

2

Reading Section

Read this chapter to learn

- The 9 types of TOEFL Reading questions
- How to recognize each Reading question type
- Tips for answering each Reading question type
- Strategies for preparing for the Reading section

The TOEFL iBT Reading section includes two reading passages, each approximately 700 words long. There are ten questions per passage. You will have up to 36 minutes to read both passages and answer all the questions in the section. In the Reading section, you may skip questions and come back to them later, as long as you answer all the questions before time is up.

Reading Passages

TOEFL iBT Reading passages are excerpts from college-level textbooks and other books that would be used in introductions to an academic discipline or topic. The excerpts are changed as little as possible because the goal of the test is to assess how well test takers can read the kind of writing that is actually used in an academic environment. In the following discussion, a passage and the ten items associated with it are referred to as a set.

The passages cover a variety of subjects. Do not worry if you are unfamiliar with the topic of a passage. All the information needed to answer the questions is in the passage. All TOEFL reading passages are classified into three basic categories based on author purpose: (1) exposition, (2) argumentation, and (3) historical and biographical narrative.

Often, passages will present information about the topic from more than one perspective or point of view. This is something you should note as you read, because usually you will be asked at least one question that allows you to show that you have understood the relationships of the different perspectives to one another and to the overall passage organization. Common types of organization you should be able to recognize are:

- classification
- compare/contrast
- cause/effect
- problem/solution

TOEFL iBT reading passages are approximately 700 words long, but the passages used may vary in length. Some passages may be slightly longer than 700 words, and some may be slightly shorter.

Reading Questions

Reading questions cover basic information skills, inferencing skills, and reading-to-learn skills. There are nine question types. The following chart summarizes the categories and types of TOEFL iBT Reading questions.

TOEFL iBT Reading Question Types

Basic Comprehension questions

1. Factual Information questions (2 to 5 questions per set)
2. Negative Factual Information questions (0 to 2 questions per set)
3. Vocabulary questions (1 or 2 questions per set)
4. Reference questions (0 or 1 question per set)
5. Sentence Simplification questions (0 or 1 question per set)

Inferencing questions

6. Inference questions (1 or 2 questions per set)
7. Rhetorical Purpose questions (1 or 2 questions per set)
8. Insert Text questions (1 question per set)

Reading-to-Learn questions

9. Prose Summary (1 question per set)

The following sections will explain each of these question types. You will find out how to recognize each type and see examples of each type with explanations. You will also find tips that can help you answer each Reading question type.

Basic Information and Inferencing Questions

Type 1: Factual Information Questions

These questions ask you to identify factual information that is explicitly stated in the passage. Factual Information questions can focus on facts, details, definitions, or other thematically relevant information presented by the author. They ask you to identify specific information that is typically mentioned only in part of the passage. They generally do not ask about general themes that the passage as a whole discusses. Often, the information needed to answer the question correctly is presented in a few sentences within a longer paragraph. Every set contains at least two Factual Information questions and some have as many as five.

How to Recognize Factual Information Questions

Factual Information questions are often phrased in one of these ways:

- According to paragraph X, which of the following is true about Y?
- According to paragraph X, which of the following is the main reason that Y declined?
- According to paragraph X, Y declined mainly because . . .
- In paragraph X, which of the following is identified as an advantage of having Y?

- In paragraph X, which of the following is presented as evidence supporting the conclusion that . . .
- According to paragraph X, Y differs from Z in which of the following ways?

Tips for Factual Information Questions

- Expect to refer back to the passage in order to determine what exactly is said about the subject of the question. Since the question may be about a detail, you may not recall the detail from your first reading of the passage.
- Realize that some or all of the answer choices may paraphrase the information relevant to answering correctly. Paraphrasing is common in the answer choices as well as in the wording of the questions for all question types in the Reading section.
- Do not select an answer just because it is mentioned in the passage. Your choice should answer the specific question that was asked.

Example

PASSAGE EXCERPT: ...Sculptures must, for example, be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be taut, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon their conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under that hoof. This was done because the cannonball was needed to support the weight of the leg. In other words, the demands of the laws of physics, not the sculptor's aesthetic intentions, placed the ball there. That this device was a necessary structural compromise is clear from the fact that the cannonball quickly disappeared when sculptors learned how to strengthen the internal structure of a statue with iron braces (iron being much stronger than bronze) . . .

According to paragraph 2, sculptors in the Italian Renaissance stopped using cannonballs in bronze statues of horses because

- (A) they began using a material that made the statues weigh less
- (B) they found a way to strengthen the statues internally
- (C) the aesthetic tastes of the public had changed over time
- (D) the cannonballs added too much weight to the statues

Explanation

The question tells you to look for the answer in the excerpted paragraph, which in this case is paragraph 2. You do not need to skim the entire passage to find the relevant information.

Choice A says that sculptors stopped putting cannonballs under the raised legs of horses in statues because they learned how to make the statue weigh less and not require support for the leg. The passage does not mention making the statues weigh less; it says that sculptors learned a better way to support the weight. Choice C says that the change occurred only because people's taste changed, meaning that the cannonballs were never structurally necessary. That directly

contradicts the passage. Choice D says that cannonballs added weight to the statues. This contradicts the passage, which says that the cannonball was needed to support the weight of the leg of the statue. Choice B correctly identifies the reason the passage gives for the change: sculptors developed a way to strengthen the statue from the inside, making the cannonballs physically unnecessary.

Type 2: Negative Factual Information Questions

These questions ask you to verify what information is true and what information is NOT true or not included in the passage based on information that is explicitly stated in the passage. To answer this kind of question, first locate the relevant information in the passage. Then verify that three of the four answer choices are true and that the remaining choice is false. Remember, for this type of question, the correct answer is the one that is NOT true. Some sets have no Negative Factual Information questions but others have one or two.

How to Recognize Negative Factual Information Questions

You can recognize Negative Factual Information questions because the word “NOT” or “EXCEPT” appears in the question in capital letters.

- According to the passage, which of the following is NOT true of X?
- In paragraph X, the author mentions all of the following characteristics of Y EXCEPT . . .

Tips for Negative Factual Information Questions

- Usually a Negative Factual Information question requires you to check more of the passage than a Factual Information question does. This is true because the information relevant to determining the accuracy of the answer choices is often spread across multiple sentences.
- In Negative Factual Information questions, the correct answer either contradicts information in the passage or expresses information that is not presented in the passage.
- After you finish a Negative Factual Information question, check your answer to make sure you have accurately understood the task.

Example

PASSAGE EXCERPT: The United States in the 1800s was full of practical, hardworking people who did not consider the arts—from theater to painting—useful. In addition, the public’s attitude that European art was better than American art both discouraged and infuriated American artists. In the early 1900s there was a strong feeling among artists that the United States was long overdue in developing art that did not reproduce European traditions. Everybody agreed that the heart and soul of the new country should be reflected in its art. But opinions differed about what this art would be like and how it would develop.

According to paragraph 1, all of the following were true of American art in the late 1800s and early 1900s EXCEPT:

- (A) Most Americans thought art was unimportant.
- (B) American art generally copied European styles and traditions.
- (C) Most Americans considered American art inferior to European art.
- (D) American art was very popular with European audiences.

Explanation

Sometimes in Negative Factual Information questions, it is necessary to check the entire passage in order to make sure that your choice is not mentioned. However, in this example, the question is limited to one paragraph, so your answer should be based just on the information in that paragraph. Choice A is a restatement of the first sentence in the paragraph: since most Americans did not think that the arts were useful, they considered them unimportant. Choice B makes the same point as the third sentence: “. . . the United States was long overdue in developing art that did not reproduce European traditions,” which means that up to this point in history, American art did reproduce European traditions. Choice C is a restatement of the second sentence in the paragraph: American artists were frustrated because of “the public’s attitude that European art was better than American art. . . .” Choice D is not mentioned anywhere in the paragraph. Because you are asked to identify the choice that is NOT mentioned in the passage or that contradicts the passage, the correct answer is choice D.

Type 3: Vocabulary Questions

These questions ask you to identify the meanings of individual words and phrases as they are used in the reading passage (a word might have more than one meaning, but *in the reading passage*, only one of those meanings is relevant). Usually a word or phrase is chosen to be tested as a Vocabulary question because understanding that word or phrase is important to understanding texts in a wide variety of academic subjects. In other words, the terms selected for testing in Vocabulary questions are not technical or specific to a given academic field. When specialized words or phrases are used by a passage author, they are usually defined using either parentheses or a hyperlink. If you select the hyperlinked word in the passage, a definition will appear in a box. In this book, words of this type are defined at the end of the passage. Naturally, words that are tested as Vocabulary questions are not defined for you. Every test has at least one Vocabulary question and many have two.

How to Recognize Vocabulary Questions

Vocabulary questions are usually easy to identify. You will see one word or phrase highlighted in the passage. You are then asked a question such as any of the following:

- The word “X” in the passage is closest in meaning to . . .
- The phrase “X” in the passage is closest in meaning to . . .
- In stating X, the author means that . . .

Tips for Vocabulary Questions

- Remember that the question is not just asking the meaning of a word; it is asking for the meaning *as it is used in the passage*. Do not choose an answer just because it can be a correct meaning of the word; understand which meaning the author is using in the passage.
- Reread the sentence in the passage, substituting the word or phrase you have chosen. Confirm that the sentence still makes sense in the context of the whole passage.

Examples

PASSAGE EXCERPT: In the animal world the task of moving about is fulfilled in many ways. For some animals **locomotion** is accomplished by changes in body shape . . .

The word "**locomotion**" in the passage is closest in meaning to

- Ⓐ evolution
- Ⓑ movement
- Ⓒ survival
- Ⓓ escape

Explanation

Locomotion means "the ability to move from place to place." In this example, it is a way of restating the phrase "the task of moving" in the preceding sentence. So the correct answer is choice B.

PASSAGE EXCERPT: Some poisonous snake bites need to be treated immediately or the victim will **suffer paralysis** . . .

In stating that the victim will "**suffer paralysis**," the author means that the victim will

- Ⓐ lose the ability to move
- Ⓑ become unconscious
- Ⓒ undergo shock
- Ⓓ feel great pain

Explanation

In this example, both the words tested from the passage and the possible answers are phrases. *Paralysis* means "the inability to move," so if the poison from a snake bite causes someone to "suffer paralysis," that person will "lose the ability to move." The correct answer is choice A.

Type 4: Reference Questions

These questions ask you to identify referential relationships between the words in the passage. Often, the relationship is between a word or phrase and its antecedent (the expression or concept being referred to). Sometimes other kinds of grammatical reference are tested (like *which* or *this*). Sets may contain one Reference question but many have none.

How to Recognize Reference Questions

Reference questions look similar to vocabulary questions. In the passage, one word or phrase is highlighted. Usually the word is a pronoun. Then you are asked:

- The word "X" in the passage refers to . . .

The four answer choices are usually words or phrases from the passage but may also be ideas that are not stated in exact words in the passage.

Tips for Reference Questions

- If the Reference question is about a pronoun, make sure your answer agrees in number (i.e., singular or plural) and is the same part of speech (e.g., noun, verb, adjective, or adverb) as the highlighted pronoun.
- Substitute your choice for the highlighted word or words in the sentence. Does it violate any grammar rules? Does it make sense?

Examples

PASSAGE EXCERPT: ...The first weekly newspaper in the colonies was the *Boston Gazette*, established in 1719, the same year that marked the appearance of Philadelphia's first newspaper, the *American Mercury*, where the young Benjamin Franklin worked. By 1760 Boston had four newspapers and five other printing establishments; Philadelphia, two newspapers and three other presses; and New York, three newspapers. The distribution, if not the sale, of newspapers was assisted by the establishment of a postal service in 1710, **which** had a network of some 65 offices by 1770, serving all 13 colonies ...

The word "**which**" in the passage refers to

- (A) distribution
- (B) sale
- (C) newspaper
- (D) postal service

Explanation

In this example, the highlighted word is a relative pronoun: the grammatical subject of the relative clause "which had a network of some 65 offices . . ." The relative clause is describing the postal service, so choice D is the correct answer.

PASSAGE EXCERPT: ... Roots anchor the plant in one of two ways or sometimes by a combination of the two. The first is by occupying a large volume of shallow soil around the plant's base with a *fibrous root system*, one consisting of many thin, profusely branched roots. Since these kinds of roots grow relatively close to the soil surface, they effectively control soil erosion. Grass roots are especially well suited to **this purpose**. Fibrous roots capture water as it begins to percolate into the ground and so must draw their mineral supplies from the surface soil before the nutrients are leached to lower levels ...

The phrase "**this purpose**" in the passage refers to

- (A) combining two root systems
- (B) feeding the plant
- (C) preventing soil erosion
- (D) leaching nutrients

Explanation

In the example, the highlighted words are a phrase containing a demonstrative adjective (*this*) and a noun (*purpose*). Because a fibrous root system can keep soil in place, it can be used to stop erosion, and grass roots are a type of fibrous root system. The sentence could be reworded as "Grass roots are especially well suited to preventing soil erosion," so choice C is the correct answer.

Type 5: Sentence Simplification Questions

In this type of question, you are asked to choose a sentence that has the same essential meaning as a sentence that occurs in the passage. The correct answer choice is a simplified version of the tested sentence, but it retains the key information presented in the tested sentence and accurately expresses the main point of the tested sentence. Sentence simplification is a question type in the Reading section that measures whether test takers can distinguish between essential information and nonessential information. Not every reading set includes a Sentence Simplification question. There is never more than one in a set.

How to Recognize Sentence Simplification Questions

Sentence Simplification questions always look the same. A single sentence in the passage is highlighted. You are then asked:

- Which of the following best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.

Tips for Sentence Simplification Questions

- Make sure you understand both ways a choice can be incorrect:
 - It misrepresents information in or otherwise distorts the meaning of the highlighted sentence.
 - It leaves out something important from the highlighted sentence.
- Make sure your answer does not contradict the main argument of the paragraph in which the sentence occurs or the passage as a whole.

Example

PASSAGE EXCERPT: ... Although we now tend to refer to the various crafts according to the materials used to construct them—clay, glass, wood, fiber, and metal—it was once common to think of crafts in terms of function, which led to their being known as the “applied arts.” Approaching crafts from the point of view of function, we can divide them into simple categories: containers, shelters, and supports. There is no way around the fact that containers, shelters, and supports must be functional. The applied arts are thus bound by the laws of physics, which pertain to both the materials used in their making and the substances and things to be contained, supported, and sheltered. These laws are universal in their application, regardless of cultural beliefs, geography, or climate. If a pot has no bottom or has large openings in its sides, it could hardly be considered a container in any traditional sense. Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits. Buildings without roofs, for example, are unusual because they depart from the norm. However, not all functional objects are exactly alike; that is why we recognize a Shang Dynasty vase as being different from an Inca vase. What varies is not the basic form but the incidental details that do not obstruct the object’s primary function ...

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

- Ⓐ Functional applied-art objects cannot vary much from the basic patterns determined by the laws of physics.
- Ⓑ The function of applied-art objects is determined by basic patterns in the laws of physics.
- Ⓒ Since functional applied-art objects vary only within certain limits, arbitrary decisions cannot have determined their general form.
- Ⓓ The general form of applied-art objects is limited by some arbitrary decision that is not determined by the laws of physics.

Explanation

It is important to note that the question says that *incorrect* answers change the original meaning of the sentence or leave out essential information. In this example, choice D changes the meaning of the sentence to its opposite; it says that the form of functional objects is arbitrary, when the highlighted sentence says that the forms of functional objects are *never* arbitrary. Choice B also changes the meaning. It says that the functions of applied-art objects are determined by physical laws. The highlighted sentence says that the *form of the object* is determined by physical laws but the function is determined by people. Choice C leaves out an important idea from the highlighted sentence. Like the highlighted sentence, it says that the form of functional objects is not arbitrary, but it does not say that physical laws determine basic form. Only choice A makes the same point as the highlighted sentence and includes all the essential meaning.

Inferencing Questions

Unlike the correct answers to Basic Comprehension questions, the correct answers to Inferencing questions are not explicitly presented in the passage. However, the correct answer can be determined by examining the language and information in the passage.

Type 6: Inference Questions

Inference questions test your ability to identify information that is implicit in the passage (not explicitly presented) and is required for understanding the text.

Skilled authors tend to write economically, and one way of achieving economy of expression is to leave some information to be understood by the reader without spelling it out. Good authors also often avoid pointing out obvious implications of their explicit comments, trusting that the competent reader will understand those implications without being explicitly told. As a result, most well-written texts contain implied information that is important for readers to include in their understanding of a text. Inference questions in the Reading section focus on information and ideas about the topic discussed that the passage

author likely expected readers to pick up, even though the information or ideas are not stated. Every Reading set has at least one Inference question of this type and some have two.

How to Recognize Inference Questions

Inference questions will usually include the word *infer*, *suggest*, or *imply*.

- Paragraph 1 suggests which of the following about X?
- The author of the passage implies that X . . .
- Which of the following can be inferred from paragraph 1 about X?

Tips for Inference Questions

- Make sure your answer does not contradict the main idea of the passage.
- Do not choose an answer just because it seems important or true. The correct answer must be inferable from the language in the passage.
- You should be able to defend your choice by pointing to explicitly stated information in the passage that leads to the inference you have selected.

Example

PASSAGE EXCERPT: . . . The nineteenth century brought with it a burst of new discoveries and inventions that revolutionized the candle industry and made lighting available to all. In the early-to-mid-nineteenth century, a process was developed to refine tallow (fat from animals) with alkali and sulfuric acid. The result was a product called stearin. Stearin is harder and burns longer than unrefined tallow. This breakthrough meant that it was possible to make tallow candles that would not produce the usual smoke and rancid odor. Stearins were also derived from palm oils, so vegetable waxes as well as animal fats could be used to make candles . . .

Which of the following can be inferred from paragraph 1 about candles before the nineteenth century?

- (A) They did not smoke when they were burned.
- (B) They produced a pleasant odor as they burned.
- (C) They were not available to everyone.
- (D) They contained sulfuric acid.

Explanation

In the first sentence from the excerpt, the author says that “new discoveries and inventions” made “lighting available to all.” Candles are the only kind of lighting discussed in the passage. If the new discoveries were important because they made candles available to all, we can infer that before the discoveries, candles were not available to everyone. Therefore choice C is an inference about candles we can make from the passage. Choices A and B can be eliminated because they explicitly contradict the passage (“the usual smoke” and “rancid odor”). Choice D can be eliminated because sulfuric acid was first used to make stearin in the nineteenth century, not before the nineteenth century.

PASSAGE EXCERPT: Fossils—the mineralized remains of plants and animals—provide important clues to life in the past. The fossils collected by Mary Anning (1799–1847) along the southwest coast of England helped shape modern science. Some fossils found or excavated by Anning were truly spectacular. While still a girl, Anning recovered the body of a large, strange animal whose skull was discovered by her brother in 1810. Thought to be a crocodile when only its head had been found, the fossil set off years of debate, with the animal eventually identified as an Ichthyosaurus, a previously unknown reptile. In 1824, she discovered the first intact skeleton of Plesiosaurus, a four-limbed swimming creature with a small head, and in 1828, the remains of the first flying reptile located outside of Germany. Finds such as these were rare and dangerous to unearth. The cliffs rising above Lyme Regis beaches were unstable with frequent mudslides in winter and during storms, yet these were best times for collecting fossils—the crumbling and washing away of parts of the cliffs left fossils newly exposed. Unless such fossils were collected right away, they would be washed out to sea. Given these conditions, it is hardly surprising that Anning narrowly escaped severe injury several times.

Which of the following can be inferred about Mary Anning from her efforts to search for fossils on the cliffs of Lyme Regis?

- Ⓐ She was brave and was not easily discouraged.
- Ⓑ She stopped searching for fossils when conditions became stormy.
- Ⓒ She suffered serious injuries multiple times as a result of her searches.
- Ⓓ She sometimes waited for fossils to wash out to sea before collecting them.

Explanation

The correct inference—Mary Anning was “brave and not easily discouraged,” choice A, is based on the final three sentences of the paragraph, which describe the conditions under which she had to search for fossils. Fossils were best found, the passage says, during storms because those events washed away parts of the cliffs leaving previously buried fossils newly exposed. Readers are also told that fossil hunters needed to collect the newly exposed fossils immediately because if they did not, the fossils could also be washed away and thereby lost. Clearly, anyone working under such conditions was brave and determined. So even though the author does not comment explicitly on Anning’s personality, her qualities of bravery and determination are obvious from the details provided about the search. Choice (C) is flatly contradicted by the passage, which says that Anning “escaped severe injury,” not that she suffered severe injuries. Choices (B) and (D) are contrary to the implications of the discussion. Anning was a remarkably successful fossil hunter, we are told. To be that, she would have had to search for fossils during storms—this was the best way to find them—not stop searching when storms arose, as choice (B) says. Similarly, Anning’s success as a fossil hunter strongly implies that she did not wait for fossils to wash out to sea, because if she had, she should not have been able to recover them, as choice (D) says. To be successful, Anning had to remain on the cliffs during storms even as parts of the cliffs were being washed away.

Type 7: Rhetorical Purpose Questions

Rhetoric is the art of speaking or writing effectively. In Factual Information questions, you are asked *what* information an author has presented. In Rhetorical Purpose questions, you are asked *why* the author has presented a particular piece of information in a particular place or manner. Rhetorical Purpose questions ask you to show that you understand the rhetorical function of a statement or paragraph as it relates to the rest of the passage.

Sometimes you will be asked to identify how one paragraph relates to another. For instance, the second paragraph may give examples to support a statement in the first paragraph. The answer choices may be expressed in general terms (for example, “a theory is explained and then illustrated”) or in terms that are specific to the passage. (“The author explains the categories of adaptation to deserts by mammals and then gives an example.”)

A Rhetorical Purpose question may also ask why the author quotes a certain person or why the author mentions a particular piece of information (*Example*: Why does the author mention “the ability to grasp a pencil”? *Correct answer*: It is an example of a motor skill developed by children at 10 to 11 months of age.)

How to Recognize Rhetorical Purpose Questions

Following are examples of the way Rhetorical Purpose questions are typically worded

- The author discusses X in paragraph 2 in order to . . .
- Why does the author mention X?
- Why does the author compare X to Y?

Tips for Rhetorical Purpose Questions

- Know the definitions of these words or phrases, which are often used to describe different kinds of rhetorical purposes: “to illustrate,” “to explain,” “to contrast,” “to refute,” “to note,” “to criticize.”
- Rhetorical Purpose questions usually do not ask about the overall organization of the reading passage. Instead, they typically focus on the logical links between sentences and paragraphs.

Example

PASSAGE EXCERPT: . . . Sensitivity to physical laws is thus an important consideration for the maker of applied-art objects. It is often taken for granted that this is also true for the maker of fine-art objects. This assumption misses a significant difference between the two disciplines. Fine-art objects are not constrained by the laws of physics in the same way that applied-art objects are. Because their primary purpose is not functional, they are only limited in terms of the materials used to make them. Sculptures must, for example, be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be taut, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her conception of the work. For example, in the early Italian Renaissance, **bronze statues of horses** with a raised foreleg usually had a cannonball under that hoof. This was done because the cannonball was needed to support the weight of the leg . . .

Why does the author discuss the “**bronze statues of horses**” created by artists in the early Italian Renaissance?

- Ⓐ To provide an example of a problem related to the laws of physics that a fine artist must overcome
- Ⓑ To argue that fine artists are unconcerned with the laws of physics
- Ⓒ To contrast the relative sophistication of modern artists in solving problems related to the laws of physics
- Ⓓ To note an exceptional piece of art constructed without the aid of technology

Explanation

You should note that the sentence that first mentions “bronze statues of horses” begins “For example.” The author is giving an example of something that was introduced earlier in the paragraph. The paragraph overall contrasts how the constraints of physical laws affect the fine arts differently from applied arts or crafts. The fine artist is not concerned with making an object that is useful, so the fine artist is less constrained than the applied artist. However, because even a fine-arts object is made of some material, the artist must take into account the physical properties of the material. In the passage, the author uses the example of the bronze statues of horses to discuss how artists had to include some support for the raised foreleg of the horse because of the physical properties of the bronze. So the correct answer is choice A.

Type 8: Insert Text Questions

In this type of question, you are given a new sentence and are asked where in the passage it would best fit. You need to understand the logic of the passage as well as the grammatical connections (like pronoun references) between sentences. Every set includes an Insert Text question. There is never more than one in a set.

How to Recognize Insert Text Questions

Insert Text questions are easy to identify when taking the TOEFL iBT test. In the passage you will see four black squares. The squares are located at the beginnings or ends of sentences. Sometimes all four squares appear in one paragraph. Sometimes they are spread across the end of one paragraph and the beginning of another. You are then asked this question:

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

[You will see a sentence in bold.]

Where would the sentence best fit? Select the square [■] to add the sentence to the passage.

Your job is to select one of the squares and insert the sentence in the text. The following is an example of how this question displays on the TOEFL iBT test.

ETS TOEFL
Volume
Help
Review
Back
Next

Reading | Question 9 of 20
00:19:00
Hide Time

Lascaux Cave Paintings

hollow bones, some stained with pigment, have been found nearby.

One of the most puzzling aspects of the paintings is their location. Other rock paintings—for example, those of Bushmen in South Africa—are either located near cave entrances or completely in the open. ■ Cave paintings in France and Spain, however, are in recesses and caverns far removed from original cave entrances. ■ This means that artists were forced to work in cramped spaces and without sources of natural light. ■ It also implies that whoever made them did not want them to be easily found. ■ Since cave dwellers normally lived close to entrances, there must have been some reason why so many generations of Lascaux cave dwellers hid their art.

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

This made it easy for the artists to paint and display them for the rest of the cave dwellers.

Where would the sentence best fit? Select a square ■ to add the sentence to the passage.

Tips for Insert Text Questions

- When taking the TOEFL iBT test, try the sentence in each of the places indicated by the squares. You can place and replace the sentence as many times as you want.
- Look at the structure of the sentence you are inserting. Pay special attention to connecting words; they can provide important information about where the sentence should be placed.
- Frequently used connecting words:

On the other hand	Further or Furthermore	Similarly
For example	Therefore	In contrast
On the contrary	In other words	Finally
As a result		
- Make sure that the inserted sentence connects logically to both the sentence before it and the sentence after it and that any pronouns agree with the nouns they refer to.

The Insert Text question is formatted differently in print versions of the test. See below for an example of what the Insert Text question will look like in the practice sets and tests of this book. Although the formatting is slightly different, the task you must complete is the same: indicate where the sentence would best fit in the passage.