TOEFL iBT® Reading Practice Questions

This document may contain some question types that would not appear on a test that has been adapted for various accessibility purposes. On test day, you will receive an accessible assessment that is consistent with any accommodations for which you have been approved.

Reading Section Overview

The Reading section measures your ability to understand academic passages written in English. You will read one passage and answer questions about it. In the actual TOEFL iBT® test, you would have 20 minutes to read the passage and answer the questions. Test takers with disabilities can request a time extension.

Reading Practice Set 1

Directions: Read the passage. Give yourself 20 minutes to complete this practice set.

The Rise of Teotihuacán

Paragraph

1 The city of Teotihuacán, which lay about 50 kilometers northeast of modern-day Mexico City, began its growth by 200 –100 B.C. At its height, between about A.D. 150 and 700, it probably had a population of more than 125,000 people and covered at least 20 square kilometers. It had over 2,000 apartment complexes, a great market, a large number of industrial workshops, an administrative center, a number of massive religious edifices, and a regular grid pattern of streets and buildings. Clearly, much planning and central control were involved in the expansion and ordering of this great metropolis. Moreover, the city had economic and perhaps religious contacts with most parts of Mesoamerica (modern Central America and Mexico).

2 How did this tremendous development take place, and why did it happen in the Teotihuacán Valley? Among the main factors are Teotihuacán's geographic location on a natural trade route to the south and east of the Valley of Mexico, the obsidian resources in the Teotihuacán Valley itself, and the valley's potential for extensive irrigation. The exact role of other factors is much more difficult to pinpoint —for instance, Teotihuacán's religious significance as a shrine, the historical situation in and around the Valley of Mexico toward the end of the first millennium B.C., the ingenuity and foresightedness of Teotihuacán's elite, and, finally, the impact of natural disasters, such as the volcanic eruptions of the late first millennium B.C.

ingenuity: the quality of being clever, original and inventive
foresightedness: the exercise of good judgment or common sense in practical matters.

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2 How did this tremendous development take place, and why did it happen in the Teotihuacán Valley? Among the main factors are Teotihuacán's geographic location on a natural trade route to the south and east of the Valley of Mexico, the obsidian resources in the Teotihuacán Valley itself, and the valley's potential for extensive irrigation. The exact role of other factors is much more difficult to pinpoint —for instance, Teotihuacán's religious significance as a shrine, the historical situation in and around the Valley of Mexico toward the end of the first millennium B.C., the ingenuity and foresightedness of Teotihuacán's elite, and, finally, the impact of natural disasters, such as the volcanic eruptions of the late first millennium B.C.

ingenuity: the quality of being clever, original and inventive

foresightedness: the exercise of good judgment or common sense in practical matters.

3 This last factor is at least circumstantially implicated in Teotihuacán's rise. Prior to 200 B.C., a number of relatively small centers coexisted in and near the Valley of Mexico. Around this time, the largest of these centers, Cuicuilco, was seriously affected by a volcanic eruption, with much of its agricultural land covered by lava. With Cuicuilco eliminated as a potential rival, any one of a number of relatively modest towns might have emerged as a leading economic and political power in Central Mexico. The archaeological evidence clearly indicates, though, that Teotihuacán was the center that did arise as the predominant force in the area by the first century A.D.

4 It seems likely that Teotihuacán's natural resources—along with the city elite's ability to recognize their potential—gave the city a competitive edge over its neighbors. The valley, like many other places in Mexican and Guatemalan highlands, was rich in obsidian. The hard volcanic stone was a resource that had been in great demand for many years, at least since the rise of the Olmecs (a people who flourished between 1200 and 400 B.C.), and it apparently had a secure market. Moreover, recent research on obsidian tools found at Olmec sites has shown that some of the obsidian obtained by the Olmecs originated near Teotihuacán. Teotihuacán obsidian must have been recognized as a valuable commodity for many centuries before the great city arose.

5 Long-distance trade in obsidian probably gave the elite residents of Teotihuacán access to a wide variety of exotic goods, as well as a relatively prosperous life. Such success may have attracted immigrants to Teotihuacán. In addition, Teotihuacán's elite may have consciously attempted to attract new inhabitants. It is also probable that as early as 200 B.C. Teotihuacán may have achieved some religious significance and its shrine (or shrines) may have served as an additional population magnet. Finally, the growing population was probably fed by increasing the number and size of irrigated fields.

6 The picture of Teotihuacán that emerges is a classic picture of positive feedback among obsidian mining and working, trade, population growth, irrigation, and religious tourism. The thriving obsidian operation, for example, would necessitate more miners, additional manufacturers of obsidian tools, and additional traders to carry the goods to new markets. All this led to increased wealth, which in turn would attract more immigrants to Teotihuacán. The growing power of the elite, who controlled the economy, would give them the means to physically coerce people to move to Teotihuacán and serve as additions to the labor force. More irrigation works would have to be built to feed the growing population, and this resulted in more power and wealth for the elite.

[1]obsidian: a type of volcanic glasslike rock used for manufacturing tools and ceremonial objects

Directions: Answer the questions.

1. **In paragraph 1, each of the following is mentioned as a feature of the city of Teotihuacán between A.D. 150 and 700 EXCEPT**
   A regularly arranged streets
   B several administrative centers spread across the city
   C many manufacturing workshops
   D apartment complexes

2. **The word "ingenuity" in paragraph 2 is closest in meaning to**
   A ambition
   B sincerity
   C faith
   D cleverness

3. **Which of the following is NOT mentioned in paragraph 2 as a main factor in the development of Teotihuacán?**
   A The presence of obsidian in the Teotihuacán Valley
   B The potential for extensive irrigation of Teotihuacán Valley lands
   C A long period of volcanic inactivity in the Teotihuacán Valley
   D Teotihuacán's location on a natural trade route

4. **What can be inferred from paragraph 3 about Cuicuilco prior to 200 B.C.?**
   A It was a fairly small city until that date.
   B It was located outside the Valley of Mexico.
   C It emerged rapidly as an economical and political center.
   D Its economy relied heavily on agriculture.

5. **Which of the following allowed Teotihuacán to have "a competitive edge over its neighbors"?**
   A A well-exploited and readily available commodity
   B The presence of a highly stable elite class
   C Knowledge derived directly from the Olmecs about the art of toolmaking
   D Scarce natural resources in nearby areas such as those located in what are now the Guatemalan and Mexican highlands

6. **According to paragraph 4, what has recent research on obsidian tools found at Olmec sites shown?**

A Obsidian's value was understood only when Teotihuacán became an important city.

B The residents of Teotihuacán were sophisticated toolmakers.

C The residents of Teotihuacán traded obsidian with the Olmecs as early as 400 B.C.

D Some of the obsidian used by the Olmecs came from the area around Teotihuacán.

7. **Select the TWO answer choices that are mentioned in paragraph 5 as being features of Teotihuacán that may have attracted immigrants to the city.** ***To receive credit, you must select TWO answers.***

A The prosperity of the elite

B Plenty of available housing

C Opportunities for well-paid agricultural employment

D The presence of one or more religious shrines

8. **In paragraph 6, the author discusses "The thriving obsidian operation," in order to**

A explain why manufacturing was the main industry of Teotihuacán

B give an example of an industry that took very little time to develop in Teotihuacán

C illustrate how several factors influenced each other to make Teotihuacán a powerful and wealthy city

D explain how a successful industry can be a source of wealth and a source of conflict at the same time

9. **In paragraph 1 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (A, B, C, and D) that indicate where the following sentence could be added.**

In fact, artifacts and pottery from Teotihuacán have been discovered in sites as far away as the Mayan lowlands, the Guatemalan highlands, northern Mexico, and the Gulf Coast of Mexico.

Where would the sentence best fit?

The city of Teotihuacán, which lay about 50 kilometers northeast of modern-day Mexico City, began its growth by 200 –100 B.C. At its height, between about A.D. 150 and 700, it probably had a population of more than 125,000 people and covered at least 20 square kilometers. [A] It had over 2,000 apartment complexes, a great market, a large number of industrial workshops, an administrative center, a number of massive religious edifices, and a regular grid pattern of streets and buildings. [B] Clearly, much planning and central control were involved in the expansion and ordering of this great metropolis. [C] Moreover, the city had economic and perhaps religious contacts with most parts of Mesoamerica (modern Central America and Mexico). [D]

A Option A
B Option B
C Option C
D Option D

10. ***Directions*: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. *This question is worth 2 points.***

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Teotihuacán was a highly developed city in Mesoamerica that reached its peak between about A.D. 150 and 700.
• A
• C
• E

Answer Choices

A The number and sophistication of the architectural, administrative, commercial, and religious features of Teotihuacán indicate the existence of centralized planning and control.

B Teotihuacán may have developed its own specific local religion as a result of the cultural advances made possible by the city's great prosperity.

C Several factors may account for Teotihuacán's extraordinary development, including its location, rich natural resources, irrigation potential, intelligent elite, and the misfortune of rival communities.

D As a result of its large number of religious shrines, by the first century A.D., Teotihuacán became the most influential religious center in all of Mesoamerica.

E In many important areas, from the obsidian industry to religious tourism, Teotihuacán's success and prosperity typified the classic positive feedback cycle.

F Although many immigrants settled in Teotihuacán between A.D. 150 and 700, the increasing threat of coerced labor discouraged further settlement and limited Teotihuacán's population growth.

Reading Practice Set 1 Answers

1. B
2. D
3. C
4. D
5. A
6. D
7. A, D
8. C
9. D
10. A, C, E

Reading Practice Set 2

Directions: Read the passage. Give yourself 20 minutes to complete this practice set.

Extinction of the Dinosaurs

Mesozoic Era	245 to 65 million years ago
—Triassic Period	
—Jurassic Period	
—Cretaceous Period	
Cenozoic Era	65 million years ago to the present

Paragraph

1 Paleontologists have argued for a long time that the demise of the dinosaurs was caused by climatic alterations associated with slow changes in the positions of continents and seas resulting from plate tectonics. Off and on throughout the Cretaceous (the last period of the Mesozoic era, during which dinosaurs flourished), large shallow seas covered extensive areas of the continents. Data from diverse sources, including geochemical evidence preserved in seafloor sediments, indicate that the Late Cretaceous climate was milder than today's. The days were not too hot, nor the nights too cold. The summers were not too warm, nor the winters too frigid. The shallow seas on the continents probably buffered the temperature of the nearby air, keeping it relatively constant.

2 At the end of the Cretaceous, the geological record shows that these seaways retreated from the continents back into the major ocean basins. No one knows why. Over a period of about 100,000 years, while the seas pulled back, climates around the world became dramatically more extreme: warmer days, cooler nights; hotter summers, colder winters. Perhaps dinosaurs could not tolerate these extreme temperature changes and became extinct.

3 If true, though, why did cold-blooded animals such as snakes, lizards, turtles, and crocodiles survive the freezing winters and torrid summers? These animals are at the mercy of the climate to maintain a livable body temperature. It's hard to understand why they would not be affected, whereas dinosaurs were left too crippled to cope, especially if, as some scientists believe, dinosaurs were warm-blooded. Critics also point out that the shallow seaways had retreated from and advanced on the continents numerous times during the Mesozoic, so why did the dinosaurs survive the climatic changes associated with the earlier fluctuations but not with this one? Although initially appealing, the hypothesis of a simple climatic change related to sea levels is insufficient to explain all the data.

4 Dissatisfaction with conventional explanations for dinosaur extinctions led to a surprising observation that, in turn, has suggested a new hypothesis. Many plants and animals disappear

abruptly from the fossil record as one moves from layers of rock documenting the end of the Cretaceous up into rocks representing the beginning of the Cenozoic (the era after the Mesozoic). Between the last layer of Cretaceous rock and the first layer of Cenozoic rock, there is often a thin layer of clay. Scientists felt that they could get an idea of how long the extinctions took by determining how long it took to deposit this one centimeter of clay and they thought they could determine the time it took to deposit the clay by determining the amount of the element iridium (Ir) it contained.

5 Ir has not been common at Earth's surface since the very beginning of the planet's history. Because it usually exists in a metallic state, it was preferentially incorporated in Earth's core as the planet cooled and consolidated. Ir is found in high concentrations in some meteorites, in which the solar system's original chemical composition is preserved. Even today, microscopic meteorites continually bombard Earth, falling on both land and sea. By measuring how many of these meteorites fall to Earth over a given period of time, scientists can estimate how long it might have taken to deposit the observed amount of Ir in the boundary clay. These calculations suggest that a period of about one million years would have been required. However, other reliable evidence suggests that the deposition of the boundary clay could not have taken one million years. So the unusually high concentration of Ir seems to require a special explanation.

6 In view of these facts, scientists hypothesized that a single large asteroid, about 10 to 15 kilometers across, collided with Earth, and the resulting fallout created the boundary clay. Their calculations show that the impact kicked up a dust cloud that cut off sunlight for several months, inhibiting photosynthesis in plants; decreased surface temperatures on continents to below freezing; caused extreme episodes of acid rain; and significantly raised long-term global temperatures through the greenhouse effect. This disruption of the food chain and climate would have eradicated the dinosaurs and other organisms in less than fifty years.

Directions: Answer the questions.

1. **According to paragraph 1, which of the following is true of the Late Cretaceous climate?**
   A Summers were very warm and winters were very cold.
   B Shallow seas on the continents caused frequent temperature changes.
   C The climate was very similar to today's climate.
   D The climate did not change dramatically from season to season.

2. **Why does the author mention the survival of "snakes, lizards, turtles, and crocodiles" in paragraph 3?**
   A To argue that dinosaurs may have become extinct because they were not cold-blooded animals
   B To question the adequacy of the hypothesis that climatic change related to sea levels caused the extinction of the dinosaurs
   C To present examples of animals that could maintain a livable body temperature more easily than dinosaurs
   D To support a hypothesis that these animals were not as sensitive to climate changes in the Cretaceous period as they are today

3. **According to paragraph 3, which of the following is true of changes in climate before the Cretaceous period and the effect of these changes on dinosaurs?**
   A Climate changes associated with the movement of seaways before the Cretaceous period did not cause dinosaurs to become extinct.
   B Changes in climate before the Cretaceous period caused severe fluctuation in sea level, resulting in the extinction of the dinosaurs.
   C Frequent changes in climate before the Cretaceous period made dinosaurs better able to maintain a livable body temperature.
   D Before the Cretaceous period there were few changes in climate, and dinosaurs flourished.

4. **The word "fluctuations" in the passage is closest in meaning to**
   A extremes
   B retreats
   C periods
   D variations

5. **Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 4? Incorrect choices change the meaning in important ways or leave out essential information.**

A The fossil record suggests that there was an abrupt extinction of many plants and animals at the end of the Mesozoic era.

B Few fossils of the Mesozoic era have survived in the rocks that mark the end of the Cretaceous.

C Fossils from the Cretaceous period of the Mesozoic up to the beginning of the Cenozoic era have been removed from the layers of rock that surrounded them.

D Plants and animals from the Mesozoic era were unable to survive in the Cenozoic era.

6. **In paragraph 4, all the following questions are answered EXCEPT:**

A Why is there a layer of clay between the rocks of the Cretaceous and Cenozoic?

B Why were scientists interested in determining how long it took to deposit the layer of clay at the end of the Cretaceous?

C What was the effect of the surprising observation scientists made?

D Why did scientists want more information about the dinosaur extinctions at the end of the Cretaceous?

7. **Paragraph 5 implies that a special explanation of the Ir in the boundary clay is needed because**

A the Ir in microscopic meteorites reaching Earth during the Cretaceous period would have been incorporated into Earth's core

B the Ir in the boundary clay was deposited much more than a million years ago

C the concentration of Ir in the boundary clay is higher than in microscopic meteorites

D the amount of Ir in the boundary clay is too great to have come from microscopic meteorites during the time the boundary clay was deposited

8. **The word "disruption" in the passage is closest in meaning to**

A exhaustion

B disturbance

C modification

D disappearance

9. **In paragraph 5 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (A, B, C, and D) that indicate where the following sentence could be added.**

Consequently, the idea that the Ir in the boundary clay came from microscopic meteorites cannot be accepted.

Where would the sentence best fit?

Ir has not been common at Earth's surface since the very beginning of the planet's history. Because it usually exists in a metallic state, it was preferentially incorporated in Earth's core as the planet cooled and consolidated. Ir is found in high concentrations in some meteorites, in which the solar system's original chemical composition is preserved. Even today, microscopic meteorites continually bombard Earth, falling on both land and sea. By measuring how many of these meteorites fall to Earth over a given period of time, scientists can estimate how long it might have taken to deposit the observed amount of Ir in the boundary clay. (A) These calculations suggest that a period of about one million years would have been required. (B) However, other reliable evidence suggests that the deposition of the boundary clay could not have taken one million years. (C) So the unusually high concentration of Ir seems to require a special explanation. (D)

A Option A
B Option B
C Option C
D Option D

10. ***Directions*: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.**

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

For a long time scientists have argued that the extinction of the dinosaurs was related to climate change.
• B
• D
• E

Answer Choices

A Extreme changes in daily and seasonal climates preceded the retreat of the seas back into the major ocean basins.

B A simple climate change does not explain some important data related to the extinction of the dinosaurs at the end of the Cretaceous.

C The retreat of the seaways at the end of the Cretaceous has not been fully explained.

D The abruptness of extinctions at the end of the Cretaceous and the high concentration of Ir found in clay deposited at that time have fueled the development of a new hypothesis.

E Some scientists hypothesize that the extinction of the dinosaurs resulted from the effects of an asteroid collision with Earth.

F Boundary clay layers like the one between the Mesozoic and Cenozoic are used by scientists to determine the rate at which an extinct species declined.

Reading Practice Set 2 Answers

1. D
2. B
3. A
4. D
5. A
6. A
7. D
8. B
9. C
10. B, D, E

Reading Practice Set 3

Directions: Read the passage. Give yourself 20 minutes to complete this practice set.

The Geologic History of the Mediterranean

Paragraph

1 In 1970 geologists Kenneth J. Hsu and William B. F. Ryan were collecting research data while aboard the oceanographic research vessel Glomar Challenger. An objective of this particular cruise was to investigate the floor of the Mediterranean and to resolve questions about its geologic history. One question was related to evidence that the invertebrate fauna (animals without spines) of the Mediterranean had changed abruptly about 6 million years ago. Most of the older organisms were nearly wiped out, although a few hardy species survived. A few managed to migrate into the Atlantic. Somewhat later, the migrants returned, bringing new species with them. Why did the near extinction and migrations occur?

2 Another task for the Glomar Challenger's scientists was to try to determine the origin of the domelike masses buried deep beneath the Mediterranean seafloor. These structures had been detected years earlier by echo-sounding instruments, but they had never been penetrated in the course of drilling. Were they salt domes such as are common along the United States Gulf Coast, and if so, why should there have been so much solid crystalline salt beneath the floor of the Mediterranean?

3 With questions such as these clearly before them, the scientists aboard the Glomar Challenger proceeded to the Mediterranean to search for the answers. On August 23, 1970, they recovered a sample. The sample consisted of pebbles of hardened sediment that had once been soft, deep-sea mud, as well as granules of gypsum[1] and fragments of volcanic rock. Not a single pebble was found that might have indicated that the pebbles came from the nearby continent. In the days following, samples of solid gypsum were repeatedly brought on deck as drilling operations penetrated the seafloor. Furthermore, the gypsum was found to possess peculiarities of composition and structure that suggested it had formed on desert flats. Sediment above and below the gypsum layer contained tiny marine fossils, indicating open ocean conditions. As they drilled into the central and deepest part of the Mediterranean basin, the scientists took solid, shiny, crystalline salt from the core barrel. Interbedded with the salt were thin layers of what appeared to be windblown silt.

4 The time had come to formulate a hypothesis. The investigators theorized that about 20 million years ago, the Mediterranean was a broad seaway linked to the Atlantic by two narrow straits. Crustal movements closed the straits, and the landlocked Mediterranean began to evaporate. Increasing salinity caused by the evaporation resulted in the extermination of scores of invertebrate species. Only a few organisms especially tolerant of very salty conditions remained. As evaporation continued, the remaining brine (salt water) became so dense that the calcium sulfate of the hard layer was precipitated. In the central deeper part of

the basin, the last of the brine evaporated to precipitate more soluble sodium chloride (salt). Later, under the weight of overlying sediments, this salt flowed plastically upward to form salt domes. Before this happened, however, the Mediterranean was a vast desert 3,000 meters deep. Then, about 5.5 million years ago came the deluge. As a result of crustal adjustments and faulting, the Strait of Gibraltar, where the Mediterranean now connects to the Atlantic, opened, and water cascaded spectacularly back into the Mediterranean. Turbulent waters tore into the hardened salt flats, broke them up, and ground them into the pebbles observed in the first sample taken by the Challenger. As the basin was refilled, normal marine organisms returned. Soon layers of oceanic ooze began to accumulate above the old hard layer.

5 The salt and gypsum, the faunal changes, and the unusual gravel provided abundant evidence that the Mediterranean was once a desert.

[1]gypsum: a mineral made of calcium sulfate and water

Directions: Answer the questions.

1. **Which of the following is NOT mentioned in paragraph 1 as a change that occurred in the fauna of the Mediterranean?**
   A Most invertebrate species disappeared during a wave of extinctions.
   B A few hardy species wiped out many of the Mediterranean's invertebrates.
   C Some invertebrates migrated to the Atlantic Ocean.
   D New species of fauna populated the Mediterranean when the old migrants returned.

2. **What does the author imply by saying "Not a single pebble was found that might have indicated that the pebbles came from the nearby continent"?**
   A The most obvious explanation for the origin of the pebbles was not supported by the evidence.
   B The geologists did not find as many pebbles as they expected.
   C The geologists were looking for a particular kind of pebble.
   D The different pebbles could not have come from only one source.

3. **Select the TWO answer choices from paragraph 3 that identify materials discovered in the deepest part of the Mediterranean basin.** ***To receive credit, you must select TWO answers.***
   A Volcanic rock fragments
   B Thin silt layers
   C Soft, deep-sea mud
   D Crystalline salt

4. **What is the main purpose of paragraph 3 ?**
   A To describe the physical evidence collected by Hsu and Ryan
   B To explain why some of the questions posed earlier in the passage could not be answered by the findings of the Glomar Challenger
   C To evaluate techniques used by Hsu and Ryan to explore the sea floor
   D To describe the most difficult problems faced by the Glomar Challenger expedition

5. **According to paragraph 4, which of the following was responsible for the evaporation of the Mediterranean's waters?**
   A The movements of Earth's crust
   B The accumulation of sediment layers
   C Changes in the water level of the Atlantic Ocean
   D Changes in Earth's temperature

6. **The word "scores" in the passage is closest in meaning to**

A members

B large numbers

C populations

D different types

7. **According to paragraph 4, what caused most invertebrate species in the Mediterranean to become extinct?**

A The evaporation of chemicals necessary for their survival

B Crustal movements that connected the Mediterranean to the saltier Atlantic

C The migration of new species through the narrow straits

D Their inability to tolerate the increasing salt content of the Mediterranean

8. **Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 4? Incorrect choices change the meaning in important ways or leave out essential information.**

A The Strait of Gibraltar reopened when the Mediterranean and the Atlantic became connected and the cascades of water from one sea to the other caused crustal adjustments and faulting.

B The Mediterranean was dramatically refilled by water from the Atlantic when crustal adjustments and faulting opened the Strait of Gibraltar, the place where the two seas are joined.

C The cascades of water from the Atlantic to the Mediterranean were not as spectacular as the crustal adjustments and faulting that occurred when the Strait of Gibraltar was connected to those seas.

D As a result of crustal adjustments and faulting and the creation of the Strait of Gibraltar, the Atlantic and Mediterranean were connected and became a single sea with spectacular cascades of water between them.

9. **In paragraph 2 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (A, B, C, and D) that indicate where the following sentence could be added.**

Thus, scientists had information about the shape of the domes but not about their chemical composition and origin.

Where would the sentence best fit?

(A) Another task for the Glomar Challenger's scientists was to try to determine the origin of the domelike masses buried deep beneath the Mediterranean seafloor. (B) These structures had been detected years earlier by echo-sounding instruments, but they had never been penetrated in the course of drilling. (C) Were they salt domes such as are common along the United States Gulf Coast, and if so, why should there have been so much solid crystalline salt beneath the floor of the Mediterranean? (D)

A Option A
B Option B
C Option C
D Option D

10. ***Directions*: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. *This question is worth 2 points.***

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

An expedition to the Mediterranean answered some long-standing questions about the ocean's history.
• A
• D
• E

Answer Choices

A The Glomar Challenger expedition investigated changes in invertebrate fauna and some unusual geologic features.

B Researchers collected fossils to determine which new species migrated from the Atlantic with older species.

C Scientists aboard the Glomar Challenger were the first to discover the existence of domelike masses underneath the seafloor.

D Samples recovered from the expedition revealed important differences in chemical composition and fossil distribution among the sediment layers.

E Evidence collected by the Glomar Challenger supports geologists' beliefs that the Mediterranean had evaporated and become a desert, before it refilled with water.

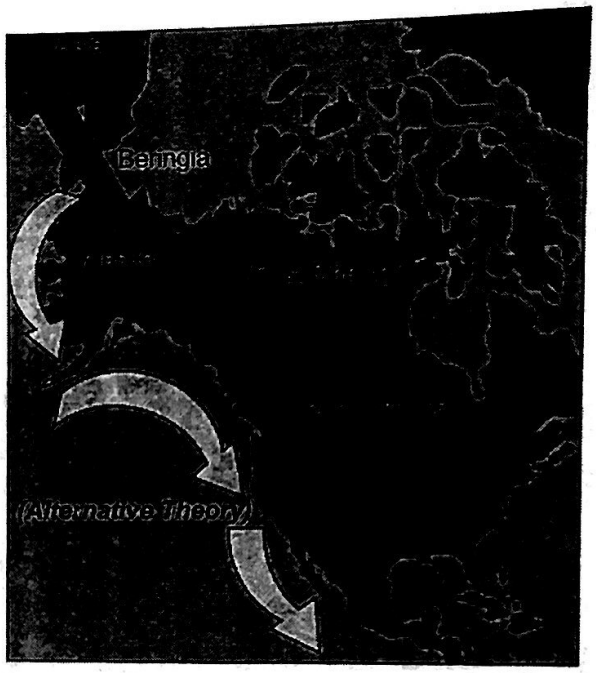
F Mediterranean salt domes formed after crustal movements opened the straits between the Mediterranean and the Atlantic, and the Mediterranean refilled with water.

Reading Practice Set 3 Answers

1. B
2. A
3. B, D
4. A
5. A
6. B
7. D
8. B
9. C
10. A, D, E

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

COLONIZING THE AMERICAS VIA THE NORTHWEST COAST



It has long been accepted that the Americas were colonized by a migration of peoples from Asia slowly traveling across a land bridge called Beringia (now the Bering Strait between northeastern Asia and Alaska) during the last Ice Age. The first water craft theory about this migration was that around 11,000–12,000 years ago there was an ice-free corridor stretching from eastern Beringia to the areas of North America south of the great northern glaciers. It was this midcontinental corridor between two massive ice sheets—the Laurentide to the east and the Cordilleran to the west—that enabled the southward migration. But belief in this ice-free corridor began to crumble when paleoecologist Glen MacDonald demonstrated that some of the most important radiocarbon dates used to support the existence of an ice-free corridor were incorrect. He persuasively argued that such an ice-free corridor did not exist until much later, when the continental ice began its final retreat.

Support is growing for the alternative theory that people using watercraft, possibly skin boats, moved southward from Beringia along the Gulf of Alaska and then southward along the Northwest Coast of North America possibly as early as 16,000 years ago. This route would have enabled humans to enter southern areas of the Americas prior to the melting of the continental glaciers. Until the early 1970s, most archaeologists did not consider the coast a possible migration route into the Americas because geologists originally believed that during the last Ice Age the entire Northwest Coast was covered by glacial ice. It had been assumed that the ice extended westward from the Alaskan/Canadian mountains to the very edge of the continental shelf—the flat, submerged part of the continent that extends into the ocean. This would have created a barrier of ice extending from the Alaska Peninsula, through the Gulf of Alaska and southward along the Northwest Coast of North America to what is today the state of Washington.

The most influential proponent of the coastal migration route has been Canadian archaeologist Knut Fladmark. He theorized that with the use of watercraft, people gradually colonized unglaciated refuges and areas along the continental shelf exposed by the lower sea level. Fladmark's hypothesis received additional support from the fact that the greatest diversity in Native American languages occurs along the west coast of the Americas, suggesting that this region has been settled the longest.

More recent geologic studies documented deglaciation and the existence of ice-free areas throughout major coastal areas of British Columbia, Canada, by 13,000 years ago. Research now indicates that sizable areas of southeastern Alaska along the inner continental shelf were not covered by ice toward the end of the last Ice Age. One study suggests that except for a 250-mile coastal area between southwestern British Columbia and Washington State, the Northwest Coast of North America was largely free of ice by approximately 16,000 years ago. Vast areas along the coast may have been deglaciated beginning around 16,000 years ago, possibly providing a coastal corridor for the movement of plants, animals, and humans sometime between 13,000 and 14,000 years ago.

The coastal hypothesis has gained increasing support in recent years because the remains of large land animals, such as caribou and brown bears, have been found in southeastern Alaska dating between 10,000 and 12,500 years ago. This is the time period in which most scientists formerly believed the area to be inhospitable for humans. It has been suggested that if the environment were capable of supporting breeding populations of bears, there would have been enough food resources to support humans. Fladmark and others believe that the first human colonization of America occurred by boat along the Northwest Coast during the very late Ice Age, possibly as early as 14,000 years ago. The most recent geologic evidence indicates that it may have been possible for people to colonize ice-free regions along the continental shelf that were still exposed by the lower sea level between 13,000 and 14,000 years ago.

The coastal hypothesis suggests an economy based on marine mammal hunting, saltwater fishing, shellfish gathering, and the use of watercraft. Because of the barrier of ice to the east, the Pacific Ocean to the west, and populated areas to the north, there may have been a greater impetus for people to move in a southerly direction.

Directions: Now answer the questions.

PARAGRAPH 1

It has long been accepted that the Americas were colonized by a migration of peoples from Asia, slowly traveling across a land bridge called Beringia (now the Bering Strait between northeastern Asia and Alaska) during the last Ice Age. The first water craft theory about this migration was that around 11,000–12,000 years ago there was an ice-free corridor stretching from eastern Beringia to the areas of North America south of the great northern glaciers. It was this midcontinental corridor between two massive ice sheets—the Laurentide to the east and the Cordilleran to the west—that enabled the southward migration. But belief in this ice-free corridor began to crumble when paleoecologist Glen MacDonald demonstrated that some of the most important radiocarbon dates used to support the existence of an ice-free corridor were incorrect. He persuasively argued that such an ice-free corridor did not exist until much later, when the continental ice began its final retreat.

cement.

allowed

aloud.

aggressive

respectful

1. According to paragraph 1, the theory that people first migrated to the Americas by way of an ice-free corridor was seriously called into question by
   - Ⓐ paleoecologist Glen MacDonald's argument that the original migration occurred much later than had previously been believed
   - ● the demonstration that certain previously accepted radiocarbon dates were incorrect
   - Ⓒ evidence that the continental ice began its final retreat much later than had previously been believed
   - Ⓓ research showing that the ice-free corridor was not as long lasting as had been widely assumed

2. The word "persuasively" in the passage is closest in meaning to
   - Ⓐ aggressively
   - Ⓑ inflexibly
   - ● convincingly
   - Ⓓ carefully

Support is growing for the alternative theory that people using watercraft, possibly skin boats, moved southward from Beringia along the Gulf of Alaska and then southward along the Northwest Coast of North America possibly as early as 16,000 years ago. This route would have enabled humans to enter southern areas of the Americas prior to the melting of the continental glaciers. Until the early 1970s, most archaeologists did not consider the coast a possible migration route into the Americas because geologists originally believed that during the last Ice Age the entire Northwest Coast was covered by glacial ice. It had been assumed that the ice extended westward from the Alaskan/Canadian mountains to the very edge of the continental shelf—the flat, submerged part of the continent that extends into the ocean. This would have created a barrier of ice extending from the Alaska Peninsula, through the Gulf of Alaska and southward along the Northwest Coast of North America to what is today the state of Washington.

3. Paragraph 2 begins by presenting a theory and then goes on to
   - Ⓐ discuss why the theory was rapidly accepted but then rejected
   - Ⓑ present the evidence on which the theory was based
   - Ⓒ cite evidence that now shows that the theory is incorrect
   - ● explain why the theory was not initially considered plausible

4. The phrase "prior to" is closest in meaning to
   - ● before
   - Ⓑ immediately after
   - Ⓒ during
   - Ⓓ in spite of

5. Paragraph 2 supports the idea that, before the 1970s, most archaeologists held which of the following views about the earliest people to reach the Americas?

   (A) They could not have sailed directly from Beringia to Alaska and then southward because, it was thought, glacial ice covered the entire coastal region.
   (B) They were not aware that the climate would continue to become milder.
   (C) They would have had no interest in migrating southward from Beringia until after the continental glaciers had begun to melt.
   (D) They lacked the navigational skills and appropriate boats needed for long-distance trips.

PARAGRAPH 3

The most influential proponent of the coastal migration route has been Canadian archaeologist Knut Fladmark. He theorized that with the use of watercraft, people gradually colonized unglaciated refuges and areas along the continental shelf exposed by the lower sea level. Fladmark's hypothesis received additional support from the fact that the greatest diversity in Native American languages occurs along the west coast of the Americas, suggesting that this region has been settled the longest.

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

   (A) Because this region has been settled the longest, it also displays the greatest diversity in Native American languages.
   (B) Fladmark's hypothesis states that the west coast of the Americas has been settled longer than any other region.
   (C) The fact that the greatest diversity of Native American languages occurs along the west coast of the Americas lends strength to Fladmark's hypothesis.
   (D) According to Fladmark, Native American languages have survived the longest along the west coast of the Americas.

PARAGRAPH 4

More recent geologic studies documented deglaciation and the existence of ice-free areas throughout the major coastal areas of British Columbia, Canada, by 13,000 years ago. Research now indicates that sizable areas of southeastern Alaska along the inner continental shelf were not covered by ice toward the end of the last Ice Age. One study suggests that except for a 250-mile coastal area between southwestern British Columbia and Washington State, the Northwest Coast of North America was largely free of ice by approximately 16,000 years ago. Vast areas along the coast may have been deglaciated beginning around 16,000 years ago, possibly providing a coastal corridor for the movement of plants, animals, and humans sometime between 13,000 and 14,000 years ago.

7. The author's purpose in paragraph 4 is to

● indicate that a number of recent geologic studies seem to provide support for the coastal hypothesis

Ⓑ indicate that coastal and inland migrations may have happened simultaneously

Ⓒ explain why humans may have reached America's northwest coast before animals and plants did

Ⓓ show that the coastal hypothesis may explain how people first reached Alaska but it cannot explain how people reached areas like modern British Columbia and Washington State

8. The word "Vast" in the passage is closest in meaning to

Ⓐ Frozen

Ⓑ Various

Ⓒ Isolated

● Huge

The coastal hypothesis has gained increasing support in recent years because the remains of large land animals, such as caribou and brown bears, have been found in southeastern Alaska dating between 10,000 and 12,500 years ago. This is the time period in which most scientists formerly believed the area to be inhospitable for humans. It has been suggested that if the environment were capable of supporting breeding populations of bears, there would have been enough food resources to support humans. Fladmark and others believe that the first human colonization of America occurred by boat along the Northwest Coast during the very late Ice Age, possibly as early as 14,000 years ago. The most recent geologic evidence indicates that it may have been possible for people to colonize ice-free regions along the continental shelf that were still exposed by the lower sea level between 13,000 and 14,000 years ago.

9. According to paragraph 5, the discovery of the remains of large land animals supports the coastal hypothesis by providing evidence that

Ⓐ humans were changing their hunting techniques to adapt to coastal rather than inland environments

Ⓑ animals had migrated from the inland to the coasts, an indication that a midcontinental ice-free corridor was actually implausible

● humans probably would have been able to find enough resources along the coastal corridor

Ⓓ the continental shelf was still exposed by lower sea levels during the period when the southward migration of people began

10. The word "inhospitable" in the passage is closest in meaning to

Ⓐ not familiar

● not suitable

Ⓒ not dangerous

Ⓓ not reachable

11. According to paragraph 5, the most recent geologic research provides support for a first colonization of America dating as far back as

Ⓐ 16,000 years ago
● 14,000 years ago
Ⓒ 12,500 years ago
Ⓓ 10,000 years ago

PARAGRAPH 4

The coastal hypothesis suggests an economy based on marine mammal hunting, saltwater fishing, shellfish gathering, and the use of watercraft. Because of the barrier of ice to the east, the Pacific Ocean to the west, and populated areas to the north, there may have been a greater impetus for people to move in a southerly direction.

migrate.

12. The word "impetus" in the passage is closest in meaning to

Ⓐ chance
● protection
Ⓒ possibility
● incentive

impetus. – motivation/drive.
reason to migrate
incentive.

PARAGRAPH 5

It has long been accepted that the Americas were colonized by a migration of peoples from Asia slowly traveling across a land bridge called Beringia (now the Bering Strait between northeastern Asia and Alaska) during the last Ice Age. (A) The first water craft theory about this migration was that around 11,000–12,000 years ago there was an ice-free corridor stretching from eastern Beringia to the areas of North America south of the great northern glaciers. It was this midcontinental corridor between two massive ice sheets—the Laurentide to the east and the Cordilleran to the west—that enabled the southward migration. (B) But belief in this ice-free corridor began to crumble when paleoecologist Glen MacDonald demonstrated that some of the most important radiocarbon dates used to support the existence of an ice-free corridor were incorrect. (C) He persuasively argued that such an ice-free corridor did not exist until much later, when the continental ice began its final retreat. (D)

13. **Directions:** Look at the part of the passage that is displayed above. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

Moreover, other evidence suggests that even if an ice-free corridor did exist, it would have lacked the resources needed for human colonization.

On the top of the evidence provided by paleoecologist Glen MacDonald

Where would the sentence best fit?

Ⓐ Choice A
Ⓑ Choice B
Ⓒ Choice C
● Choice D

additional piece of evidence hence should come after, in (D)

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 sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Recent evidence favors a rival to the long-standing theory that the Americas were colonized 11,000–12,000 years ago by people migrating south from Beringia along a midcontinental ice-free corridor.

- B
- C

Answer Choices

A Evidence that an ice-free corridor between two ice sheets developed when the continental ice first began to melt came primarily from radiocarbon dating.

B There is growing support for the theory that migration took place much earlier, by sea, following a coastal route along Alaska and down the northwest coast.

C Recent geologic evidence indicates that contrary to what had been believed, substantial areas along the coast were free of ice as early as 16,000 years ago.

D Research now indicates that the parts of the inner continental shelf that remained covered with ice were colonized by a variety of early human groups well adapted to living in extremely cold environments.

E There is evidence suggesting that areas along the coast may have contained enough food resources between 13,000 and 14,000 years ago to have made human colonization possible.

F Even though the northern part of the continent allowed for a more varied economy, several early human groups quickly moved south.

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

REFLECTION IN TEACHING

Teachers, it is thought, benefit from the practice of reflection, the conscious act of thinking deeply about and carefully examining the interactions and events within their own classrooms. Educators T. Wildman and J. Niles (1987) describe a scheme for developing reflective practice in experienced teachers. This was justified by the view that reflective practice could help teachers to feel more intellectually involved in their role and work in teaching and enable them to cope with the paucity of scientific fact and the uncertainty of knowledge in the discipline of teaching.

Wildman and Niles were particularly interested in investigating the conditions under which reflection might flourish—a subject on which there is little guidance in the literature. They designed an experimental strategy for a group of teachers in Virginia and worked with 40 practicing teachers over several years. They were concerned that many would be "drawn to these new, refreshing conceptions of teaching only to find that the void between the abstractions and the realities of teacher reflection is too great to bridge. Reflection on a complex task such as teaching is not easy." The teachers were taken through a program of talking about teaching events, moving on to reflecting about specific issues in a supported, and later an independent, manner.

Wildman and Niles observed that systematic reflection on teaching required a sound ability to understand classroom events in an objective manner. They describe the initial understanding in the teachers with whom they were working as being "utilitarian . . . and not rich or detailed enough to drive systematic reflection." Teachers rarely have the time or opportunities to view their own or the teaching of others in an objective manner. Further observation revealed the tendency of teachers to evaluate events rather than review the contributory factors in a considered manner by, in effect, standing outside the situation.

Helping this group of teachers to revise their thinking about classroom events became central. This process took time and patience and effective trainers. The researchers estimate that the initial training of the teachers to view events objectively took between 20 and 30 hours, with the same number of hours again being required to practice the skills of reflection.

Wildman and Niles identify three principles that facilitate reflective practice in a teaching situation. The first is support from administrators in an education system, enabling teachers to understand the requirements of reflective practice and how it relates to teaching students. The second is the availability of sufficient time and space. The teachers in the program described how they found it difficult to put aside the immediate demands of others in order to give themselves the time they needed to develop their reflective

skills. The third is the development of a collaborative environment with support from other teachers. Support and encouragement were also required to help teachers in the program cope with aspects of their professional life with which they were not comfortable. Wildman and Niles make a summary comment: "Perhaps the most important thing we learned is the idea of the teacher-as-reflective-practitioner will not happen simply because it is a good or even compelling idea."

The work of Wildman and Niles suggests the importance of recognizing some of the difficulties of instituting reflective practice. Others have noted this, making a similar point about the teaching profession's cultural inhibitions about reflective practice. Zeichner and Liston (1987) point out the inconsistency between the role of the teacher as a (reflective) professional decision maker and the more usual role of the teacher as a technician, putting into practice the ideas of others. More basic than the cultural issues is the matter of motivation. Becoming a reflective practitioner requires extra work (Jaworski, 1993) and has only vaguely defined goals with, perhaps, little initially perceivable reward and the threat of vulnerability. Few have directly questioned what might lead a teacher to want to become reflective. Apparently, the most obvious reason for teachers to work toward reflective practice is that teacher educators think it is a good thing. There appear to be many unexplored matters about the motivation to reflect—for example, the value of externally motivated reflection as opposed to that of teachers who might reflect by habit.

Directions: Now answer the questions.

Teachers, it is thought, benefit from the practice of reflection, the conscious act of thinking deeply about and carefully examining the interactions and events within their own classrooms. Educators T. Wildman and J. Niles (1987) describe a scheme for developing reflective practice in experienced teachers. This was justified by the view that reflective practice could help teachers to feel more intellectually involved in their role and work in teaching and enable them to cope with the paucity of scientific fact and the uncertainty of knowledge in the discipline of teaching.

15. The word "justified" in the passage is closest in meaning to

(A) supported
(B) shaped
(C) stimulated
(D) suggested

16. According to paragraph 1, it was believed that reflection could help teachers

(A) understand intellectual principles of teaching
(B) strengthen their intellectual connection to their work
(C) use scientific fact to improve discipline and teaching
(D) adopt a more disciplined approach to teaching

PARAGRAPH 2

Wildman and Niles were particularly interested in investigating the conditions under which reflection might flourish—a subject on which there is little guidance in the literature. They designed an experimental strategy for a group of teachers in Virginia and worked with 40 practicing teachers over several years. They were concerned that many would be "drawn to these new, refreshing conceptions of teaching only to find that the void between the abstractions and the realities of teacher reflection is too great to bridge. Reflection on a complex task such as teaching is not easy." The teachers were taken through a program of talking about teaching events, moving on to reflecting about specific issues in a supported, and later an independent, manner.

17. The word "flourish" in the passage is closest in meaning to

Ⓐ continue
Ⓑ occur
● succeed
Ⓓ apply

flourish - prosper, succeed.

18. All of the following are mentioned about the experimental strategy described in paragraph 2 EXCEPT:

Ⓐ It was designed so that teachers would eventually reflect without help from others.
Ⓑ It was used by a group of teachers over a period of years.
Ⓒ It involved having teachers take part in discussions of classroom events.
● It involved having teachers record in writing their reflections about teaching.

19. According to paragraph 2, Wildman and Niles worried that the teachers they were working with might feel that

Ⓐ the number of teachers involved in their program was too large
● the concepts of teacher reflection were so abstract that they could not be applied
Ⓒ the ideas involved in reflection were actually not new and refreshing
Ⓓ several years would be needed to acquire the habit of reflecting on their teaching

PARAGRAPH 3

Wildman and Niles observed that systematic reflection on teaching required a sound ability to understand classroom events in an objective manner. They describe the initial understanding in the teachers with whom they were working as being "utilitarian . . . and not rich or detailed enough to drive systematic reflection." Teachers rarely have the time or opportunities to view their own or the teaching of others in an objective manner. Further observation revealed the tendency of teachers to evaluate events rather than review the contributory factors in a considered manner by, in effect, standing outside the situation.

possible causes of events ©

objective.

subjective.

vs. subjective

20. The word "objective" in the passage is closest in meaning to

- (A) unbiased
- (B) positive
- (C) systematic
- (D) thorough

21. According to paragraph 3, what did the teachers working with Wildman and Niles often fail to do when they attempted to practice reflection?

- (A) Correctly calculate the amount of time needed for reflection
- (B) Provide sufficiently detailed descriptions of the methods they used to help them reflect
- (C) Examine thoughtfully the possible causes of events in their classrooms
- (D) Establish realistic goals for themselves in practicing reflection

review the contributing factors

Helping this group of teachers to revise their thinking about classroom events became central. This process took time and patience and effective trainers. The researchers estimate that the initial training of the teachers to view events objectively took between 20 and 30 hours, with the same number of hours again being required to practice the skills of reflection.

22. How is paragraph 4 related to other aspects of the discussion of reflection in the passage?

Goal to the problem posed earlier

- (A) It describes and comments on steps taken to overcome problems identified earlier in the passage.
- (B) It challenges the earlier claim that teachers rarely have the time to think about their own or others' teaching.
- (C) It identifies advantages gained by teachers who followed the training program described earlier in the passage.
- (D) It explains the process used to define the principles discussed later in the passage.

Wildman and Niles identify three principles that facilitate reflective practice in a teaching situation. The first is support from administrators in an education system, enabling teachers to understand the requirements of reflective practice and how it relates to teaching students. The second is the availability of sufficient time and space. The teachers in the program described how they found it difficult to put aside the immediate demands of others in order to give themselves the time they needed to develop their reflective skills. The third is the development of a collaborative environment with support from other teachers. Support and encouragement were also required to help teachers in the program cope with aspects of their professional life with which they were not comfortable. Wildman and Niles make a summary comment: "Perhaps the most important thing we learned is the idea of the teacher-as-reflective-practitioner will not happen simply because it is a good or even compelling idea."

23 (D)

23. It can be inferred from paragraph 5 that the teachers working with Wildman and Niles held which of the following beliefs concerning reflection?

Ⓐ Reflection is such a good idea that it is likely to gain the support of others.
Ⓑ Administrators tend to be stronger supporters of reflection than teachers are.
Ⓒ Teachers will become more comfortable with the process of reflection if they receive help from administrators.
● Teachers can afford to engage in reflection only after other needs have been met.

24. The word "compelling" in the passage is closest in meaning to

Ⓐ commonly held
● persuasive
Ⓒ original
Ⓓ practical

The work of Wildman and Niles suggests the importance of recognizing some of the difficulties of instituting reflective practice. Others have noted this, making a similar point about the teaching profession's cultural inhibitions about reflective practice. Zeichner and Liston (1987) point out the inconsistency between the role of the teacher as a (reflective) professional decision maker and the more usual role of the teacher as a technician, putting into practice the ideas of others. More basic than the cultural issues is the matter of motivation. Becoming a reflective practitioner requires extra work (Jaworski, 1993) and has only vaguely defined goals with, perhaps, little initially perceivable reward and the threat of vulnerability. Few have directly questioned what might lead a teacher to want to become reflective. Apparently, the most obvious reason for teachers to work toward reflective practice is that teacher educators think it is a good thing. There appear to be many unexplored matters about the motivation to reflect—for example, the value of externally motivated reflection as opposed to that of teachers who might reflect by habit.

25. According to paragraph 6, teachers may be discouraged from reflecting because

Ⓐ it is not generally supported by teacher educators
● the benefits of reflection may not be apparent immediately
Ⓒ it is impossible to teach and reflect on one's teaching at the same time
Ⓓ they have often failed in their attempts to become reflective practitioners

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

Ⓐ The practice of being reflective is no longer simply a habit among teachers but something that is externally motivated.
Ⓑ Most teachers need to explore ways to form the habit of reflection even when no external motivation exists.
● Many aspects of the motivation to reflect have not been studied, including the comparative benefits of externally motivated and habitual reflection among teachers.
Ⓓ There has not been enough exploration of why teachers practice reflection as a habit with or without external motivation.

Helping this group of teachers to revise their thinking about classroom events became central. (A) This process took time and patience and effective trainers. (B) The researchers estimate that the initial training of the teachers to view events objectively took between 20 and 30 hours, with the same number of hours again being required to practice the skills of reflection. (C) Wildman and Niles identify three principles that facilitate reflective practice in a teaching situation. (D) The first is support from administrators in an education system, enabling teachers to understand the requirements of reflective practice and how it relates to teaching students. The second is the availability of sufficient time and space. The teachers in the program described how they found it difficult to put aside the immediate demands of others in order to give themselves the time they needed to develop their reflective skills. The third is the development of a collaborative environment with support from other teachers. Support and encouragement were also required to help teachers in the program cope with aspects of their professional life with which they were not comfortable. Wildman and Niles make a summary comment: "Perhaps the most important thing we learned is the idea of the teacher-as-reflective-practitioner will not happen simply because it is a good or even compelling idea."

27. **Directions:** Look at the part of the passage that is displayed above. The letters **(A)**, **(B)**, **(C)**, and **(D)** indicate where the following sentence could be added.

However, changing teachers' thinking about reflection will not succeed unless there is support for reflection in the teaching environment.

Where would the sentence best fit?

Ⓐ Choice A
Ⓑ Choice B
● Choice C
Ⓓ Choice D

28. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Wildman and Niles have conducted research on reflection in teaching.

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Answer Choices

- [A] Through their work with Virginia teachers, Wildman and Niles proved conclusively that reflection, though difficult, benefits both teachers and students.
- [B] Wildman and Niles found that considerable training and practice are required to understand classroom events and develop the skills involved in reflection.
- [C] Wildman and Niles identified three principles that teachers can use to help themselves cope with problems that may arise as a result of reflection.
- [D] Wildman and Niles concluded that teachers need sufficient resources as well as the cooperation and encouragement of others to practice reflection.
- [E] There are numerous obstacles to implementing reflection in schools and insufficient understanding of why teachers might want to reflect.
- [F] Whether teachers can overcome the difficulties involved in reflection may depend on the nature and intensity of their motivation to reflect.

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

THE ARRIVAL OF PLANT LIFE IN HAWAII

When the Hawaiian Islands emerged from the sea as volcanoes, starting about five million years ago, they were far removed from other landmasses. Then, as blazing sunshine alternated with drenching rains, the harsh, barren surfaces of the black rocks slowly began to soften. Winds brought a variety of life-forms.

Spores light enough to float on the breezes were carried thousands of miles from more ancient lands and deposited at random across the bare mountain flanks. A few of these spores found a toehold on the dark, forbidding rocks and grew and began to work their transformation upon the land. Lichens were probably the first successful flora. These are not single individual plants; each one is a symbiotic combination of an alga and a fungus. The algae capture the Sun's energy by photosynthesis and store it in organic molecules. The fungi absorb moisture and mineral salts from the rocks, passing these on in waste products that nourish algae. It is significant that the earliest living things that built communities on these islands are examples of symbiosis, a phenomenon that depends upon the close cooperation of two or more forms of life and a principle that is very important in island communities.

Lichens helped to speed the decomposition of the hard rock surfaces, preparing a soft bed of soil that was abundantly supplied with minerals that had been carried in the molten rock from the bowels of Earth. Now, other forms of life could take hold: ferns and mosses (two of the most ancient types of land plants) that flourish even in rock crevices. These plants propagate by producing spores—tiny fertilized cells that contain all the instructions for making a new plant—but the spores are unprotected by any outer coating and carry no supply of nutrient. Vast numbers of them fall on the ground beneath the mother plants. Sometimes they are carried farther afield by water or by wind. But only those few spores that settle down in very favorable locations can start new life; the vast majority fall on barren ground. By force of sheer numbers, however, the mosses and ferns reached Hawaii, survived, and multiplied. Some species developed great size, becoming tree ferns that even now grow in the Hawaiian forests.

Many millions of years after ferns evolved (but long before the Hawaiian Islands were born from the sea), another kind of flora evolved on Earth: the seed-bearing plants. This was a wonderful biological invention. The seed has an outer coating that surrounds the genetic material of the new plant, and inside this covering is a concentrated supply of nutrients. Thus, the seed's chances of survival are greatly enhanced over those of the naked spore. One type of seed-bearing plant, the angiosperm, includes all forms of blooming vegetation. In the angiosperm the seeds are wrapped in an additional layer of covering. Some of these coats are hard—like the shell of a nut—for extra protection. Some are soft and tempting, like a peach or a cherry. In some angiosperms the seeds are equipped with gossamer wings, like the dandelion and milkweed seeds. These new characteristics offered better ways for the seeds to move to new habitats. They could travel through the air, float in water, and lie dormant for many months.

Plants with large, buoyant seeds—like coconuts—drift on ocean currents and are washed up on the shores. Remarkably resistant to the vicissitudes of ocean travel, they can survive prolonged immersion in saltwater. When they come to rest on warm beaches and the conditions are favorable, the seed coats soften. Nourished by their imported supply of nutrients, the young plants push out their roots and establish their place in the sun.

By means of these seeds, plants spread more widely to new locations, even to isolated islands like the Hawaiian archipelago, which lies more than 2,000 miles west of California and 3,500 miles east of Japan. The seeds of grasses, flowers, and blooming trees made the long trips to these islands. (Grasses are simple forms of angiosperms that bear their encapsulated seeds on long stalks.) In a surprisingly short time, angiosperms filled many of the land areas on Hawaii that had been bare.

Directions: Now answer the questions.

Spores light enough to float on the breezes were carried thousands of miles from more ancient lands and deposited at random across the bare mountain flanks. A few of these spores found a toehold on the dark, forbidding rocks and grew and began to work their transformation upon the land. Lichens were probably the first successful flora. These are not single individual plants; each one is a symbiotic combination of an alga and a fungus. The algae capture the Sun's energy by photosynthesis and store it in organic molecules. The fungi absorb moisture and mineral salts from the rocks, passing these on in waste products that nourish algae. It is significant that the earliest living things that built communities on these islands are examples of symbiosis, a phenomenon that depends upon the close cooperation of two or more forms of life and a principle that is very important in island communities.

29. The phrase "at random" in the passage is closest in meaning to

Ⓐ finally
Ⓑ over a long period of time
Ⓒ successfully
● without a definite pattern

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

Ⓐ Some of the earliest important examples of symbiosis—the close cooperation of two or more living things—occur in island communities.
Ⓑ Symbiosis—the close cooperation of pairs or small groups of living organisms—is especially important in these island environments.
● The first organisms on these islands worked together closely in a relationship known as symbiosis, which is particularly important on islands.
Ⓓ It is significant to note that organisms in the beginning stages of the development of island life cannot survive without close cooperation.

31. It can be inferred from paragraph 2 that the fungi in lichens benefit from their symbiotic relationship with algae in what way?

(A) The algae help the fungi meet some of their energy needs.
(B) The algae protect the fungi from the Sun's radiation.
(C) The algae provide the fungi with greater space for absorbing water.
(D) The fungi produce less waste in the presence of algae.

Lichens helped to speed the decomposition of the hard rock surfaces, preparing a soft bed of soil that was abundantly supplied with minerals that had been carried in the molten rock from the bowels of Earth. Now, other forms of life could take hold: ferns and mosses (two of the most ancient types of land plants) that flourish even in rock crevices. These plants propagate by producing spores—tiny fertilized cells that contain all the instructions for making a new plant—but the spores are unprotected by any outer coating and carry no supply of nutrient. Vast numbers of them fall on the ground beneath the mother plants. Sometimes they are carried farther afield by water or by wind. But only those few spores that settle down in very favorable locations can start new life; the vast majority fall on barren ground. By force of sheer numbers, however, the mosses and ferns reached Hawaii, survived, and multiplied. Some species developed great size, becoming tree ferns that even now grow in the Hawaiian forests.

32. The word "abundantly" in the passage is closest in meaning to

(A) occasionally
(B) plentifully
(C) usefully
(D) fortunately

33. The word "propagate" in the passage is closest in meaning to

(A) multiply
(B) emerge
(C) live
(D) evolve

34. According to paragraph 3, what was the relationship between lichens and ferns in the development of plant life on Hawaii?

(A) Ferns were able to grow because lichens created suitable soil.
(B) The decomposition of ferns produced minerals that were used by lichens.
(C) Lichens and ferns competed to grow in the same rocky environments.
(D) Lichens and ferns were typically found together in volcanic areas.

Lichens decomposed to for soil supplied i a minerals (suitable soil) for ferns to grow wit

PARAGRAPH 4

Many millions of years after ferns evolved (but long before the Hawaiian Islands were born from the sea), another kind of flora evolved on Earth: the seed-bearing plants. This was a wonderful biological invention. The seed has an outer coating that surrounds the genetic material of the new plant, and inside this covering is a concentrated supply of nutrients. Thus, the seed's chances of survival are greatly enhanced over those of the naked spore. One type of seed-bearing plant, the angiosperm, includes all forms of blooming vegetation. In the angiosperm the seeds are wrapped in an additional layer of covering. Some of these coats are hard—like the shell of a nut—for extra protection. Some are soft and tempting, like a peach or a cherry. In some angiosperms the seeds are equipped with gossamer wings, like the dandelion and milkweed seeds. These new characteristics offered better ways for the seeds to move to new habitats. They could travel through the air, float in water, and lie dormant for many months.

35. The word "This" in the passage refers to

Ⓐ the spread of ferns and mosses in Hawaii
Ⓑ the creation of the Hawaiian Islands
Ⓒ the evolution of ferns
● the development of plants that produce seeds

36. Why does the author mention "a nut," "a peach," and "a cherry"?

Ⓐ To indicate that some seeds are less likely to survive than others
Ⓑ To point out that many angiosperms can be eaten
Ⓒ To provide examples of blooming plants
● To illustrate the variety of coverings among angiosperm seeds

37. The word "dormant" in the passage is closest in meaning to

Ⓐ hidden
● inactive
Ⓒ underground
Ⓓ preserved

dormant. inactive. (sleeping).

seeds and spores

38. According to paragraph 4, why do seeds have a greater chance of survival than spores do? To receive credit, you must select TWO answer choices.

☒ A Seeds need less water to grow into a mature plant than spores do.
■ Seeds do not need to rely on outside sources of nutrients.
■ Seeds are better protected from environmental dangers than spores are.
☐ D Seeds are heavier than spores and are therefore more likely to take root and grow.

Plants with large, buoyant seeds—like coconuts—drift on ocean currents and are washed up on the shores. Remarkably resistant to the vicissitudes of ocean travel, they can survive prolonged immersion in saltwater. When they come to rest on warm beaches and the conditions are favorable, the seed coats soften. Nourished by their imported supply of nutrients, the young plants push out their roots and establish their place in the sun.

39. According to paragraph 5, a major reason that coconuts can establish themselves in distant locations is that their seeds can

Ⓐ survive long exposure to heat on island beaches
Ⓑ float and survive for long periods in ocean water
Ⓒ use saltwater for maintenance and growth
Ⓓ maintain hard, protective coats even after growing roots

When the Hawaiian Islands emerged from the sea as volcanoes, starting about five million years ago, they were far removed from other landmasses. Then, as blazing sunshine alternated with drenching rains, the harsh, barren surfaces of the black rocks slowly began to soften. Winds brought a variety of life-forms.

Spores light enough to float on the breezes were carried thousands of miles from more ancient lands and deposited at random across the bare mountain flanks. A few of these spores found a toehold on the dark, forbidding rocks and grew and began to work their transformation upon the land. Lichens were probably the first successful flora. These are not single individual plants; each one is a symbiotic combination of an alga and a fungus. The algae capture the Sun's energy by photosynthesis and store it in organic molecules. The fungi absorb moisture and mineral salts from the rocks, passing these on in waste products that nourish algae. It is significant that the earliest living things that built communities on these islands are examples of symbiosis, a phenomenon that depends upon the close cooperation of two or more forms of life and a principle that is very important in island communities.

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40. According to the passage, which of the following characteristics do spores and seeds have in common?

Ⓐ They may be surrounded by several layers of covering.
Ⓑ They are produced by flowering plants.
Ⓒ They may be spread by wind.
Ⓓ They are able to grow in barren soils.

PARAGRAPH 3

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