

21. The word “moratorium” in line 4 is closest in meaning to which of the following?
- (A) Death
 - (B) Temporary cessation
 - (C) Murder
 - (D) Slow decline
22. The passage indicates that the moratorium declared by Roosevelt affected
- (A) the banks in Michigan
 - (B) the banks in most of the U.S.
 - (C) only the financially unhealthy banks
 - (D) all the banks in the U.S.
23. Look at the word **it** in paragraph 2. Click on the word or phrase that **it** refers to.
24. Which of the following can be inferred from the passage?
- (A) Congress did not give any special priority to the banking situation.
 - (B) The Emergency Banking Act helped all banks to reopen.
 - (C) Ten percent of the country’s money was in financially unhealthy banks.
 - (D) Ninety percent of the banks reopened by the middle of March.
25. Which of the following best describes the organization of the passage?
- (A) A theme followed by an example
 - (B) A problem and a solution
 - (C) Opposing viewpoints of an issue
 - (D) A problem and its causes

OVERALL REVIEW QUESTIONS

Often in the reading section of both the paper TOEFL test and the computer TOEFL test, the last question or two for a particular reading passage are overall questions that ask about the passage as a whole rather than one small detail. The most common type of overall review questions are questions that ask where in the passage something is found, questions about the tone of the passage, questions about the author’s purpose in writing the passage, questions about which course the passage might be a part of, or questions about where a particular piece of information might be inserted into the passage.

SKILL 12: DETERMINE WHERE SPECIFIC INFORMATION IS FOUND

Sometimes the final question accompanying a reading passage (or one paragraph of a passage) will ask you to determine where in the passage a piece of information is found. This type of question is worded differently on the paper TOEFL test and on the computer TOEFL test. On the paper test, there will be a multiple-choice question that asks where certain information is found. The answer choices will list possible locations for that information. On the computer test, the question asks you to click on the sentence that contains certain information. Look at a multiple-choice example from the paper TOEFL that asks you to identify where certain information is found.

Example from the Paper TOEFL Test 
The passage:

Meteor Crater, a great crater approximately forty miles east of Flagstaff, Arizona, is generally thought by scientists to have formed as a result of the impact of a 60,000-ton meteor about 50,000 years ago. The meteor, made of nickel and iron, disintegrated on impact and spread half a billion tons of rock over the surface of the land. The massiveness of the meteor can only be imagined from the mammoth size of the crater, which measures a mile in diameter and three miles around the top. The rim of the crater rises more than 150 feet above the plain where the meteor impacted and is visible for more than ten miles on a clear day.

The question:

Where in the passage does the author discuss the composition of the meteor?

- (A) Lines 1–3
- (B) Lines 4–5
- (C) Lines 6–8
- (D) Lines 9–11

This question asks you to find *where in the passage* there is information about the *composition* of the crater. You should skim through the lines of the passage listed in the answers to the question looking for the word *composition* or something that means *composition*. In line 4, you should find the expression *made of*, and you should recognize that *composition* is what something is *made of*. Answer (B) is therefore the best answer to this question.

Now look at a click-on example from the computer TOEFL test that asks you to indicate where certain information is found.

Example from the Computer TOEFL Test 







Reading

Meteor Crater, a great crater approximately forty miles east of Flagstaff, Arizona, is generally thought by scientists to have formed as a result of the impact of a 60,000-ton meteor about 50,000 years ago. The meteor, made of nickel and iron, disintegrated on impact and spread half a billion tons of rock over the surface of the land. The massiveness of the meteor can only be imagined from the mammoth size of the crater, which measures a mile in diameter and three miles around the top. The rim of the crater rises more than 150 feet above the plain where the meteor impacted and is visible for more than ten miles on a clear day.

Click on the sentence in the passage that mentions the distance from which the crater can be seen.

This question asks you to *click on the sentence* in the passage that discusses the *distance* from which the crater can be *seen*. You should skim through the passage looking for the key words or ideas *distance* and *seen*. In the last sentence, you should recognize that *visible* means *seen* and that *ten miles* is a *distance*. The last sentence in the passage is the best answer, so you should click on the last sentence to answer the question.

The following chart outlines the key information that you should remember when you are trying to determine where in the passage something is found:

QUESTIONS ABOUT WHERE IN THE PASSAGE  		
HOW TO IDENTIFY THE QUESTION	on paper test only 	Where in the passage...?
	on computer test only 	Click on the sentence that indicates....
WHERE TO FIND THE ANSWER	on paper test only 	The answer can be in any of the lines listed in the answers to the question.
	on computer test only 	The answer will be one of the sentences in the paragraph listed in the question.
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Choose a key word or idea in the question. 2. Skim the appropriate part(s) of the passage looking for the key word or idea. 3. Choose the answer that contains the key word or idea. 	

TOEFL EXERCISE 12: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–4)

Line
(5) Beavers generally live in family clusters consisting of six to ten members. One cluster would probably consist of two adults, one male and one female, and four to eight young beavers, or kits. A female beaver gives birth each spring to two to four babies at a time. These baby beavers live with their parents until they are two years old. In the springtime of their second year they are forced out of the family group to make room for the new babies. These two-year-old beavers then proceed to start new family clusters of their own.

1. Where in the passage does the author give the name of a baby beaver?
 - (A) Line 1
 - (B) Line 2
 - (C) Line 3
 - (D) Lines 4–5
2. Click on the sentence in the passage that mentions the time of year when new baby beavers are born.
 - (A) Line 1
 - (B) Line 2
 - (C) Line 3
 - (D) Lines 4–5
3. Click on the sentence in the passage that states the age at which beavers must go out on their own.
4. Where in the passage does the author indicate why the young beavers must leave their parents' home?
 - (A) Line 1
 - (B) Line 2
 - (C) Line 3
 - (D) Lines 4–5

PASSAGE TWO (Questions 5–7)

Chamber music received its name because it was originally intended to be performed in small rooms in private homes rather than huge concert halls or theaters. Today it has evolved into small ensemble music in which each performer in the ensemble plays an individual part.

Line The compositions written for this type of performance can easily be classified into three
 (5) distinct periods, each with its style of music and instrumentation. In the earliest period (1450–1650), the viol and other instrumental families developed considerably, and instrumental music took its first steps toward equal footing with vocal music. In the second period (1650–1750), trio sonatas dominated. These ensemble compositions were often written for two violins and a cello; the harpsichord was also featured in various compositions of this period. In
 (10) the modern period (after 1750), the preponderance of chamber music was written for the string quartet, an ensemble composed of two violins, a viola, and a cello.

5. Where in the passage does the author discuss the modern definition of chamber music?
 - (A) Lines 2–3
 - (B) Lines 4–5
 - (C) Lines 8–9
 - (D) Lines 9–11
6. Click on the sentence in paragraph 2 that describes the first of the three periods of compositions for chamber music.
7. Click on the sentence in paragraph 2 that discusses which instruments were used in ensembles for three instruments.

PASSAGE THREE (Questions 8–10)

It is common practice to coat metals such as iron and steel with a protective layer of zinc or an alloy made from zinc mixed with aluminum, cadmium, or tin in a process known as “galvanization.” The purpose of galvanization is to prevent the corrosion of the iron or steel.

Line The most common method to galvanize metal is the hot-dip galvanizing process. In this
 (5) process, the iron or steel is dipped into a hot bath of a zinc alloy to form a protective coating approximately .003 inches thick. Another method of galvanizing that is not as common is the process known as electrogalvanizing; in this process the metal is placed in a solution composed of zinc sulphate and water and is then charged electrically. This causes a thin layer of zinc to coat the metal.

(10) Zinc is effective in galvanizing metals such as iron or steel in that zinc reacts more easily with oxygen than iron does. If iron is unprotected, it reacts with the oxygen in the air to form iron oxide, or rust, which leads to the corrosion of the iron. If, however, the iron is coated with zinc, as it is in the galvanization process, then it is the zinc rather than the iron which interacts with the oxygen to form zinc oxide, and the iron is not subject to corrosion.

8. Where in the passage does the author list the components of a zinc alloy?
 - (A) Lines 1–2
 - (B) Lines 4–6
 - (C) Lines 9–10
 - (D) Lines 11–12
9. Where in the passage does the author present the less routinely used process of galvanization?
 - (A) Lines 1–2
 - (B) Line 4
 - (C) Lines 6–8
 - (D) Lines 10–11
10. Click on the sentence in paragraph 2 that explains how the hot-dip galvanizing process is carried out.