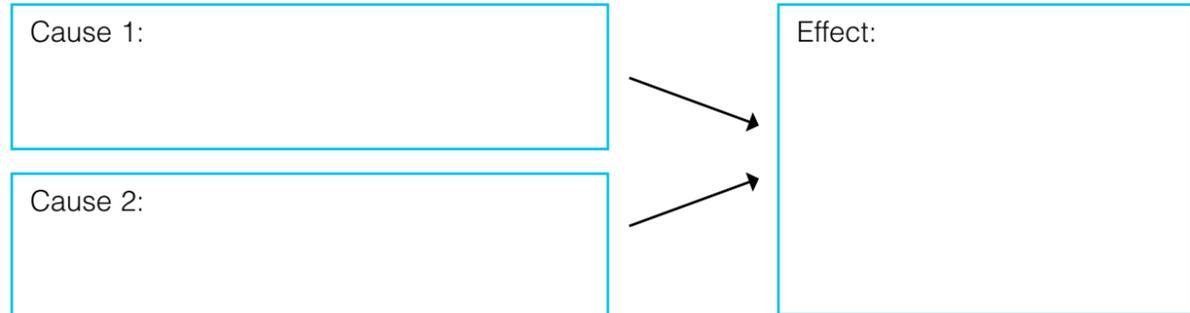
avenue:
a path

expel:
to drive out or send away

collaborate:
to work together

circulate:
to move from place to place

Globalization



- According to paragraph 1, what event occurred at the same time that the Dutch East India Company was established?
 - The colonization of parts of Asia
 - The expansion of the Dutch government
 - The increase of the spice trade within Asia
 - An increased need for inexpensive goods
- According to paragraph 2, how did the Dutch East India Company gain economic power?
 - Through its ability to trade extensively at sea
 - By increasing its reliance upon Dutch funding
 - By receiving help from the Dutch military
 - By refusing to trade with other western countries
- According to paragraph 3, how did missionaries affect trade?
 - They aided in expelling the British from the East Indies.
 - They allowed clothing to be transported to Europe.
 - They aided the Dutch government's military.
 - They helped the Dutch to establish a trade monopoly.

Fill in the blanks to complete the summary.

The passage discusses the Dutch East India Company as an important _____ in the trend of globalization beginning in the 17th century. It provided a(n) _____ for cultural exchanges through the trade of goods by sea. Through their _____ trade abilities, the Dutch grew in power and eliminated competition by _____ the Portuguese and the British from the East Indies. Through the trade activities of the Dutch East India Company, highly prized and exotic items such as spice and textiles were able to _____ around the world.