

7. Which of the following best describes the main idea of the passage?
- (A) American history is often depicted in poetry.
- (B) Longfellow described American history even though people really did not enjoy it.
- (C) The popularity of Longfellow's poems results from his stress on the values of the people.
- (D) Longfellow wrote long narrative poems that were not always popular with the critics.
8. The best title of the passage is
- (A) Longfellow's Popular Appeal
- (B) Historical Narrative Poems
- (C) The Lyric, Dramatic, and Narrative Poems of Longfellow
- (D) Longfellow and the Critics
9. The subject of the fourth paragraph is
- (A) nobility and honor in the poems of Longfellow
- (B) the love triangle involving Miles Standish
- (C) the popular appeal of *The Courtship of Miles Standish*
- (D) the period of the early settlement of New England

SKILL 2: RECOGNIZE THE ORGANIZATION OF IDEAS

In the Reading section of both the paper TOEFL test and the computer TOEFL test, there may be questions about the organization of ideas in a passage. On the paper and the computer tests, you may be asked to determine how the ideas in one paragraph (or paragraphs) relate to the ideas in another paragraph (or paragraphs). On the computer TOEFL test, you may also see a question that asks you to click on the paragraph in a passage that contains certain ideas. Look at an example from the paper TOEFL test that asks you to determine how the information in the passage is organized.

Example from the Paper TOEFL Test

The passage:

- If asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did. They believe this because the story about Doubleday is part of the tradition of baseball.
- (5) Doubleday was given credit for this invention early in the twentieth century when sporting-goods manufacturer Spaulding inaugurated a commission to research the question of who invented baseball. In 1908, a report was published by the commission in which Abner Doubleday, a U.S. Army officer from Cooperstown, New York, was given credit for the invention of the game. The National Baseball Hall of Fame was established in Cooperstown in honor of Doubleday.
- (10) Today, most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball. Instead, baseball seems to be a close relative of the English game of rounders and probably has English rather than American roots.
- (15)

The question:

In this passage

- (A) an idea is presented and then refuted
- (B) a concept is followed by examples
- (C) a cause is followed by an effect
- (D) a belief is supported with reasons

This question is about how the information is organized in the passage. To answer this question, it is necessary to look at the main ideas of each of the three paragraphs. The main idea of the first paragraph is found in the first sentence of the first paragraph: that *if asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did*. The main idea of the second paragraph is found in the first line of the second paragraph: that *Doubleday was given credit for this invention*. The main idea of the third paragraph is found in the first line of the third paragraph: that *most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball*. If you study the information in the first lines of the paragraphs, you can determine that the third paragraph contradicts or *refutes* the information that is *presented* in the first two paragraphs. Answer (A) is therefore the best answer to this question.

Now look at an example of a click-on question from the computer TOEFL test that asks you to select the paragraph that discusses a certain idea.

Example from the Computer TOEFL Test


Reading

If asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did. They believe this because the story about Doubleday is part of the tradition of baseball.






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Today, most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball. Instead, baseball seems to be a close relation to the English game of rounders and probably has English rather than American roots.

Click on the paragraph that gives the historical background of a particular belief.

This question asks you to *click on the paragraph* that discusses the *historical background* of a particular *belief*. To answer this question you must also look at the main ideas of the paragraphs. The first sentence of the first paragraph mentions a *belief*, and the first sentence of the second paragraph states that *Doubleday was given credit for this invention early in the twentieth century*. From this, it can be determined that the second paragraph gives the *historical background* of the *belief* that is discussed in the first paragraph, so you should click on the second paragraph to answer this question.

The following chart outlines the key information that you should remember about questions on the organization of ideas:

ORGANIZATION OF IDEAS  		
HOW TO IDENTIFY THE QUESTION	on both paper and computer tests  	<i>How is the information in the passage organized? How is the information in the second paragraph related to the information in the first paragraph?</i>
	on computer test only 	Click on the paragraph that...
WHERE TO FIND THE ANSWER	The answer to this type of question can generally be determined by looking at the first sentence of the appropriate paragraphs.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Read the first line of each paragraph. 2. Look for words that show relationships among the paragraphs. 3. Choose the answer that best expresses the relationship. 	

TOEFL EXERCISE 2: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–2)

Conflict within an organization is not always viewed as undesirable. In fact, various managers have widely divergent ideas on the value that conflict can have.

Line (5) According to the traditional view of conflict, conflict is harmful to an organization. Managers with this traditional view of conflict see it as their role in an organization to rid the organization of any possible sources of conflict.

The interactionist view of conflict, on the other hand, holds that conflict can serve an important function in an organization by reducing complacency among workers and causing positive changes to occur. Managers who hold an interactionist view of conflict may actually take steps to stimulate conflict within the organization.

1. How is the information in the passage organized?
- (A) The origin of ideas about conflict is presented.
 - (B) Contrasting views of conflict are presented.
 - (C) Two theorists discuss the strengths and weaknesses of their views on conflict.
 - (D) Examples of conflict within organizations are presented.
2. Click on the paragraph that supports the view that organizational conflict can be beneficial.

PASSAGE TWO (Questions 3–4)

Line IQ, or intelligence quotient, is defined as the ratio of a person's mental age to chronological age, with the ratio multiplied by 100 to remove the decimal. Chronological age is easily determined; mental age is generally measured by some kind of standard test and is not so simple to define.

(5) In theory, a standardized IQ test is set up to measure an individual's ability to perform intellectual operations such as reasoning and problem solving. These intellectual operations are considered to represent intelligence.

(10) In practice, it has been impossible to arrive at consensus as to which types of intellectual operations demonstrate intelligence. Furthermore, it has been impossible to devise a test without cultural bias, which is to say that any IQ tests so far proposed have been shown to reflect the culture of the test makers. Test takers from that culture would, it follows, score higher on such a test than test takers from a different culture with equal intelligence.

3. What type of information is included in the first paragraph?
- (A) An argument
 - (B) A definition
 - (C) An opinion
 - (D) A theory
4. Click on the paragraph that describes the application of IQ in the real world.

PASSAGE THREE (Questions 5–6)

Line The largest lake in the western United States is the Great Salt Lake, an inland saltwater lake in northwestern Utah, just outside the state capital of Salt Lake City. Rivers and streams feed into the Great Salt Lake, but none drain out of it; this has a major influence on both the salt content and the size of the lake.

(5) Although the Great Salt Lake is fed by freshwater streams, it is actually saltier than the oceans of the world. The salt comes from the more than two million tons of minerals that flow into the lake each year from the rivers and creeks that feed it. Sodium and chloride—the components of salt—comprise the large majority of the lake's mineral content.

(10) The Great Salt Lake can vary tremendously from its normal size of 1,700 square miles, depending on long-term weather conditions. During periods of heavy rains, the size of the lake can swell tremendously from the huge amounts of water flowing into the lake from its feeder rivers and streams; in 1980 the lake even reached a size of 2,400 square miles. During periods of dry weather, the size of the lake decreases, sometimes drastically, due to evaporation.

5. How is the information in the passage organized?
- (A) Two unusual characteristics of the Great Salt Lake are discussed.
 - (B) Contrasting theories about the Great Salt Lake's salt levels are presented.
 - (C) The process by which the Great Salt Lake gets its salt is outlined.
 - (D) The reasons for the variations in the Great Salt Lake's size are given.
6. Click on the paragraph that explains where the Great Salt Lake gets its salt.

TOEFL EXERCISE (Skills 1–2): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–2)

Common types of calendars can be based on the Sun or on the Moon. The solar calendar is based on the solar year. Since the solar year is 365.2422 days long, solar calendars consist of regular years of 365 days and have an extra day every fourth year, or leap year, to make up for the additional fractional amount. In a solar calendar, the waxing and waning of the Moon can take place at various stages of each month.

The lunar calendar is synchronized to the lunar month rather than the solar year. Since the lunar month is twenty-nine and a half days long, most lunar calendars have alternating months of twenty-nine and thirty days. A twelve-month lunar year thus has 354 days, 11 days shorter than a solar year.

1. What is the main idea of the passage?
- (A) All calendars are the same.
 - (B) The solar calendar is based on the Sun.
 - (C) Different calendars have dissimilar bases.
 - (D) The lunar month is twenty-nine and a half days long.
2. How is the information in the passage organized?
- (A) Characteristics of the solar calendar are outlined.
 - (B) Two types of calendars are described.
 - (C) The strengths and weakness of the lunar calendar are described.
 - (D) The length of each existing calendar is contrasted.

PASSAGE TWO (Questions 3–6)

Vaccines are prepared from harmful viruses or bacteria and administered to patients to provide immunity to specific diseases. The various types of vaccines are classified according to the method by which they are derived.

Line (5) The most basic class of vaccines actually contains disease-causing microorganisms that have been killed with a solution containing formaldehyde. In this type of vaccine, the microorganisms are dead and therefore cannot cause disease; however, the antigens found in and on the microorganisms can still stimulate the formation of antibodies. Examples of this type of vaccine are the ones that fight influenza, typhoid fever, and cholera.

(10) A second type of vaccine contains the toxins produced by the microorganisms rather than the microorganisms themselves. This type of vaccine is prepared when the microorganism itself does little damage but the toxin within the microorganism is extremely harmful. For example, the bacteria that cause diphtheria can thrive in the throat without much harm, but when toxins are released from the bacteria, muscles can become paralyzed and death can ensue.

(15) A final type of vaccine contains living microorganisms that have been rendered harmless. With this type of vaccine, a large number of antigen molecules are produced and the immunity that results is generally longer lasting than the immunity from other types of vaccines. The Sabin oral antipolio vaccine and the BCG vaccine against tuberculosis are examples of this type of vaccine.

3. Which of the following expresses the main idea of the passage?
 - (A) Vaccines provide immunity to specific diseases.
 - (B) Vaccines contain disease-causing microorganisms.
 - (C) Vaccines are derived in different ways.
 - (D) New approaches in administering vaccines are being developed.
4. How many types of vaccines are presented in the passage?
 - (A) Two
 - (B) Three
 - (C) Four
 - (D) Five
5. Click on the paragraph that discusses vaccines made from dead organisms.
6. Click on the paragraph that discusses vaccines that do not contain the disease-causing microorganism.

PASSAGE THREE (Questions 7–10)

Line A hoax, unlike an honest error, is a deliberately-concocted plan to present an untruth as the truth. It can take the form of a fraud, a fake, a swindle, or a forgery, and can be accomplished in almost any field: successful hoaxes have been foisted on the public in fields as varied as politics, religion, science, art, and literature.

(5) A famous scientific hoax occurred in 1912 when Charles Dawson claimed to have uncovered a human skull and jawbone on the Piltdown Common in southern England. These human remains were said to be more than 500,000 years old and were unlike any other remains from that period; as such, they represented an important discovery in the study of human evolution. These remains, popularly known as the Piltdown Man and scientifically named *Eoanthropus dawsoni* after their discoverer, confounded scientists for several decades.

(10)

It took more than forty years for the hoax to be uncovered. In 1953, a chemical analysis was used to date the bones, and it was found that the bones were modern bones that had been skillfully aged. A further twist to the hoax was that the skull belonged to a human and the jaws to an orangutan.

7. The topic of this passage could best be described as
- (A) the Piltdown Man
 - (B) Charles Dawson's discovery
 - (C) *Eoanthropus dawsoni*
 - (D) a definition and example of a hoax
8. The author's main point is that
- (A) various types of hoaxes have been perpetrated
 - (B) Charles Dawson discovered a human skull and jawbone
 - (C) Charles Dawson was not an honest man
 - (D) the human skull and jawbone were extremely old
9. Click on the paragraph that defines a hoax.
10. Click on the paragraph that explains how one particular hoax was resolved.

DIRECTLY ANSWERED QUESTIONS

Many questions in the Reading section of both the paper TOEFL test and the computer TOEFL test will require answers that are directly stated in the passage. This means that you should be able to find the answer to this type of question without having to draw a conclusion. The directly answered questions that are commonly asked are (1) stated detail questions, (2) "unstated" detail questions, and (3) pronoun reference questions.

SKILL 3: ANSWER STATED DETAIL QUESTIONS CORRECTLY

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage. This means that the correct answer often expresses the same idea as what is written in the passage, but the words are not exactly the same. The questions that test stated details are generally multiple-choice questions. On the computer test, there may also be a type of stated detail question that asks you to click on an appropriate drawing. Look at a multiple-choice example from the paper TOEFL test that asks about a stated detail from the passage.