

SKILL 14: DETERMINE WHERE TO INSERT A PIECE OF INFORMATION

On the computer TOEFL test, there may be a question following a particular paragraph or at the end of the reading passage that asks where a particular piece of information should be inserted. In this type of question, you must click on one of a number of squares in a passage to indicate that the piece of information should be inserted in that position. Look at an example from the computer TOEFL test that asks where to insert a piece of information.

Example from the Computer TOEFL Test



Reading

The origins of the game of chess are not known with certainty, and traditional stories in a number of cultures claim credit for developing the game. **IA** One legend claims that chess was invented during the Trojan Wars. **IB** According to another legend, chess was developed to depict the battle between two royal brothers for the crown of Persia. **IC** In a third legend, chess was the creation of the mythical Arab philosopher Sassa. **ID**

Whatever its origins, chess was known to exist in India as early as 500 B.C., and it eventually spread from India to Persia, where it took on much of the terminology that today is part of the game. Foot soldiers in the Persian army were called *piyadah*, which became the pawns of today's game, and the Persian chariot was a *ruk*, which became the rook. The Persian king was the *shah*, which evolved into the name *chess*. *Shahmat*, which means "the king is dead" became the expression *checkmate*.


1. The following sentence could be **added** to paragraph 1.

When one brother was killed, the remaining brother had the game invented to explain the tragic events to his mother.

Where would it best fit in the passage? Click on the square (■) to add the sentence to the passage.

This question asks you to decide where a sentence could be *added* to one of the paragraphs. To answer this question, you should study the sentence to be inserted and then look at the context before and after each insertion box. The sentence mentions *one brother* and *the remaining brother*, and the context before insertion box **IC** mentions *two royal brothers*. From this, it can be determined that the sentence should be added at insertion box **IC**. You should click on **IC** to answer this question.

Now look at another example from the computer TOEFL test that asks where to insert a piece of information.

Example from the Computer TOEFL Test 

Reading

The origins of the game of chess are not known with certainty, and traditional stories in a number of cultures claim credit for developing the game. One legend claims that chess was invented during the Trojan Wars. According to another legend, chess was developed to depict the battle between two royal brothers for the crown of Persia. In a third legend, chess was the creation of the mythical Arab philosopher Sassa.

Whatever its origins, chess was known to exist in India as early as 500 B.C., and it eventually spread from India to Persia, where it took on much of the terminology that today is part of the game. **2A** Foot soldiers in the Persian army were called *piyadah*, which became the pawns of today's game, and the Persian chariot was a *ruk*, which became the rook. **2B** The Persian king was the *shah*, which evolved into the name chess. **2C** *Shahmat*, which means "the king is dead" became the expression *checkmate*. **2D**



2. The following sentence could be **added** to paragraph 2.

This expression is used during the game to indicate that one player's king is on the verge of losing.

Where would it best fit in the passage? Click on the square (■) to add the sentence to the passage.

This question asks you to decide where a sentence could be *added* to one of the paragraphs. To answer this question, you should study the sentence to be inserted and then look at the context before and after each insertion box. The sentence mentions *this expression* about the *king*, and the context before insertion box **2D** mentions the *king* and *the expression checkmate*. From this, it can be determined that the sentence should be added at insertion box **2D**. You should click on **2D** to answer this question.

The following chart outlines the key information that you should remember when you are trying to determine where to insert a particular sentence:

QUESTIONS ABOUT INSERTING INFORMATION 		
HOW TO IDENTIFY THE QUESTION	on computer test only 	<i>The following sentence could be added...</i> <i>Click on the square to add the sentence to the passage.</i>
WHERE TO FIND THE ANSWER	The places where the sentence may be inserted are marked in the passage.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Look at the sentence to be inserted for any key words or ideas at the beginning or the end of the sentence. 2. Read the context before and after the insertion squares for any ideas that relate to the sentence to be inserted. 3. Choose the insertion square that is most related to the sentence to be inserted. 	

TOEFL EXERCISE 14: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–3)

1A Something unusual about lions is that they hunt in groups. **1B** Group hunting is beneficial to lions because it means that much larger prey can be captured by the lions and that individual lions expend much less energy during a hunt. **1C**

Line There is a standard pattern to the process of hunting in groups. **2A** The process is initiated
(5) by a single female, who stations herself at a raised elevation to serve as a lookout to spot potential prey. **2B** When prey is spotted, a group of young lionesses advances on the herd and pushes the herd in the direction of a different lioness who has hidden herself downwind. **2C** It is up to this concealed female to choose the weakest member of the herd for the kill. **2D**

(10) **3A** As can be seen from this description of the process, it is the females rather than the male or males in the pride that take part in the kill. **3B** While the young and strong females are on the attack, the males stay behind to protect the rest of the pride from attack from predators such as hyenas. **3C**

1. The following sentence could be added to paragraph 1.

Other cats do not.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

2. The following sentence could be added to paragraph 2.

This is usually accomplished by knocking the prey to the ground and breaking its neck.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

3. The following sentence could be added to paragraph 3.

The males have a defensive rather than an offensive role.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

PASSAGE TWO (Questions 4–5)

A number of products that we commonly use today were developed quite by accident. Two of many possible examples of this concept are the leotard and the popsicle, each of which came about when an insightful person recognized a potential benefit in a negative situation.

Line The first of these accidental inventions is the leotard, a close-fitting, one-piece garment
(5) worn today by dancers, gymnasts, and acrobats, among others. **4A** In 1828, a circus performer named Nelson Hower was faced with the prospect of missing his performance because his costume was at the cleaners. **4B** Instead of canceling his part of the show, he decided to perform in his long underwear. **4C** Soon, other circus performers began performing the same way. **4D** When popular acrobat Jules Leotard adopted the style, it became known as the leotard.

(10) **5A** Another product invented by chance was the popsicle. **5B** In 1905, eleven-year-old Frank Epperson stirred up a drink of fruit-flavored powder and soda water and then mistakenly left the drink, with the spoon in it, out on the back porch overnight. **5C** As the temperature dropped that night, the soda water froze around the spoon, creating a tasty treat. **5D** Years later, remembering how enjoyable the treat had been, Epperson went into business producing popsicles. **5E**

4. The following sentence could be added to paragraph 2.

They enjoyed the comfort of performing in underwear rather than costumes.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

5. The following sentence could be added to paragraph 3.

It was a taste sensation that stayed on his mind.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

PASSAGE THREE (Questions 6–7)

Uranium, a radioactive metal named after the planet Uranus, is a primary source of energy in nuclear power plants and certain nuclear weapons. It occurs naturally in three different isotopes, which differ in their facility in undergoing nuclear fission.

Line (5) **6A** The three naturally occurring isotopes of uranium are U-234, U-235, and U-238. **6B** Each of these isotopes has the same atomic number of 92, which is the number of protons in the nucleus. **6C** However, each has a different number of neutrons and thus has a different atomic mass, which is the sum of the number of protons and neutrons. **6D**

(10) Of these three naturally occurring isotopes of uranium, U-238 is by far the most common, while U-235 is the most capable of undergoing nuclear fission. **7A** More than 99% of all naturally occurring uranium is U-238, while U-234 and U-235 each make up less than 1%. **7B** Nuclear fission can occur when a U-235 nucleus is struck by a neutron, and the nucleus splits, releasing energy and releasing two or more neutrons. **7C** However, nuclear fission rarely involves a U-238 nucleus or a U-234 nucleus because it is unusual for either of these nuclei to break apart when struck by a neutron. **7D**

6. The following sentence could be added to paragraph 2.

U-234 has 92 protons and 142 neutrons for an atomic mass of 234, U-235 has 92 protons and 143 neutrons for a total of 235, and U-238 has 92 protons and 146 neutrons for a total of 238.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

7. The following sentence could be added to paragraph 3.

These neutrons can create a chain reaction by causing other U-235 nuclei to break up.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

TOEFL EXERCISE (Skills 12–14): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–7)

Line **3A** The causes of schizophrenia are not clear, but schizophrenia has long been attributed to faulty parenting. **3B** In cases where schizophrenia developed, the parents were often considered responsible. **3C** However, recent studies are now pointing to heredity and prenatal environmental factors as the chief culprits in this disease. **3D**

(5) Recent studies of identical twins have been used to demonstrate that heredity plays a role in the development of schizophrenia. These studies have shown that in cases where one identical twin is afflicted with schizophrenia, the other twin has a 50 percent probability of also suffering from it.

(10) **5A** However, heredity is not believed to be the only culprit. **5B** Studies of the fingerprints of identical twins have lent credence to the theory that prenatal environmental factors are likely contributors to the development of schizophrenia. **5C** In studies of pairs of identical twins in which one is afflicted with schizophrenia and one is not, abnormalities were found in the fingerprints of one-third of the twins, always in the afflicted twin. **5D** Since fingers develop in the second trimester of pregnancy, the hypothesis has been proposed that the abnormalities in the fingerprints were due to a second-trimester trauma that affected only one of the twins and that *(15)* this same trauma was a factor in the onset of schizophrenia. **5E**

- The author's purpose in this passage is to
 - enumerate examples
 - cause the development of schizophrenia
 - prove that faulty parenting is the main cause of schizophrenia
 - refute a common misconception
- Where in the passage does the author discuss the traditionally held view about the cause of schizophrenia?
 - Lines 1–2
 - Lines 3–4
 - Lines 6–8
 - Lines 9–11
- The following sentence can be added to paragraph 1.

They were faulted for having been uncaring, or manipulative, or emotionally abusive.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
- Where in the passage does the author present the idea that people may inherit the tendency for schizophrenia?
 - Lines 3–4
 - Line 9
 - Lines 11–13
 - Lines 13–16
- The following sentence can be added to paragraph 3.

Further research into this hypothesis is ongoing.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
- Click on the sentence in paragraph 3 that gives the fraction of twins under study with irregular fingerprints.
- This passage would probably be assigned reading in which of the following courses?
 - Criminology
 - Public Administration
 - Statistics
 - Psychology

PASSAGE TWO (Questions 8–13)

Line (5) **10A** To Americans, the Pony Express was a fixture of the Old West; most Americans are rather surprised to find out that in reality the Pony Express was in existence for only a short period of time, about a year and a half. **10B** A short-lived forefather of “express” mail service, the Pony Express operated between St. Joseph, Missouri, and Sacramento, California, a distance of just under 2,000 miles. **10C** Letters and small packages could be delivered in under 10 days instead of the 3 to 4 weeks that it had taken prior to the institution of the Pony Express. **10D**

(10) In 1860, St. Joseph was the westernmost terminal of the country’s railroad system; mail destined for the West Coast could come to St. Joe by train, but the only way to get it farther west was on horseback. The Pony Express service was established on April 3, 1860, to fill this need: a letter carried on horseback with only minimal downtime for changes in horses and riders could cover 200 miles in one twenty-four hour period.

(15) The Pony Express system consisted of approximately 80 riders, 400 horses, and 190 stations every 10 to 15 miles along the route. One rider took a mail pouch and carried it for 75 miles, changing his tired horse for a fresh one at every station; he then passed the pouch to another rider. Riders traveled day and night, and the mail never stopped.

12A On October 24, 1861, only a year and a half after the start of the Pony Express, the first transcontinental telegraph opened for business, ending the need for the Pony Express. **12B** The Pony Express officially closed for business on October 26, 1861. **12C** Obviously, its owners were quick to recognize that the need for their services no longer existed. **12D**

8. In which course would this passage most likely be assigned reading?
- (A) Veterinary Medicine
(B) Speech Communication
(C) Audiology
(D) American History
9. Where in the passage does the author mention the amount of time it took to deliver a letter before the Pony Express?
- (A) Lines 1–3
(B) Lines 5–6
(C) Lines 9–11
(D) Lines 12–13
10. The following sentence could be added to paragraph 1.
- This brief existence started in 1860 and was over before the end of 1861.**
- Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
11. Where in the passage does the author mention the technological device that put the Pony Express out of business?
- (A) Lines 5–6
(B) Lines 9–11
(C) Lines 12–13
(D) Lines 16–17
12. The following sentence could be added to paragraph 4.
- Only two days later, the Pony Express went out of business.**
- Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
13. What is the author’s purpose in writing this passage?
- (A) To warn of the dire effects of ending the Pony Express
(B) To describe a little-known reality about a historical subject
(C) To incite readers to action on behalf of the Pony Express
(D) To describe the development of express mail service

PASSAGE THREE (Questions 14–18)

The grand jury is an important part of the American legal system. **16A** The grand jury is composed of private citizens who are appointed to serve for a designated period of time. **16B** Grand juries, which hold meetings in private, serve one of two functions: charging or
Line investigatory. **16C** A grand jury that is serving a charging function listens to evidence presented by
(5) the prosecutor and decides whether or not the prosecution has adequate evidence to charge a suspect with a crime; if the grand jury feels that there is adequate evidence, then it issues an indictment, and the suspect must then proceed with a trial. **16D** A grand jury that is serving an investigatory function investigates cases of suspected dishonesty, often by public officials. **16E**

The primary reason for the existence of the grand jury is that it is supposed to ensure that
(10) citizens are not subject to unfair prosecution; under the grand jury system, prosecutors must first convince an unbiased group of citizens that there is justification for the charges that they want to bring. However, the grand jury system has come under attack from numerous directions. Grand juries are routinely criticized for being too slow and too costly; the grand jury system really means that there are two trials, the grand jury hearing to decide whether or not there should be a trial
(15) and then the actual trial itself. Another criticism of the grand jury results from the fact that the meetings are held in private; the grand jury is not open to public scrutiny and is therefore not publicly responsible for its actions, and this has cast doubt on some of its findings. A final common criticism of the grand jury is that the evidence it hears is one-sided, from the perspective of the prosecution, so that the grand jury serves as the right arm of the prosecution rather than
(20) as a defender of the rights of a suspect.

14. In which course might this passage be assigned reading?
- (A) Sociology of Criminal Behavior
 (B) Introduction to Law
 (C) American History
 (D) Research Methodologies
15. Click on the sentence in paragraph 1 that mentions who serves on a grand jury.
16. The following sentence could be added to paragraph 1.
- The investigatory function of the grand jury is different from the charging function.**
17. Where in the passage does the author discuss the problem associated with holding grand jury meetings in private?
- (A) Lines 4–6
 (B) Lines 7–8
 (C) Lines 10–12
 (D) Lines 15–17
18. How does the author seem to feel about the grand jury system?
- (A) Quite assured as to its usefulness
 (B) Somewhat doubtful about its effectiveness
 (C) Highly supportive of its use
 (D) Extremely negative about all aspects

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

TOEFL REVIEW EXERCISE (Skills 1–14): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–11)

Line
(5) Another noteworthy trend in twentieth-century music in the United States was the use of folk and popular music as a base for more serious compositions. **10A** The motivation for these borrowings from traditional music might be a desire on the part of a composer to return to simpler forms, to enhance patriotic feelings, or to establish an immediate rapport with an audience. **10B** For whatever reason, composers such as Aaron Copland and Charles Ives offered compositions featuring novel musical forms flavored with refrains from traditional Americana. **10C** Copland drew upon folk music, particularly as sources for the music he wrote for the ballets *Billy the Kid*, *Rodeo*, and *Appalachian Spring*. **10D** Ives employed the whole gamut of patriotic songs, hymns, jazz, and popular songs in his compositions.

1. The paragraph preceding this passage most probably discusses
 - (A) nineteenth-century music
 - (B) one development in music in the last century
 - (C) the works of Aaron Copland
 - (D) the history of folk and popular music
2. Which of the following best describes the main idea of the passage?
 - (A) Traditional music flavored some American musical compositions in the twentieth century.
 - (B) Ives and Copland have used folk and popular music in their compositions.
 - (C) A variety of explanations exist as to why a composer might use traditional sources of music.
 - (D) Traditional music is composed of various types of folk and popular music.
3. It can be inferred from this passage that the author is not sure
 - (A) when Ives wrote his compositions
 - (B) that Ives and Copland actually borrowed from traditional music
 - (C) why certain composers borrowed from folk and popular music
 - (D) if Copland really featured new musical forms
4. Look at the word **novel** in the passage. This word could best be replaced by

<input type="checkbox"/>	literary
<input type="checkbox"/>	new
<input type="checkbox"/>	cultural
<input type="checkbox"/>	bookish
5. Look at the word **he** in the passage. Click on the word or phrase that he refers to.
6. Which of the following is NOT listed in the passage as a source for Ives's compositions?
 - (A) National music
 - (B) Religious music
 - (C) Jazz
 - (D) American novels
7. Click on the word in the passage that could best be replaced by "range."
8. Click on the sentence in the passage that gives reasons composers might use traditional melodies in their compositions.
9. Click on the sentence in the passage that lists examples of titles of Copland's works.

10. The following sentence could be added to the passage.

Ives drew inspiration from an even wider array of music than did Copland.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

11. The passage would most probably be assigned reading in which of the following courses?

- (A) American History
- (B) The History of Jazz
- (C) Modern American Music
- (D) Composition

PASSAGE TWO (Questions 12–21)

The rattlesnake has a reputation as a dangerous and deadly snake with a fierce hatred for humanity. Although the rattlesnake is indeed a venomous snake capable of killing a human, its nature has perhaps been somewhat exaggerated in myth and folklore.

Line (5) The rattlesnake is not inherently aggressive and generally strikes only when it has been put on the defensive. In its defensive posture the rattlesnake raises the front part of its body off the ground and assumes an S-shaped form in preparation for a lunge forward. At the end of a forward thrust, the rattlesnake pushes its fangs into the victim, thereby injecting its venom.

(10) **19A** There are more than 30 species of rattlesnakes, varying in length from 20 inches to 6 feet. **19B** In the United States there are only a few deaths annually from rattlesnakes, with a mortality rate of less than 2 percent of those attacked. **19C**

12. Which of the following would be the best title for this passage?

- (A) The Exaggerated Reputation of the Rattlesnake
- (B) The Dangerous and Deadly Rattlesnake
- (C) The Venomous Killer of Humans
- (D) Myth and Folklore about Killers

13. According to the passage, which of the following is true about rattlesnakes?

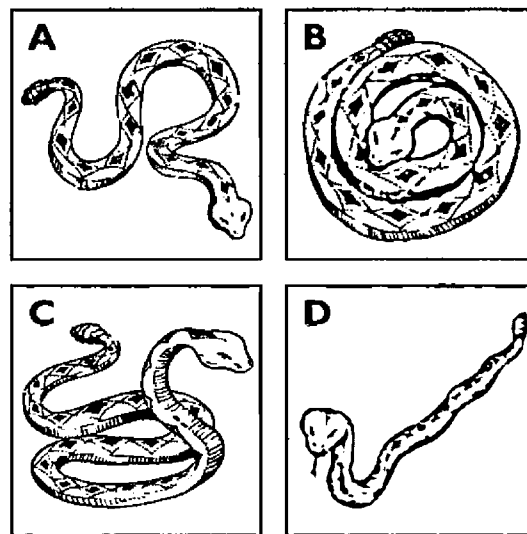
- (A) They are always ready to attack.
- (B) They are always dangerous and deadly.
- (C) Their fierce nature has been underplayed in myth and folklore.
- (D) Their poison can kill people.

14. Click on the word in paragraph 1 that is closest in meaning to “partially.”

15. The word “posture” in line 5 is closest in meaning to which of the following?

- (A) Mood
- (B) Fight
- (C) Position
- (D) Strike

16. Click on the drawing that shows a rattlesnake that is ready to defend itself.



17. It can be inferred from the passage that

- (A) all rattlesnake bites are fatal
- (B) all rattlesnake bites are not equally harmful
- (C) the few deaths from rattlesnake bites are from six-foot snakes
- (D) deaths from rattlesnake bites have been steadily increasing

18. Look at the word mortality in paragraph 3. This word is closest in meaning to
- percentage
 - illness
 - death
 - survival
19. The following sentence could be added to paragraph 3.
- They also vary in toxicity of venom.**
- Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
20. The author's purpose in this passage is to
- (A) warn readers about the extreme danger from rattlesnakes
 - (B) explain a misconception about rattlesnakes
 - (C) describe a rattlesnake attack
 - (D) clarify how rattlesnakes kill humans
21. Click on the paragraph that explains what people believe about rattlesnakes.

PASSAGE THREE (Questions 22–30)

- For a century before the Erie Canal was built, there was much discussion among the general population of the Northeast as to the need for connecting the waterways of the Great Lakes with the Atlantic Ocean. A project of such monumental proportions was not going to be undertaken and completed without a supreme amount of effort.
- Line* (5) The man who was instrumental in accomplishing the feat that was the Erie Canal was DeWitt Clinton. As early as 1812, he was in the nation's capital petitioning the federal government for financial assistance on the project, emphasizing what a boon to the economy of the country the canal would be; his efforts with the federal government, however, were not successful.
- (10) In 1816, Clinton asked the New York State Legislature for the funding for the canal, and this time he did succeed. A canal commission was instituted, and Clinton himself was made head of it. One year later, Clinton was elected governor of the state, and soon after, construction of the canal was started.
- (15) The canal took eight years to complete, and Clinton was on the first barge to travel the length of the canal, the *Seneca Chief*, which departed from Buffalo on October 26, 1825, and arrived in New York City on November 4. Because of the success of the Erie Canal, numerous other canals were built in other parts of the country.

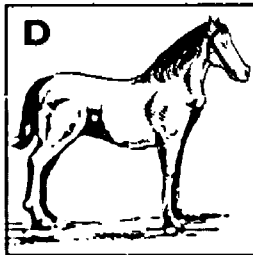
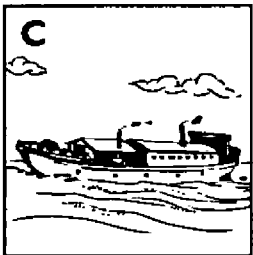
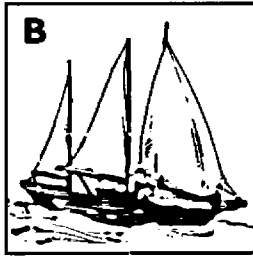
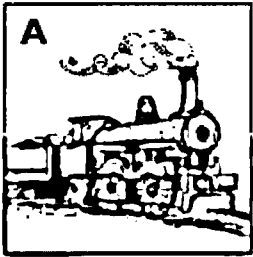
22. The information in the passage
- (A) gives a cause followed by an effect
 - (B) is in chronological order
 - (C) lists opposing viewpoints of a problem
 - (D) is organized spatially
23. When did Clinton ask the U.S. government for funds for the canal?
- (A) One hundred years before the canal was built
 - (B) In 1812
 - (C) In 1816
 - (D) In 1825
24. The word "boon" in line 7 is closest in meaning to which of the following?
- (A) Detriment
 - (B) Disadvantage
 - (C) Benefit
 - (D) Cost
25. Look at the expression financial assistance in paragraph 2. Click on the word or phrase in paragraph 3 that is closest in meaning to financial assistance.

26. Look at the word *it* in paragraph 3. Click on the word or phrase that *it* refers to.

27. In what year did the actual building of the canal get underway?

- (A) In 1812
- (B) In 1816
- (C) In 1817
- (D) In 1825

28. Click on the drawing that most closely resembles the *Seneca Chief*.



29. Click on the paragraph that mentions a committee that worked to develop the canal.

30. The paragraph following the passage most probably discusses

- (A) the century before the building of the Erie Canal
- (B) canals in different U.S. locations
- (C) the effect of the Erie Canal on the Buffalo area
- (D) Clinton's career as governor of New York