TOEFL 2026 Reading Practice: 41 passages with answer key

Free printable practice for the three TOEFL 2026 Reading tasks, from LingoLeap's Practice Questions sets PQ26-2 to PQ26-6.

What's inside

- 15 Complete the Words passages (10 blanks each)
- 17 Read in Daily Life texts with questions
- 9 Read an Academic Passage texts with questions
- 237 items in total, with an answer key and an explanation for every multiple-choice answer

How to use it

- Work one practice set at a time, then check the answer key at the end.
- For the real test's timing and adaptive format, practise the same tasks online, where answers are scored instantly: lingoleap.ai/toefl/reading-complete-the-words-practice, lingoleap.ai/toefl/reading-daily-life-practice and lingoleap.ai/toefl/reading-academic-passage-practice.

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Latest version and online practice: lingoleap.ai/toefl/reading-practice-pdf

Practice Set PQ26-2

Complete the Words

Fill in the missing letters of each numbered word. Practise online with instant scoring: lingoleap.ai/toefl/reading-complete-the-words-practice

1. Bird Molting and Plumage

Molting is the process in which a bird replaces old feathers with new feathers. It **occ**___[1] in **sta**___[2] and **c**__[3] happen **mo**__[4] than **on**__[5] in a year. Young **bi**___[6] often **ha**__[7] subadult **plu**____[8] that **dif**____[9] from **ad**___[10] plumage. In some species, this immature appearance lasts for several seasons. A longer subadult period may reduce conflict with adult birds and can help young birds remain less conspicuous. Birds rely on feathers for flight, insulation, and display, so feather quality must remain adequate. Molting requires energy and is often timed with the availability of food.

2. Communal Landholding

Communal landholding is a system in which a community shares control of farmland, forests, and other resources. Land **i**__[1] treated **a**__[2] a **com**___[3] base **f**__[4] subsistence **a**__[5] social **dut**___[6]. A **hous**_____[7] may **u**__[8] a **fi**___[9] for a season, **b**__[10] the larger group keeps authority over access. Such rules reduce extreme inequality and support mutual aid during scarcity. Communal systems also shape family roles, since food production and distribution require coordination. Exchange may include gift giving, which creates obligations and strengthens long-term relations. Written customs can guide these practices, even without formal courts.

3. Asphalt Roads

Asphalt is a dark paving material used for many roads and paths. It **i**__[1] made **b**__[2] mixing **sm**___[3] stones **a**__[4] sand **wi**__[5] a **sti**___[6] binder. The **bin**___[7] often **co**___[8] from **o**__[9], and **i**__[10] holds the pieces together. Asphalt can create a smooth surface for cars and bicycles. Builders heat it so it spreads easily. After it cools, it becomes firm, but it still has some flexibility. Cities often choose asphalt because crews can repair it with simple equipment. Fresh asphalt also reduces dust and can make travel more comfortable.

Read in Daily Life

Choose the best answer. Practise online: lingoleap.ai/toefl/reading-daily-life-practice

4. Residence Hall Guest Registration—Friday After 9 p.m.

Maple Hall Front Desk
Weekend Guest Registration

Starting Friday, March 15: After 9:00 p.m., all non-resident guests must be registered at the front desk before going upstairs.

Please bring:
• your campus ID
• your guest's photo ID

Guests may be signed in until 12:30 a.m. Quiet hours begin at 11:00 p.m.
Questions? Email maplehall@housing.edu.

1. **What should a resident do if they have a guest arriving at 10:15 p.m.?**
   - **A** Wait until quiet hours end to bring the guest to the room.
   - **B** Email the housing office to get approval for a late guest.
   - **C** Register the guest at the front desk before going upstairs.
   - **D** Have the guest show a campus ID at the elevator.
2. **According to the notice, what is the latest time guests can be signed in?**
   - **A** 1:00 a.m.
   - **B** 11:00 p.m.
   - **C** 9:00 p.m.
   - **D** 12:30 a.m.

5. Campus Recreation: Pool Deck Repair

Campus Recreation Center
NOTICE: Pool Area Closure

To complete deck repairs, the pool area (lap pool + hot tub) will be closed Mon, Sept 14–Wed, Sept 16.

Reopens: Thu, Sept 17 at 6:00 a.m. (regular hours)

Open as usual: fitness floor, indoor track, and locker rooms

Questions? Stop by the front desk or email reccenter@northbridge.edu.

1. **What is the main purpose of the notice?**
   - **A** To explain new membership rules for using the pool area
   - **B** To request volunteers for a deck repair project
   - **C** To advertise special morning hours for the fitness floor
   - **D** To announce a temporary closure of part of the recreation center
2. **When will the pool area reopen?**
   - **A** Thursday, September 17 at 6:00 a.m.
   - **B** Monday, September 14 at 6:00 a.m.
   - **C** Thursday, September 17 at regular closing time
   - **D** Wednesday, September 16 at 6:00 a.m.
3. **A student wants to exercise during the closure. Which facility will still be available?**
   - **A** The lap pool
   - **B** The hot tub
   - **C** The indoor track
   - **D** The pool deck

6. Campus ID Photo Retake

Subject: ID Card Photo Retake Available This Week

Hi Maya,

Your student ID card is ready, but the photo looks blurry. If you want, you can take a new photo at the ID Center.

ID Center (Student Services Building, Room 102)
Mon–Thu: 9:00 a.m.–4:30 p.m.
Fri: 9:00 a.m.–2:00 p.m.

Please bring one photo ID (passport or driver's license). There is no fee for one retake. You can pick up your ID right after the photo.

—Campus Card Office

1. **Why did the Campus Card Office send this email?**
   - **A** To explain why Maya's ID card cannot be printed
   - **B** To invite Maya to take a new photo for her ID card
   - **C** To tell Maya that she must pay for a new ID card
   - **D** To ask Maya to email a photo to the ID Center
2. **What does Maya need to bring to the ID Center?**
   - **A** A photo ID, such as a passport or driver's license
   - **B** Her old student ID card and a payment receipt
   - **C** A printed copy of the email and two passport photos
   - **D** A class schedule showing her current courses

7. Lost & Found: Water Bottle

STUDENT CENTER — LOST & FOUND
Found item: blue water bottle (sticker on the side)
Found in: Room 214 (near the back row)
Date found: Mon, Sept 8 (after 4:00 p.m.)

To claim it, come to the Info Desk on the 1st floor during building hours.
Please describe the sticker or show a photo of the bottle on your phone.

Unclaimed items are kept for 7 days. After that, they are donated.

1. **What should a student do to get the water bottle back?**
   - **A** Email the Student Center staff with a description of the bottle.
   - **B** Go to Room 214 and ask other students if they saw it.
   - **C** Pick it up at the Info Desk and prove it is theirs.
   - **D** Wait until the end of the week to check if it is still there.
2. **How long will the Student Center keep the water bottle?**
   - **A** Until the end of the month
   - **B** For one school term
   - **C** For 7 days
   - **D** Until someone donates a new one
3. **What will most likely happen if no one claims the bottle by the end of 7 days?**
   - **A** It will be returned to Room 214.
   - **B** It will be placed in a storage box for the rest of the year.
   - **C** It will be mailed to the student who lost it.
   - **D** It will be donated.

Read an Academic Passage

Choose the best answer. Practise online: lingoleap.ai/toefl/reading-academic-passage-practice

8. Oxygen Isotopes and Past Climates

Other evidence of global climatic change comes from core samples (taken by deep drilling) from ocean-floor sediments and ice from Greenland. Thousands of meters of ocean-floor sediment obtained with a hollow-centered drill were analyzed. The sediment contains the remains of calcium carbonate shells of organisms that once lived near the surface. Because certain organisms live within a narrow range of temperature, the distribution and type of organisms within the sediment indicate the surface-water temperature.

In addition, the oxygen-isotope ratio of these shells provides information about the sequence of glacier advances. Most of the oxygen in seawater has an atomic weight of 16. However, about 1 out of every 1,000 oxygen atoms contains an extra two neutrons, giving it an atomic weight of 18. When ocean water evaporates, the heavier oxygen 18 tends to be left behind. In periods of cold, the evaporated water, rich in oxygen 16, falls as snow and becomes part of growing glaciers rather than returning to the oceans. Consequently, during periods of glacier advance, the oceans have less water and a higher concentration of oxygen 18.

Since the shells of marine organisms are constructed from the oxygen atoms existing in ocean water, determining the ratio of oxygen 18 to oxygen 16 within these shells yields information about how the climate may have varied in the past. A higher ratio of oxygen 18 to oxygen 16 in the sediment record suggests a colder climate, while a lower ratio suggests a warmer climate. Using data such as these, scientists have been able to reconstruct Earth's ocean surface temperatures.

1. **What is the main idea of the passage?**
   A Glacier advances were caused mainly by changes in the organisms living near the ocean surface.
   B Ocean-floor sediment cores and the oxygen-isotope ratios in shells can be used to infer past climate conditions.
   C The best way to reconstruct past climates is to analyze bubbles of air trapped in ice from Greenland.
   D Ocean water evaporation stops completely during periods of cold, producing higher sea levels.
2. **According to the passage, why can the distribution and type of organisms within ocean-floor sediment indicate surface-water temperature?**
   A Because the shells of organisms are constructed from oxygen atoms existing in ocean water
   B Because certain organisms live within a narrow range of temperature
   C Because ocean water evaporates more rapidly when it contains oxygen 18
   D Because glaciers deposit calcium carbonate directly into the sediment
3. **In the passage, the word constructed is closest in meaning to**
   A built
   B measured
   C compared
   D preserved
4. **What can be inferred from the passage about the oceans during periods of glacier advance?**
   A They develop shells with less calcium carbonate because organisms move to deeper water.
   B They contain a higher concentration of oxygen 18 than during warmer periods.
   C They contain more water because glaciers release meltwater into the oceans.
   D They receive more evaporated water because oxygen 18 evaporates more easily.

5. **Why does the passage include the explanation of oxygen atoms with atomic weights of 16 and 18?**
   - **A** To show how the oxygen-isotope ratio in shells can provide information about past climate
   - **B** To explain why calcium carbonate shells form only in cold water
   - **C** To describe how hollow-centered drills obtain thousands of meters of ocean-floor sediment
   - **D** To compare oxygen-isotope evidence with evidence from ice cores and tree rings

9. Hieratic Script and Papyrus

Hieroglyphs could preserve their magical and mysterious nature only because the Egyptians invented a new and easier script for day-to-day use. Hieratic script was a simplified version of hieroglyphic writing, with the careful pictorial signs reduced to a few quickly dashed lines. Hieratic script became the preferred handwriting for business matters, bureaucrats, and administrators.

Its existence depended on another Egyptian invention: paper. No matter how simple the lines were, they could not be written quickly on clay. Clay had been the traditional writing material of both the Sumerians and the Egyptians for centuries. It was plentiful and reusable. The writing on a smooth-surfaced clay tablet that had been dried in the sun would last for years; but simply dampen the surface of the tablet, and the writing could be smoothed and altered to correct or change a record.

But clay tablets were heavy, awkward to store, and difficult to carry from place to place, severely limiting the amount of writing in any message. Sometime around 3000 B.C.E., an Egyptian scribe realized that the papyrus, used as a building material in Egyptian houses, could also serve as a writing surface. With a brush and ink, hieratic script could be laid down very rapidly on papyrus. Of course, papyrus was also much simpler to carry.

1. **What is the passage mainly about?**
   - **A** How the Egyptians developed an alphabet from hieroglyphs over time
   - **B** Why hieroglyphs remained pictorial despite becoming widely used for documents
   - **C** How a simplified script and a new writing surface made everyday writing easier in Egypt
   - **D** Why clay was preferred over papyrus for keeping official records permanently
2. **According to the passage, what was one advantage of clay as a writing material?**
   - **A** It could be reused because the surface could be dampened and smoothed
   - **B** It was light enough to be carried easily from place to place
   - **C** It allowed quickly dashed lines to be written rapidly with a brush and ink
   - **D** It was commonly made from the same plant used to build Egyptian houses
3. **In the passage, the word altered is closest in meaning to**
   - **A** moved to a different location
   - **B** hidden from view
   - **C** decorated with designs
   - **D** changed to a new form
4. **What can be inferred from the passage about why papyrus supported the use of hieratic script?**
   - **A** Papyrus made it possible to carve careful pictorial signs more quickly than stone
   - **B** Papyrus ensured that business records could not be changed once written
   - **C** Papyrus allowed writing to be produced rapidly in a way that clay did not
   - **D** Papyrus was already used mainly for official monuments and statues
5. **Why does the author mention that clay tablets were “heavy, awkward to store, and difficult to carry”?**
   - **A** To explain why clay was chosen for records that needed protection from tampering
   - **B** To provide a contrast that helps explain the practical appeal of papyrus
   - **C** To suggest that business matters were less important than written monuments
   - **D** To show that hieratic script was designed mainly for carving on stone

Practice Set PQ26-3

Complete the Words

Fill in the missing letters of each numbered word. Practise online with instant scoring: lingoleap.ai/toefl/reading-complete-the-words-practice

10. The Price Revolution in Europe

The price revolution is a long period of rising prices in Europe during the sixteenth century. It **occ**___[1] when **dem**___[2] for **ba**___[3] goods **gr**___[4] faster **th**__[5] supply. Population **incr**_____[6] create **mo**__[7] consumers, **a**__[8] farms **m**__[9] not **exp**___[10] quickly enough. Large amounts of silver from overseas trade also add money to the economy. With more currency in circulation, buyers can offer higher prices for bread and other staples. Landowners respond by reorganizing fields for market crops, and poor tenants often face reduced access to shared resources and higher rents.

11. Gliding Animals in Tropical Forests

Gliding animals are forest animals that move from tree to tree by spreading a skin membrane that slows their fall. This **move**____[1] begins **fr**__[2] a **bra**___[3] or **tr**___[4] and **en**__[5] on **ano**____[6] tree. Many **gli**____[7] live **i**__[8] tropical **for**____[9], where **ta**__[10] trunks and open spaces between crowns provide room for travel. The membrane forms a broad surface that increases air resistance and allows steering. Gliding reduces time on the ground and can conserve energy during foraging. Some groups include squirrels, lizards, and frogs, each with different body shapes and landing methods.

12. Continental Drift

Continental drift is the idea that Earth's continents can move slowly over time. Many **scien**_____[1] describe **a**__[2] earlier **ti**__[3] when **t**__[4] land **for**___[5] one **la**___[6] continent. Today, **t**__[7] continents **a**__[8] separated **b**__[9] wide **oce**___[10], but some coastlines still seem to fit. Rocks in distant places can also match in age and type. Similar fossil plants appear on lands now far apart. Such fossils help scientists connect past environments. The movement of ice in old rock marks can show earlier climate. These climates can differ from the climates in the same places today.

Read in Daily Life

Choose the best answer. Practise online: lingoleap.ai/toefl/reading-daily-life-practice

13. Residence Hall Room Checks—Maple Hall (Mar. 11–13)

MAPLE HALL — Facilities Notice
Routine room checks will take place Tue–Thu, Mar. 11–13, between 10:00 a.m. and 4:00 p.m. Staff will check smoke detectors and window latches.

You do not need to be present, but please:
• clear items from windowsills
• secure valuables
• keep pets in carriers during the time window

Questions? Email facilities@maplehall.edu.

1. **What is the main purpose of the notice?**
   A To remind residents to pick up pets from the residence hall office
   B To announce routine room checks and explain what residents should do
   C To inform residents that a safety inspection failed and must be repeated
   D To ask residents to schedule a specific appointment time for repairs
2. **According to the notice, what should residents do about being present during the checks?**
   A They must be in the room when staff tests the smoke detector
   B They should leave a note on the door with a preferred time
   C They do not need to be present during the time window
   D They should meet staff in the lobby before entering the room

14. Campus Shuttle Stop Change

NOTICE: Green Line Shuttle—Temporary Stop Change
Effective Mon, Sept 14 (through Fri, Oct 2)

Due to walkway repairs, the Green Line will not stop at Science Hall. Please use the temporary stop at North Lot (Stop B), about a 3-minute walk from Science Hall.

Service hours: 7:15 a.m.–6:45 p.m. (Mon–Fri)
Frequency: every 12–15 minutes

Questions? Ask at the Transportation Desk (Student Center, Room 112) or email transit@campus.edu.

1. **Why does the Green Line shuttle skip the Science Hall stop for a period of time?**
   - **A** The shuttle is switching to weekend-only service during repairs.
   - **B** Walkway repairs make the usual stop unavailable.
   - **C** The shuttle route is being shortened because of low ridership.
   - **D** Science Hall is closed for the semester and cannot be accessed.
2. **When does the Green Line shuttle service end each weekday during the temporary change?**
   - **A** 7:45 p.m.
   - **B** 6:15 p.m.
   - **C** 7:15 p.m.
   - **D** 6:45 p.m.
3. **What should riders expect because of this notice?**
   - **A** They will need to transfer to a different shuttle line at Science Hall.
   - **B** They will need to walk a short distance from a different stop.
   - **C** They must reserve a seat on the shuttle in advance.
   - **D** They should pay an additional fee to ride the Green Line.

15. Laundry Room Dryer Repair Notice

NOTICE — Cedar Hall Laundry Room
Dryer #3 will be out of service for repair.

When: Tue, Sept 17, 9:00 a.m.–2:00 p.m.
What to do: Please use Dryers #1, #2, or #4 during this time. If the room is busy, you may also use the laundry room in Maple Hall (ground floor).

Reminder: Remove your clothes right after the cycle ends. Items left longer than 20 minutes may be moved to the folding table.

Questions? Email housinghelp@northvalley.edu

1. **Why was this notice written?**
   - **A** To explain how to use the dryers safely
   - **B** To announce that one dryer will not be available for a few hours
   - **C** To ask students to bring clothes to the housing office
   - **D** To report that the Maple Hall laundry room is closing
2. **During what time should students NOT use Dryer #3?**
   - **A** Tuesday, 9:00 a.m.–2:00 p.m.
   - **B** Tuesday, 2:00 p.m.–9:00 p.m.
   - **C** Monday, 9:00 a.m.–2:00 p.m.
   - **D** Monday, 2:00 p.m.–9:00 p.m.
3. **What does the notice ask students to do after each drying cycle?**
   - **A** Leave clothes in the dryer until a staff member checks them
   - **B** Move clothes to Maple Hall before folding them
   - **C** Take clothes out right away when the cycle ends
   - **D** Put clothes on the folding table before the cycle is finished

16. Campus Wi-Fi Password Update

IT NOTICE: Campus Wi-Fi Update
On Monday, Sept. 8, the Wi-Fi password will change at 7:00 a.m.
What to do: Forget the old “CampusNet” network and reconnect.
The new password is posted in the Student Portal under IT Announcements.

1. **What is the main purpose of this notice?**
   - **A** To ask students to stop using the campus Wi-Fi
   - **B** To explain how to create a Student Portal account
   - **C** To announce a change to the campus Wi-Fi password
   - **D** To advertise a new network for visitors only
2. **Where can students find the new password?**
   - **A** On posters near the library entrance
   - **B** In an email sent to all students at noon
   - **C** At the front desk of the Student Center
   - **D** In the Student Portal under IT Announcements

Read an Academic Passage

Choose the best answer. Practise online: lingoleap.ai/toefl/reading-academic-passage-practice

17. Early Development of Cerebral Lateralization

When do the two cerebral hemispheres begin to “divide the work” and become lateralized? It was once thought that lateralization took place gradually throughout childhood and was not complete until adolescence. Now, however, it is believed that brain lateralization may originate in the prenatal period (before birth) and is clearly evident at birth.

For example, it has been noted that about two-thirds of all fetuses end up positioned in the womb with their right ear facing outward, and it is believed that this gives them a right-ear advantage and illustrates the left hemisphere’s specialization in language processing. From the first day of life, speech sounds stimulate more electrical activity in the left side of the cerebral cortex than in the right. In addition, most newborns turn to the right rather than to the left when they lie on their back, and these same babies later tend to reach for objects with their right hand.

However, the brain is not completely specialized at birth; until puberty (the stage of adolescence), children come to rely more and more on one particular hemisphere or the other to serve particular functions. For example, even though left- or right-handedness is apparent early and is reasonably well established by age two, lateral preferences become stronger over time.

1. **What is the passage mainly about?**
   - **A** Why most adults rely on their right hand for motor functions such as writing
   - **B** How the corpus callosum integrates the functions of the two hemispheres
   - **C** How traumatic brain injuries permanently prevent the brain from specializing
   - **D** Evidence that cerebral lateralization begins before birth and continues to develop through childhood
2. **According to the passage, what has been noted about the position of many fetuses in the womb?**
   - **A** About two-thirds are positioned with their right ear facing outward
   - **B** Most are positioned with their left ear facing outward
   - **C** They change position frequently during the first day of life
   - **D** They show stronger electrical activity in the right cerebral cortex
3. **In the passage, the word originate is closest in meaning to**
   - **A** be measured
   - **B** be proven
   - **C** begin
   - **D** disappear
4. **What can be inferred from the passage about cerebral lateralization at birth?**
   - **A** It is absent at birth and first appears during adolescence
   - **B** It depends entirely on children learning to use one hand more than the other
   - **C** It is evident at birth, but specialization continues to increase until puberty
   - **D** It is complete at birth and does not change during childhood
5. **Why does the passage include the information about newborns turning to the right and later reaching with the right hand?**
   - **A** To show that lateral preferences appear early and are related across time
   - **B** To argue that fetuses do not show any evidence of lateralization
   - **C** To explain why lateralization is not evident until after puberty
   - **D** To describe how speech sounds are processed in the right cerebral cortex

18. The Iridium Spike at the K/T Boundary

Many theories have been put forward for the extinction of the dinosaur, but most of them can be dismissed. Since 1980 there have been more focused, but still controversy-ridden, investigations. In that year Louis and Walter Alvarez and colleagues from the University of California published their research on the amounts of various metals in the boundary between Cretaceous and Tertiary rocks (K/T boundary) in Italy, Denmark, and New Zealand.

They had found, accidentally, that a rare metal, iridium, suddenly became very abundant exactly at the boundary and then slowly fell away. This phenomenon, known as the iridium spike, has now been identified in K/T boundary deposits in over a hundred other sites in the world.

Iridium occurs in meteorites and volcanic material, but in the latter case it is accompanied by elevated levels of nickel and chromium. These other metals are not especially abundant at the K/T boundary. The Alvarezes concluded that the iridium spike was due to a large asteroid that struck Earth 65 million years ago.

1. **What is the main purpose of the passage?**

   A To describe evidence from metal measurements at the K/T boundary and how it led to an asteroid explanation

   B To compare the extinctions of marine organisms with the extinctions of land animals at the end of the Cretaceous

   C To explain why most theories about dinosaur extinction were accepted before 1980

   D To argue that volcanic activity was the only possible cause of the iridium spike

2. **According to the passage, where did the Alvarezes and their colleagues publish research on metals in K/T boundary rocks?**

   A In deposits from North America, where iridium levels were first measured

   B In Italy, Denmark, and New Zealand, using boundary rocks from those locations

   C In sites selected because nickel and chromium were especially abundant

   D In over a hundred locations, where the iridium spike was later identified

3. **In the passage, the word accompanied is closest in meaning to**

   A associated

   B hidden

   C explained

   D measured

4. **What can be inferred from the passage about the argument for a volcanic source of the iridium at the K/T boundary?**

   A It was accepted because iridium levels fell away slowly after the boundary

   B It was rejected because iridium cannot occur in volcanic material

   C It was considered less likely because nickel and chromium were not especially abundant at the boundary

   D It was supported by the fact that the iridium spike was found accidentally

5. **Why does the passage mention that iridium occurs in both meteorites and volcanic material?**

   A To demonstrate that metal levels at the K/T boundary were the same in every country studied

   B To explain why the iridium spike could only be detected in marine deposits

   C To emphasize that volcanic activity was widespread at the end of the Cretaceous period

   D To show that the iridium spike could be explained by more than one general source before additional evidence is considered

Practice Set PQ26-4

Complete the Words

Fill in the missing letters of each numbered word. Practise online with instant scoring: lingoleap.ai/toefl/reading-complete-the-words-practice

19. Color Vision and Concealment in Animals

Animal color vision is the ability to detect differences in light wavelengths. It **dep**____[1] on **photor**_____[2] cells **i**__[3] the **ret**___[4]. In **d**__[5] light, **ma**__[6] animals **re**__[7] on **ro**__[8]. In **brig**____[9] light, **co**___[10] support color discrimination. The number and types of cones affect what colors an animal sees. Some predators detect prey mainly by movement, so still prey may remain undetected. Concealing coloration is a body pattern that reduces noticeability. Some ambush hunters match the typical colors of flowers. A gradual color change can improve their match. This strategy increases feeding success and supports survival.

20. Tomb Sculpture and Spirit Roads

Tomb sculpture is carved or shaped art placed at burial sites as part of memorial practice. It **ser**___[1] as **decor**_____[2] and **a**__[3] a **mar**___[4] of **soc**___[5] rank. In **so**__[6] societies, **rit**___[7] activity **shi**___[8] from **ci**__[9] temples **t**__[10] the tomb, so a hall for offerings becomes necessary. The approach to the grave may include a spirit road lined with monuments. Such display can spread from rulers to broader classes, increasing demand for stone work. Governments sometimes issue regulations that limit the number and subjects of statues. In many tombs, wall carvings, stone coffins, and engraved doors form a coordinated program.

21. American Bison

American bison are large grazing animals that once lived in huge groups on open plains. They **e**__[1] mostly **gr**___[2] and **mo**__[3] often **t**__[4] find **n**__[5] food. A **bi**___[6] herd **c**__[7] travel **ma**__[8] miles **dur**___[9] a **sea**___[10]. People have used bison for meat, hide, and bones. In the past, hunters sometimes killed more animals than they could process. This could leave useful parts unused. Later, trade increased the demand for hides, so more bison were killed. Today, small herds are protected in parks and on ranches.

Read in Daily Life

Choose the best answer. Practise online: lingoleap.ai/toefl/reading-daily-life-practice

22. Housing Office: Maintenance Visit—Sprinkler Inspection (Mar. 19)

Subject: Maple Ridge Apartments—Sprinkler Inspection (Wed., Mar. 19)

Hi residents,

Facilities will enter all Maple Ridge units on Wednesday, March 19 between 9:00 a.m. and 12:30 p.m. to complete the annual sprinkler inspection. You do not need to be home.

Please do the following before 9:00 a.m.:

• Clear a 3-foot area under sprinkler heads (typically in bedrooms and the living room).
• Secure pets in a crate or separate room.

If our staff cannot access a sprinkler head, the unit may be scheduled for a return visit.

Questions? Reply to this email or call Housing at 555-0146.

1. **What is the main purpose of the email?**
   - **A** To remind residents to renew their apartment lease for next year
   - **B** To ask residents to report problems with the sprinkler system
   - **C** To announce a change in the building's emergency procedures
   - **D** To inform residents about a scheduled inspection that will require staff entry
2. **What should residents do to help the inspection go smoothly?**
   - **A** Be present in the apartment during the inspection window
   - **B** Move items away from sprinkler heads and secure pets
   - **C** Turn off the sprinkler system before leaving for class
   - **D** Submit a maintenance request form the day before the visit

23. Residence Hall Laundry Room Update

Group chat: Maple Hall – Floor 3

Mon 4:18 PM
Rina (RA): Quick update: the laundry room on Floor 1 will be closed tonight 7:00–10:00 PM for a pipe check. Please plan around it.

Mon 4:21 PM
Leo: Does that mean we can't get in at all?

Mon 4:22 PM
Rina (RA): Right—doors will be locked during that window. If you need to do laundry, use the Cedar Hall basement machines. Your campus card will work there.

Mon 4:26 PM
Maya: Are the machines in Cedar the same payment?

Mon 4:27 PM
Rina (RA): Yes. Same rate. Also: please remove items promptly when your cycle ends—staff are doing a walkthrough tomorrow morning, and unattended loads may be moved to the folding table.

1. **Why is the Maple Hall laundry room closed tonight?**
   - **A** The payment system is being replaced.
   - **B** It is being used for a hall meeting.
   - **C** A pipe check is scheduled.
   - **D** New machines are being delivered.
2. **What should students do if they need to do laundry between 7:00 and 10:00 PM?**
   - **A** Use the Maple Hall folding table area instead.
   - **B** Wait until tomorrow morning to start a load.
   - **C** Bring their laundry to the front desk for storage.
   - **D** Use the Cedar Hall basement machines.
3. **In the message, what does the phrase remove items promptly mean?**
   - **A** Use a shorter wash setting whenever possible.
   - **B** Move clothes to Cedar Hall before the room closes.
   - **C** Take clothes out soon after the machine finishes.
   - **D** Sort clothes by color before starting a cycle.

24. Campus Card Found

FOUND ITEM — CAMPUS CARD
A student campus card was found near the North Hall vending machines (1st floor) on Mon, Sept 8 around 3:20 p.m.

Pick up: Student Services Front Desk, Building C, Room 102
Hours: Mon–Fri, 9:00 a.m.–4:30 p.m. (closed 12:00–1:00 for lunch)

Please bring a photo ID to claim the card. Unclaimed items are kept for 7 days and then removed from the desk.

1. **Where should the student go to pick up the campus card?**
   - **A** The lunch area in Building C
   - **B** Student Services Front Desk in Building C, Room 102
   - **C** The campus security office in North Hall
   - **D** The North Hall first-floor vending area
2. **At what time is the front desk closed each weekday?**
   - **A** 4:30–5:30 p.m.
   - **B** 3:20–4:30 p.m.
   - **C** 9:00–10:00 a.m.
   - **D** 12:00–1:00 p.m.
3. **What will the student most likely need in order to claim the card?**
   - **A** A printed class schedule
   - **B** A student email message about the card
   - **C** A photo ID
   - **D** A vending machine receipt

25. Chem Lab Building Elevator Notice

NOTICE: Elevator Service
North Elevator (Chem Lab Building)

Out of service Tue, Sept 10, 9:00 a.m.–3:00 p.m. for inspection.
Please use the south elevator or the stairs.

Questions? Call Facilities: 555-0138

1. **Why is the north elevator not available on Tuesday?**
   - **A** It is being cleaned.
   - **B** It is being painted.
   - **C** It is being inspected.
   - **D** It is reserved for staff.
2. **What should people do during the service time?**
   - **A** Use the south elevator or the stairs.
   - **B** Call Facilities before using any elevator.
   - **C** Use only the stairs for all floors.
   - **D** Wait until after 3:00 p.m. to enter the building.

Read an Academic Passage

Choose the best answer. Practise online: lingoleap.ai/toefl/reading-academic-passage-practice

26. Stonehenge as an Astronomical Site

Perhaps the best-known such site is Stonehenge, located on Salisbury Plain in England. This ancient monument, which today is one of the most popular tourist attractions in Britain, dates from the Stone Age. Researchers believe it was an early astronomical observatory of sorts--not in the modern sense of the term (a place for making new observations and discoveries pertaining to the heavens)--but rather a kind of three-dimensional calendar or almanac, enabling its builders and their descendants to identify important dates by means of specific astronomical events.

Its construction apparently spanned a period of about 17 centuries, beginning around 2800 B.C. Additions and modifications continued to about 1100 B.C., indicating its ongoing importance to the Stone Age and, later, Bronze Age people who built, maintained, and used Stonehenge. Many of the stones are aligned so that they point toward important astronomical events. For example, the line joining the center of the inner circle to the so-called heel stone, set off some distance from the rest of the structure, points in the direction of the rising Sun on the summer solstice (the longest day of the year).

Other alignments are related to the rising and setting of the Sun and the Moon at other times of the year. The accurate alignments (within a degree or so) of the stones at Stonehenge were first noted in the eighteenth century, but it was only relatively recently--in the second half of the twentieth century, in fact--that the scientific community began to credit Stone Age technology with the ability to carry out such a precise feat of engineering. While some of Stonehenge's purposes remain uncertain and controversial, the site's astronomical function seems well established.

1. **What is the passage mainly about?**
   - **A** How early cultures created constellations to label regions of the sky
   - **B** Why Stonehenge is considered to have served an astronomical function
   - **C** How tourism affected the preservation of Stonehenge over time
   - **D** Why twentieth-century astronomers rely on historical records for observations
2. **According to the passage, what does the line from the center of the inner circle to the heel stone indicate?**
   - **A** The direction of the setting Sun on the winter solstice
   - **B** The location where the largest stones were originally quarried
   - **C** The direction of the rising Sun on the summer solstice
   - **D** The position of the Moon at the same time each year
3. **In the passage, the word spanned in the phrase “spanned a period of about 17 centuries” is closest in meaning to**
   - **A** covered
   - **B** delayed
   - **C** measured
   - **D** replaced
4. **What can be inferred from the passage about the scientific community’s view of Stone Age technology?**
   - **A** It doubted that Stone Age people could achieve precise alignments until the late twentieth century
   - **B** It consistently regarded Stone Age engineering as highly advanced from the eighteenth century onward
   - **C** It believed Stonehenge was built mainly for making new astronomical discoveries
   - **D** It rejected the idea that Stonehenge had any function related to the Sun or the Moon

5. **Why does the passage mention that Stonehenge was "not in the modern sense of the term" an observatory?**

   A To argue that the alignments were too imprecise to be considered scientific

   B To emphasize that Stonehenge's stones were transported from many miles away

   C To suggest that Stonehenge was primarily designed as a place for religious ceremonies

   D To clarify that Stonehenge functioned more like a calendar than a site for new discoveries

27. Competing Hypotheses about the Proto-Indo-European Homeland

Yet for all that is known about the group that spoke Proto-Indo-European, linguists cannot agree on the two most basic facts about its existence: when and where these people lived. Proto-Indo-European contains many words for different kinds of trees, so they probably lived in or near wooded areas. Unfortunately, these clues could point to almost anywhere in Asia or Europe.

At the moment there are two leading hypotheses about the Proto-Indo-European homeland. One is that the language was spoken by a nomadic people who lived just north of the Black and Caspian Seas about 6,000 years ago. These people may well have been the first to domesticate the horse. As their descendants—or perhaps just their way of life—spread across Europe, so did their language.

The second hypothesis advocates an earlier spread of these languages. According to this idea, the first farmers to spread out of the Middle East into western Asia and Europe, beginning about 9,000 years ago, spoke Proto-Indo-European. Both hypotheses have their problems. Clear evidence for the domestication of the horse 6,000 years ago is hard to find. Similarly, Proto-Indo-European seems to have had words for copper, cart, and the domesticated horse, yet these things were unknown among the first farmers of Turkey.

1. **What is the main purpose of the passage?**

   A To show that clues from place names provide decisive evidence about the Proto-Indo-European homeland

   B To explain how linguistic reconstructions can reveal detailed aspects of Proto-Indo-European daily life

   C To argue that Proto-Indo-European spread primarily through warfare conducted by mounted warriors

   D To describe two major proposals about when and where Proto-Indo-European was spoken and note difficulties with each

2. **According to the passage, what is one reason the linguistic clues about trees do not identify a specific homeland?**

   A The clues contradict evidence that Proto-Indo-European speakers lived in deserts

   B The words for trees are too similar to words for birds to be distinguished reliably

   C The words for trees appear only in later Indo-European languages, not in Proto-Indo-European

   D The clues could indicate locations in many parts of Asia or Europe

3. **The word advocates in the passage is closest in meaning to**

   A supports

   B confuses

   C predicts

   D restricts

4. **What can be inferred from the passage about the first farmers who spread into western Asia and Europe?**

   A They are known to have used copper and carts as they expanded from the Middle East

   B There is not clear evidence that they spoke Proto-Indo-European

   C They probably lived just north of the Black and Caspian Seas about 6,000 years ago

   D They domesticated the horse earlier than any nomadic people did

5. **Why does the author mention that Proto-Indo-European seems to have had words for “copper, cart, and the domesticated horse”?**

A To provide examples of the kinds of everyday objects most likely to be reconstructed from ancient languages

B To explain why the nomadic hypothesis requires evidence of mounted warriors in Europe and western Asia

C To point out a difficulty for the hypothesis that early farmers spoke Proto-Indo-European

D To show that many Proto-Indo-European terms were borrowed from languages spoken in Turkey

Practice Set PQ26-5

Complete the Words

Fill in the missing letters of each numbered word. Practise online with instant scoring: lingoleap.ai/toefl/reading-complete-the-words-practice

28. Roman Trade and Production in Britain

Roman provincial trade is the movement of goods within and beyond a Roman-controlled region. Here **i**__[1] connects **to**___[2], forts, **a**__[3] rural **settl**_____[4] through **ro**___[5] and **po**___[6]. Markets **inc**____[7] food, **pot**____[8], glass, **a**__[9] metal **to**___[10]. Many items come from local workshops, while others arrive from distant regions. Production often uses specialized equipment and skilled labor. Goods travel in small shipments and reach homes, military bases, and shops. Access to objects becomes wider across social groups. Some wealth is shown through domestic decoration and building materials. Trade also requires safe storage and reliable payment. Records and labels help identify the origin of a product and its intended customer.

29. Marine Sediment Cores and Past Climate

Marine sediment cores are long cylinders of layered material taken from the seafloor to record past ocean conditions. Each **la**___[1] contains **min**____[2] grains **a**__[3] tiny **sh**___[4] fragments **th**__[5] settle **slo**___[6] through **t**__[7] water. Some **she**___[8] preserve **chem**____[9] ratios **th**__[10] change with the amount of ice stored on land. These ratios provide an indication of colder and warmer intervals. Cores are arranged in a sequence by matching distinctive layers, and the resulting chronology helps build a continuous timeline. Scientists also compare core layers with windblown dust or volcanic ash to confirm regional patterns. This approach is useful when land deposits are incomplete or disturbed.

30. Animal Dispersal

Animal dispersal is the movement of animals from one place to another. It **c**__[1] happen **wh**__[2] food **i**__[3] low **o**__[4] the **ar**__[5] becomes **t**__[6] crowded. Dispersal **us**__[7] energy, **s**__[8] animals **mu**__[9] spend **calo**____[10] to travel and to build strong muscles. Animals also face risks, because they may meet predators in new areas. Some animals leave to avoid mating with close relations. Others stay near home because they know the land and can find shelter quickly. In some species, young males disperse farther than young females.

Read in Daily Life

Choose the best answer. Practise online: lingoleap.ai/toefl/reading-daily-life-practice

31. Email: Reserving a Music Practice Room

Subject: Practice Room Reservations (Pilot Week)

Hi everyone,

Starting Mon, Sept 14, the Music Building practice rooms will use a new reservation page. You can still walk in, but reservations will have priority.

• How to book: Log in with your campus ID at rooms.music.univ

• Time limit: 60 minutes per booking; up to 2 bookings per day

• Check-in: Scan your campus card at the door within 10 minutes of your start time, or the room will be released

For the pilot week only, Room 118 is closed for piano tuning. If you have trouble signing in, reply to this email with a screenshot.

—Facilities Desk

1. **Why is the Facilities Desk sending this email?**
   - **A** To warn students that walk-ins are no longer allowed in the practice rooms
   - **B** To explain how to request a refund for practice room fees
   - **C** To invite students to a meeting about music building renovations
   - **D** To announce a new system for reserving practice rooms
2. **What must a student do to keep a reserved room?**
   - **A** Arrive at least 10 minutes early and wait outside the door
   - **B** Scan a campus card at the door within 10 minutes of the start time
   - **C** Confirm the reservation by replying to the Facilities Desk email
   - **D** Print the reservation page and show it to the front desk
3. **What does the email say about Room 118?**
   - **A** It will be available only for students who book two sessions in one day
   - **B** It is closed during the pilot week because of piano tuning
   - **C** It requires a longer booking time than the other rooms
   - **D** It can be used only by walk-in students, not by reservations

32. Student Center Cafe Seating Closed—Apr. 8 (2:00–4:30 p.m.)

STUDENT CENTER CAFE NOTICE

Tues., Apr. 8
2:00–4:30 p.m.

Main seating area CLOSED for floor cleaning.

• Order as usual at the counter.
• Please take drinks and food to go during this time.
• Small tables near the north windows will stay open (limited seats).

Thank you for helping us keep the space clean.
Questions? Ask a cafe staff member.

1. **Why was this notice posted?**
   - **A** To announce a change in where students can sit in the cafe for a few hours
   - **B** To explain why the cafe will stop selling food until next week
   - **C** To request that students bring their own food containers to the cafe
   - **D** To invite students to a cafe meeting about new seating rules
2. **What should students do between 2:00 and 4:30 p.m. on Apr. 8?**
   - **A** Use only the cafe tables near the south entrance
   - **B** Order at the counter but plan to take food and drinks to go
   - **C** Buy food at a different location because the counter is closed
   - **D** Wait until 4:30 p.m. to place any orders
3. **What does the notice suggest about the tables near the north windows?**
   - **A** They will close first, before the main seating area closes
   - **B** They are open only for students who reserved them earlier
   - **C** They are available, but there may not be enough seats for everyone
   - **D** They are for staff members and are not for students

Read an Academic Passage

Choose the best answer. Practise online: lingoleap.ai/toefl/reading-academic-passage-practice

33. Thermals and Soaring Flight

Gliding is gravity-powered flight where the movement of the glider has a downward tilt. But many birds are capable of ascending without flapping their wings, and this is called soaring. Birds usually soar by finding air that is rising as fast as or faster than the gliding bird's sinking speed. For example, a turkey vulture might glide with a sinking speed of about 0.8 meters per second.

Two common processes produce updrafts, or rising air. When heated air rises, it is called a thermal. Thermals occur when the Sun heats some parts of the ground more than others. The warm ground heats the air above it, and the air starts to rise. Thermals may be continuous chimneys of rising air, or a series of discrete, doughnut-shaped bubbles (ring thermals) formed at intervals by the warmed ground.

As long as the upward speed of the thermal is greater than the sinking speed of a glider, the glider will ascend in the thermal. Of course, the glider will quickly fly out of the thermal if it flies in a straight line, so it must circle to stay in the rising air. Many soaring birds use just this pattern: climbing up in a thermal, gliding a long distance, then finding another thermal in which to soar. This type of flight is an efficient way to cover long distances at a low energy cost.

1. **What is the main idea of the passage?**
   A Ring thermals are formed mainly because cool air replaces warm air above a plowed field.
   B Most gliding birds maintain altitude by increasing their sinking speed when air is rising.
   C Soaring birds can ascend without flapping by using rising air, especially thermals, and by circling within them.
   D Ridge lift is the most reliable source of updrafts because it is tied to a fixed, local area.
2. **According to the passage, what is a thermal?**
   A A pattern of flight in which birds glide a long distance before landing
   B A process in which wind blows upward along a slope and creates predictable lift
   C A type of cloud that forms when water vapor condenses at high altitude
   D Heated air that rises when the Sun warms some parts of the ground more than others
3. **In the passage, the word discrete in the phrase “a series of discrete, doughnut-shaped bubbles” is closest in meaning to**
   A separate
   B rapid
   C dangerous
   D irregular
4. **What can be inferred from the passage about a glider that enters a thermal and continues flying in a straight line?**
   A It will leave the rising air quickly and therefore will not keep ascending in the thermal.
   B It will increase its sinking speed until it matches the thermal’s upward speed.
   C It will be more likely to find discrete ring thermals than continuous chimneys.
   D It will remain in the rising air long enough to glide a long distance afterward.

5. **Why does the author include the example of a turkey vulture with a sinking speed of about 0.8 meters per second?**

   A To show that thermals are created only when the ground heats at unequal rates

   B To explain why gliders must circle on the inside of ring thermals

   C To illustrate how rising air must match or exceed a bird's sinking speed for it to maintain altitude or climb

   D To compare the efficiency of soaring with the efficiency of flapping flight

34. Glacial Evidence and Reassembled Continents

During the later part of the Paleozoic era (544-255 million years ago), massive glaciers covered large continental areas of the Southern Hemisphere, leaving behind layers of till (sediment deposited by glaciers) and striations (scratch marks) in the bedrock beneath the till. Fossils and sedimentary rocks of the same age from the Northern Hemisphere, however, give no indication of glaciation. Fossil plants found in coals indicate that the Northern Hemisphere had a tropical climate during the time that the Southern Hemisphere was glaciated.

All the Gondwana continents, except Antarctica, are currently located near the equator in subtropical to tropical climates. Mapping of glacial striations in bedrock in Australia, India, and South America indicates that the glaciers moved from the areas of present-day oceans onto land. This would not be a viable explanation because large continental glaciers (such as those that occurred on the Gondwana continents during the late Paleozoic era) flow outward from their central area of accumulation toward the sea.

If the continents had not moved in the past, one would have to explain how glaciers moved from the oceans onto land and how large-scale continental glaciers formed near the equator. But if the continents are reassembled as a single landmass with South Africa located at the South Pole, the direction of movement of late Paleozoic continental glaciers makes sense. Furthermore, this geographic arrangement places the northern continents nearer the tropics, which is consistent with the fossil and climatologic evidence.

1. **What is the main purpose of the passage?**

   A To describe how layers of till and striations form beneath massive glaciers in both hemispheres

   B To argue that the Northern Hemisphere experienced more severe glaciation than the Southern Hemisphere during the Paleozoic era

   C To explain why the present locations of the Gondwana continents make past patterns of glaciation difficult to account for unless the continents moved

   D To show that fossils provide more reliable evidence than rock sequences for reconstructing ancient climates

2. **According to the passage, what does mapping of glacial striations in Australia, India, and South America indicate?**

   A The glaciers flowed outward from their central area of accumulation toward the sea

   B The glaciers moved from areas of present-day oceans onto land

   C The glaciers formed only after coal deposits had already accumulated

   D The glaciers originated near the equator and moved toward the South Pole

3. **In the passage, the word viable is closest in meaning to**

   A available

   B predictable

   C able to survive

   D possible

4. **What can be inferred from the passage about large continental glaciers during the late Paleozoic era?**

   A Their movement directions are more readily explained if the continents are placed in different past positions

   B They could not have existed on any landmass located near the equator

   C They were limited to Antarctica because of its proximity to the South Pole

   D Their outward flow patterns were determined primarily by ocean currents

5. **Why does the passage mention fossil plants found in coals?**

A To provide evidence that coal deposits are more common in the Southern Hemisphere than in the Northern Hemisphere

B To illustrate that glaciers can leave behind both striations and layers of till

C To explain why glacial striations are most easily preserved in subtropical climates

D To support the claim that the Northern Hemisphere had a tropical climate when the Southern Hemisphere was glaciated

Practice Set PQ26-6

Complete the Words

Fill in the missing letters of each numbered word. Practise online with instant scoring: lingoleap.ai/toefl/reading-complete-the-words-practice

35. Roman Trade and Craft Production in Britain

Roman provincial trade refers to the movement of everyday goods within territories controlled by Rome. Here, **th**__[1] trade **incr**_____[2] the **num**___[3] of **obj**____[4] in **ordi**____[5] homes **a**__[6] towns. Pottery, **gl**___[7], and **me**___[8] tools **app**___[9] in **ma**__[10] places and in multiple styles. Production often remains small in scale, but it becomes more specialized. Workshops supply items that once came only from households. Goods travel over longer distances to reach buyers. Some items serve practical needs, and others express social identity. Imports from distant regions include foodstuffs and containers.

36. Early European Newspapers

A newspaper is a printed publication that provides information about public events and local activities. These **ea**___[1] European **newsp**_____[2] often **comb**____[3] reports **fr**__[4] travelers **wi**__[5] notices **f**__[6] merchants. Many **iss**___[7] circulated **thr**____[8] coffeehouses **a**__[9] bookshops, **wh**___[10] readers could share copies. Governments sometimes required a license to publish, and taxes could limit sales. Distribution depended on roads, ships, and postal routes, so cities with busy ports had an advantage. Typical editions were brief, with few images and little typography. Over time, regular publication created a sense of a wider readership and encouraged publicity for goods and services.

37. Water on Mars

Mars is a planet that is cold and dry, with a thin atmosphere. The **a**__[1] has a lot **o**__[2] carbon **dio**____[3]. This **g**__[4] can **fre**___[5] near **t**__[6] poles **i**__[7] winter **a**__[8] return **t**__[9] the **a**__[10] in summer. The change affects air pressure across the year. Because the air is thin, surface temperatures can change fast. Water on Mars is often ice. It can also turn directly into gas by a process called sublimation. Some water may exist underground, in small reservoirs. Long channels and gullies are landforms that may come from past flowing water. These features help scientists study the planet.

Read in Daily Life

Choose the best answer. Practise online: lingoleap.ai/toefl/reading-daily-life-practice

38. Housing Office: Annual Window Screen Check—Cedar Hall (Apr. 2–4)

Cedar Hall — Window Screen Check
Apr. 2–4 (Wed–Fri), 10:00 a.m.–4:00 p.m.

Facilities staff will enter student rooms to inspect and reattach loose window screens. No appointment needed.

Before 10:00 a.m. on your scheduled day:
• Clear the window area (desks, lamps, plants).
• Keep pets in a carrier or with a roommate.
• If you will be away, lock up valuables as usual.

Questions? Email housing@cedar.edu.

1. **What is the main purpose of the notice?**
   A To remind students to report broken windows to the Housing Office
   B To announce that staff will check window screens in Cedar Hall rooms
   C To tell students that Cedar Hall rooms will be closed during the afternoon
   D To explain how students can request a new window screen for their room

2. **What are students asked to do before the inspection?**
   A Schedule an appointment with Facilities staff
   B Remove the window screen and place it outside the room
   C Be present in the room during the inspection time
   D Move items away from the window area

39. Reuse Cup Return Reminder

Campus Café — Reuse Cup Return Station

Reminder: Please return your reusable drink cup within 7 days of checkout.

• Deposit: $3 (added at checkout). Deposit is returned to the same payment method.
• Before returning: Quick rinse only. No soap needed.
• Return hours: Mon–Fri, 9:00 a.m.–4:30 p.m. (Student Center, Room 112)

Note: Cups with lids missing or heavy food inside may be refused. If refused, you may rinse and return the same day.

Questions? Send a message to cafehelp@campus.edu.

1. **What should a student do before returning a reusable cup?**
   A Rinse it quickly, without using soap.
   B Wash it with soap and dry it completely.
   C Send an email to request a return time.
   D Bring it to Room 112 during weekend hours.

2. **According to the notice, what will most likely happen if a cup is returned with a missing lid?**
   A The cup can only be returned by mail.
   B The student will lose the deposit automatically.
   C The return may be refused until the problem is fixed.
   D The deposit will be returned in cash instead.

40. Flu Shot Clinic—Student Health Lobby (Oct. 14–15)

FLU SHOT CLINIC
Location: Student Health Center (Main Lobby)
Dates: Mon–Tue, Oct. 14–15
Time: 10:00 a.m.–3:00 p.m.

Cost: $10 with student insurance / $20 without
Bring: Campus ID + payment card (cash not accepted)

Please wait outside if you have a fever or a strong cough.
Questions? Call 555-0148.

1. **What is the main purpose of this poster?**
   - **A** To ask students to volunteer at the health center lobby
   - **B** To explain new rules for entering the health center
   - **C** To invite students to a health talk about colds
   - **D** To give information about getting a flu shot on campus
2. **According to the poster, what should a student do if they have a fever?**
   - **A** Call the phone number to schedule a private appointment
   - **B** Wait outside instead of staying in the lobby
   - **C** Come back after 3:00 p.m. when the lobby is empty
   - **D** Go to a different building to get the flu shot

Read an Academic Passage

Choose the best answer. Practise online: lingoleap.ai/toefl/reading-academic-passage-practice

41. Kohring's Model of Egg Development

Several different theories have been put forward to explain how the hard-shelled eggs of land-dwelling reptiles evolved from the soft eggs that amphibians lay in water. Another hypothesis was proposed by German paleontologist Rolf Kohring, whose specialty is fossil eggs.

In Kohring's model, amphibians during the Mississippian epoch spread into nutrient-poor or cooler water. Because of the harsher conditions, eggs were produced with larger yolks: that is, more nutrients for the embryo. With larger yolks, the eggs were bigger, and fewer of them could be produced by the female (hundreds rather than thousands). To keep the larger egg intact, one or more membranes were developed, including one that surrounded and protected the egg.

This outer membrane provided a place to safely store calcium ions, which are poisonous. Accumulating the calcium in a hard shell then made it possible for the egg to be laid on land (it was pre-adapted to be laid there).

1. **What is the main purpose of the passage?**

   A To explain Kohring's hypothesis for how egg membranes and a hard shell could have developed before eggs were laid on land

   B To compare several paleontologists' explanations for reptile diversification during the Late Paleozoic and Mesozoic Eras

   C To show that fossil eggs demonstrate that amphibians were the first animals to abandon an aquatic lifestyle

   D To argue that hard-shelled reptile eggs evolved mainly as a defense against insects and microbes on the ground

2. **According to Kohring's model, why were fewer eggs produced by the female?**

   A The outer membrane prevented the production of more than a few eggs at one time

   B The eggs were laid in nutrient-poor or cooler water that limited embryo development

   C Calcium ions in the environment forced the eggs to develop a hard shell

   D The eggs were bigger because they contained larger yolks

3. **In the passage, the word accumulating is closest in meaning to**

   A hiding

   B measuring

   C gathering

   D removing

4. **What can be inferred about the role of the outer membrane in Kohring's model?**

   A It prevented eggs from absorbing oxygen in cooler water

   B It developed only after eggs were already being laid successfully on land

   C It helped make later shell formation possible by providing a safe place for certain substances

   D It reduced the need for yolk by supplying nutrients directly to the embryo

5. **Why does the author include the parenthetical phrase "(hundreds rather than thousands)"?**

   A To indicate that the numbers are based on fossil evidence rather than on a model

   B To clarify the meaning of "fewer" by giving a more concrete comparison

   C To provide an estimate of how many eggs could be protected by a single membrane

   D To suggest that the egg-laying pattern was identical across all amphibians in the Mississippian epoch

Answer key

PQ26-2

- **1. Bird Molting and Plumage:** 1 occurs · 2 stages · 3 can · 4 more · 5 once · 6 birds · 7 have · 8 plumage · 9 differs · 10 adult
- **2. Communal Landholding:** 1 is · 2 as · 3 common · 4 for · 5 and · 6 duties · 7 household · 8 use · 9 field · 10 but
- **3. Asphalt Roads:** 1 is · 2 by · 3 small · 4 and · 5 with · 6 sticky · 7 binder · 8 comes · 9 oil · 10 it
- **4. Residence Hall Guest Registration—Friday After 9 p.m.**
  1. **C**. Correct C: The notice says that starting Friday, March 15, after 9:00 p.m., all non-resident guests must be registered at the front desk before going upstairs. A guest arriving at 10:15 p.m. is arriving after 9:00 p.m., so the resident needs to register the guest at the front desk before taking the guest upstairs. The notice also says guests may be signed in until 12:30 a.m., so 10:15 p.m. is within the allowed registration time. Why A is wrong: Quiet hours begin at 11:00 p.m., but the notice does not say residents must wait until quiet hours end before bringing guests to their rooms. Quiet hours are a separate rule, not the registration procedure. Why B is wrong: The notice gives an email address for questions, but it does not say residents need email approval for a late guest. Since 10:15 p.m. is before the 12:30 a.m. sign-in deadline, the stated action is registration at the front desk. Why D is wrong: The notice says the resident should bring a campus ID and the guest's photo ID. It does not say the guest must show a campus ID, and it does not mention the elevator. This option changes the required identification and location. Solving point: Match the time in the question to the rule in the notice. Here, "after 9:00 p.m." triggers the front-desk registration requirement, while "until 12:30 a.m." confirms that registration is still allowed.
  2. **D**. Correct D: The notice states, "Guests may be signed in until 12:30 a.m." The question asks for the latest time guests can be signed in, so the deadline for sign-in is 12:30 a.m. Why A is wrong: 1:00 a.m. is later than the stated sign-in deadline, but the notice never gives 1:00 a.m. as an allowed registration time. Choosing it would add information not in the notice. Why B is wrong: 11:00 p.m. is when quiet hours begin, not the latest time for signing in guests. This option confuses a related dorm rule with the registration deadline. Why C is wrong: 9:00 p.m. is when the registration requirement starts: after 9:00 p.m., non-resident guests must be registered before going upstairs. It is not the final time guests can be signed in. Solving point: In notice questions, match the wording of the question carefully. "Latest time guests can be signed in" refers to the "until" time, not the time when a rule begins or another policy starts.
- **5. Campus Recreation: Pool Deck Repair**
  1. **D**. Correct D: The notice is mainly announcing that the pool area, specifically the lap pool and hot tub, will be closed from Monday, Sept. 14 to Wednesday, Sept. 16 for deck repairs, and will reopen Thursday, Sept. 17 at 6:00 a.m. This is a temporary closure of one part of the recreation center, while other areas remain open as usual. Why A is wrong: The notice does not mention membership rules or any change in who may use the pool area. It is about a repair-related closure, not policies for members. Why B is wrong: Although deck repairs are mentioned, the notice says they are the reason for the closure. It does not ask students or members to volunteer for the repair project. Why C is wrong: The notice says the fitness floor is "open as usual," not that it has special morning hours. The reopening time of 6:00 a.m. refers to the pool area returning to regular hours, not an advertisement for the fitness floor. Solving point: For main-purpose questions, identify the central action of the notice. Here, the bold heading "Pool Area Closure" and the closure dates show that the main purpose is to announce a temporary closure, not to explain a related detail.
  2. **A**. Correct A: The notice states, "Reopens: Thu, Sept 17 at 6:00 a.m. (regular hours)." Therefore, the pool area will reopen on Thursday, September 17 at 6:00 a.m. The closure dates, "Mon, Sept 14–Wed, Sept 16," tell us when it is closed, not when it reopens. Why B is wrong: Monday, September 14 is the first day of the closure. The notice says the pool area will be closed from Monday, September 14 through Wednesday, September 16, so it cannot reopen then. Why C is wrong: The notice gives a reopening time of 6:00 a.m., not "regular closing time." "Regular hours" explains that the facility resumes its normal schedule starting at 6:00 a.m.; it does not refer to closing time. Why D is wrong: Wednesday, September 16 is still within the stated closure period. The reopening is specifically listed as Thursday, September 17 at 6:00 a.m. Solving point: For schedule questions, separate the closure period from the reopening information. The direct "Reopens" line is the key evidence.
  3. **C**. Correct C: The notice says the pool area, including the "lap pool + hot tub," will be closed from Sept. 14 to Sept. 16, but it also lists "fitness floor, indoor track, and locker rooms" as "Open as usual." Therefore, a student who wants to exercise during the closure can still use the indoor track. Why A is wrong: The lap pool is specifically included in

the closed pool area, so it will not be available during the closure. Why B is wrong: The hot tub is also specifically included in the closed pool area, so it will not remain open. Why D is wrong: The notice says the closure is “to complete deck repairs,” which means the pool deck is the reason for the closure, not a facility available for exercise. A useful TOEFL point: when a notice separates “closed” items from “open as usual” items, choose only from the open list, not from related facilities mentioned elsewhere.

- **6. Campus ID Photo Retake**
  1. **B**. Correct B: The email says Maya’s student ID card is ready, but “the photo looks blurry,” and adds, “If you want, you can take a new photo at the ID Center.” This shows the purpose is to let Maya know she has the option to retake the ID photo. The schedule, required photo ID, no-fee policy, and immediate pickup information all support that invitation. Why A is wrong: The email does not say the ID card cannot be printed. In fact, it says, “Your student ID card is ready,” so the problem is only the photo quality, not printing. Why C is wrong: The email says, “There is no fee for one retake.” Therefore, it is not telling Maya that she must pay for a new ID card. Why D is wrong: The email tells Maya she can “take a new photo at the ID Center” and gives the center’s location and hours. It does not ask her to email a photo. Solving point: For purpose questions, focus on the main reason the message was sent, not just on a detail. Here, the details about hours, location, and required ID all serve the main purpose of arranging a photo retake.
  2. **A**. Correct A: The email tells Maya, “Please bring one photo ID (passport or driver’s license).” This directly matches option A. The reasoning is that the question asks what she needs to bring to the ID Center, and the email’s instruction identifies the required item: a photo ID, with passport and driver’s license given as examples. Why B is wrong: The email says her student ID card is ready and that there is “no fee for one retake,” but it does not ask her to bring an old student ID card or a payment receipt. This option adds requirements that are not stated. Why C is wrong: The email does not mention bringing a printed copy of the email or two passport photos. It says Maya can take a new photo at the ID Center, so she does not need to bring passport photos. Why D is wrong: A class schedule is not mentioned anywhere in the email. This is an unsupported inference; the required document is a photo ID, not proof of current courses. Solving point: For detail questions, look for the exact instruction in the text. Here, the phrase “Please bring” signals the needed item.
- **7. Lost & Found: Water Bottle**
  1. **C**. Correct C: The notice says, “To claim it, come to the Info Desk on the 1st floor,” and adds that the student should “describe the sticker or show a photo of the bottle.” This means the student must pick up the bottle at the Info Desk and prove ownership, so option C matches both required actions. Why A is wrong: The notice does not mention emailing the Student Center staff. Although the student must provide a description, the stated method is to go to the Info Desk, not send an email. Why B is wrong: Room 214 is only where the bottle was found. The notice directs the owner to the Info Desk to claim it, so going back to Room 214 and asking students is not the instructed way to get it back. Why D is wrong: The notice says unclaimed items are kept for 7 days and then donated. Waiting is risky and is not presented as the action for claiming the bottle. The correct action is to go during building hours and prove ownership. Solving point: For notice questions, distinguish the background detail about where an item was found from the instruction about what the owner should do next.
  2. **C**. Correct C: The notice states, “Unclaimed items are kept for 7 days. After that, they are donated.” This directly tells how long the Student Center will keep the blue water bottle before taking the next action, so the answer is “For 7 days.” Why A is wrong: “Until the end of the month” is not mentioned. The date found is Monday, Sept. 8, but the notice gives a fixed holding period of 7 days, not a monthly deadline. Why B is wrong: “For one school term” is unsupported. The notice does not connect lost-and-found storage to an academic term; it only states a 7-day holding period. Why D is wrong: The notice says the bottle is donated after 7 days if unclaimed. It does not say the Student Center keeps it until someone donates a new one. This reverses and changes the meaning of “donated.” Solving point: For factual-detail questions, choose the option that matches the stated time period in the text, not an inference based on the date or other campus routines.
  3. **D**. Correct D: The notice states, “Unclaimed items are kept for 7 days. After that, they are donated.” Since the question asks what will most likely happen if no one claims the bottle by the end of 7 days, the direct result described in the notice is that it will be donated. Why A is wrong: Room 214 is only where the blue water bottle was found, near the back row. The notice does not say lost items are returned to the room where they were found. Why B is wrong: The notice says unclaimed items are kept for 7 days, not for the rest of the year. This option contradicts the stated time limit. Why C is wrong: The notice says the owner must come to the Info Desk and identify the bottle by describing the sticker or showing a photo. It does not say the Student Center will mail the bottle to anyone. Solving point: For notice questions, match the condition in the question to the stated policy. Here, “if no one claims the bottle by the end of 7 days” matches “After that, they are donated.”

- **8. Oxygen Isotopes and Past Climates**
  1. **B**. Correct B: The passage explains that ocean-floor sediment cores contain shells of organisms, and that both the types of organisms and the oxygen-isotope ratio in their shells provide evidence about past surface-water temperatures and glacier advances. It specifically states that a higher oxygen-18 to oxygen-16 ratio suggests a colder climate, while a lower ratio suggests a warmer climate. Therefore, the main idea is that sediment cores and isotope ratios can be used to infer past climate conditions. Why A is wrong: The passage says organisms in the sediment indicate surface-water temperature because certain organisms live within narrow temperature ranges. It does not say that these organisms caused glacier advances. This choice reverses evidence into a cause. Why C is wrong: Greenland ice is mentioned briefly as another source of evidence, but the passage does not discuss trapped air bubbles or claim that Greenland ice is the best method. This option is too specific and adds unsupported information. Why D is wrong: The passage says that during cold periods, evaporated water rich in oxygen-16 falls as snow and becomes part of glaciers rather than returning to the oceans. It also says the oceans have less water during glacier advances. Thus, evaporation does not stop completely, and sea levels are not described as higher. Solving point: For main-idea questions, choose the option that covers the whole explanation, not a distorted cause, an unsupported detail, or a statement that contradicts the passage.
  2. **B**. Correct B: The passage explains that “certain organisms live within a narrow range of temperature,” so the kinds of organisms found in ocean-floor sediment show what surface-water temperatures were like when those organisms lived. The reasoning is that if an organism can survive only under limited temperature conditions, its presence in the sediment is evidence of that temperature range. Why A is wrong: This statement is mentioned later in the passage, but it explains why the oxygen-isotope ratio in shells can reveal past climate variation. It does not explain why the distribution and type of organisms indicate surface-water temperature. Why C is wrong: The passage says that when ocean water evaporates, the heavier oxygen 18 tends to be left behind. It does not say that water evaporates more rapidly because it contains oxygen 18. Why D is wrong: The passage states that the sediment contains remains of calcium carbonate shells of organisms. It does not say that glaciers deposit calcium carbonate directly into ocean-floor sediment. Solving point: Match the question focus precisely. Here, the question asks about “distribution and type of organisms,” not about isotope ratios or glacier deposits.
  3. **A**. Correct A: In the sentence, “the shells of marine organisms are constructed from the oxygen atoms existing in ocean water,” the phrase “from the oxygen atoms” shows that the shells are made or formed out of those atoms. Therefore, “constructed” is closest in meaning to “built.” A useful vocabulary strategy is to check the nearby preposition: “constructed from” often means “made from” or “built from” materials. Why B is wrong: “Measured” relates to determining quantity or ratio. The passage later says scientists determine the ratio of oxygen 18 to oxygen 16, but the shells themselves are not “measured from” oxygen atoms. This choice confuses a later scientific action with the meaning of the word in the sentence. Why C is wrong: “Compared” means examined for similarities or differences. The passage compares oxygen 18 and oxygen 16 ratios, but “shells are constructed from oxygen atoms” describes what the shells are made of, not a comparison. Why D is wrong: “Preserved” means kept or maintained over time. Although sediment may contain remains of shells, the sentence is explaining the shells’ composition, not saying the shells were preserved by oxygen atoms.
  4. **B**. Correct B: The passage states that when ocean water evaporates, heavier oxygen 18 tends to remain in the ocean, while water rich in oxygen 16 can fall as snow and become part of growing glaciers. Therefore, during glacier advance, the oceans have less water and “a higher concentration of oxygen 18.” This directly supports the inference that the oceans contain more oxygen 18 than they do in warmer periods, when glaciers are not advancing in the same way. Why A is wrong: The passage says shells contain calcium carbonate and that the types of organisms in sediments can indicate surface-water temperature. However, it does not say that oceans develop shells with less calcium carbonate, nor that organisms move to deeper water during glacier advance. This option adds unsupported details. Why C is wrong: The passage says the opposite: during cold periods, evaporated water becomes part of growing glaciers “rather than returning to the oceans,” so the oceans have less water during glacier advance. The idea that glaciers release meltwater describes warming or melting, not glacier advance. Why D is wrong: The passage says heavier oxygen 18 tends to be left behind when ocean water evaporates. It does not evaporate more easily. The increased oxygen 18 concentration results from oxygen 16-rich water being stored in glaciers, not from oceans receiving more evaporated water. Solving point: For inference questions, choose the option that logically follows from stated evidence. Here, the passage explicitly links glacier advance with less ocean water and higher oxygen 18 concentration, so the correct inference must preserve that relationship.
  5. **A**. Correct A: The passage explains oxygen atoms with atomic weights of 16 and 18 in order to show why the oxygen-isotope ratio in marine shells reveals past climate. It says oxygen 18 is heavier and tends to be left behind when seawater evaporates; during cold periods, oxygen-16-rich water becomes snow and is stored in glaciers, so the

oceans contain a higher concentration of oxygen 18. Since marine shells are built from oxygen atoms in ocean water, the ratio of oxygen 18 to oxygen 16 in the shells indicates colder or warmer past climates. This chain of cause and evidence directly supports option A. Why B is wrong: The passage says the shells contain calcium carbonate remains of organisms and that some organisms live within a narrow temperature range, but it does not say calcium carbonate shells form only in cold water. The oxygen-isotope explanation is about climate reconstruction, not shell formation requirements. Why C is wrong: The hollow-centered drill is mentioned only as the method used to obtain ocean-floor sediment. The discussion of oxygen 16 and oxygen 18 does not explain drilling technology or how sediment cores are collected. Why D is wrong: The passage mentions ice from Greenland as another source of climatic evidence, but the oxygen-isotope explanation is not used to compare shell evidence with ice cores, and tree rings are not mentioned. This option adds an unsupported comparison. Solving point: For a purpose question, connect the detail to the paragraph's larger argument. Here, the isotope detail explains why shell chemistry can be used as evidence for past climate change.

- **9. Hieratic Script and Papyrus**
  1. **C**. Correct C: The passage mainly explains that Egypt made everyday writing easier through two connected innovations: hieratic script and papyrus. It states that hieratic was "a simplified version of hieroglyphic writing" used for "day-to-day" purposes by business people, bureaucrats, and administrators. It then adds that this script depended on paper, because papyrus allowed a brush and ink to lay down hieratic writing "very rapidly" and was "much simpler to carry." Therefore, the central focus is not just one invention, but how a simplified script plus a new writing surface improved ordinary written communication in Egypt. Why A is wrong: The passage does not describe the Egyptians developing an alphabet. It discusses hieratic script as a simplified form of hieroglyphic writing, but there is no mention of alphabetic letters or a gradual alphabetic development. This option adds an unsupported idea. Why B is wrong: The passage says hieroglyphs preserved their "magical and mysterious nature" because Egyptians used an easier script for daily purposes. However, it does not say hieroglyphs became widely used for documents; instead, hieratic became the preferred handwriting for business and administration. This option reverses the passage's focus. Why D is wrong: Clay is described as durable, reusable, and traditional, but the passage emphasizes its disadvantages: it was "heavy," "awkward to store," and "difficult to carry." Papyrus, not clay, made writing faster and easier to transport. Thus the passage is not mainly arguing that clay was preferred over papyrus. Solving point: For a main-idea question, choose the option that covers the whole passage. Details about hieroglyphs, clay, and papyrus all support the broader point that everyday writing became easier through hieratic script and papyrus.
  2. **A**. Correct A: The passage says clay was "plentiful and reusable" and explains that if a sun-dried clay tablet was dampened, "the writing could be smoothed and altered." This directly supports the idea that clay could be reused by wetting and smoothing its surface. Why B is wrong: The passage says the opposite: clay tablets were "heavy, awkward to store, and difficult to carry from place to place." This option confuses clay with papyrus, which was "much simpler to carry." Why C is wrong: The passage connects rapid writing "with a brush and ink" to hieratic script on papyrus, not to clay. It even says simple lines "could not be written quickly on clay." Why D is wrong: The plant used in Egyptian houses was papyrus, which later served as a writing surface. Clay was not described as being made from that plant. This option incorrectly transfers a detail about papyrus to clay. Solving point: For "according to the passage" questions, choose the option that is explicitly supported by the text, and avoid options that borrow details from a different subject in the passage.
  3. **D**. Correct D: In the sentence, the passage says that if the clay tablet was dampened, "the writing could be smoothed and altered to correct or change a record." The words "correct or change" show that altered means the writing could be modified from its previous state. Therefore, "changed to a new form" is the closest meaning. Why A is wrong: "Moved to a different location" is tempting because the passage later discusses clay tablets being difficult to carry, but in this sentence altered describes what happens to the writing on the tablet, not the physical location of the tablet. Why B is wrong: "Hidden from view" does not fit the context. The passage says the writing could be smoothed and altered in order to correct or change a record, not to conceal it. Why C is wrong: "Decorated with designs" incorrectly connects altered with making something look more decorative. The context is practical record correction, not decoration. Solving point: For vocabulary-in-context questions, use nearby explanation words. Here, "to correct or change a record" directly clarifies the meaning of altered.
  4. **C**. Correct C: The passage says that even simplified hieratic lines "could not be written quickly on clay," while "with a brush and ink, hieratic script could be laid down very rapidly on papyrus." Therefore, papyrus supported hieratic script because it provided a surface on which the simplified handwriting could actually be written quickly, unlike clay. This is an inference from the contrast between clay's limitations and papyrus's speed. Why A is wrong: The passage contrasts papyrus with clay, not stone, and it says hieratic reduced careful pictorial signs to quick lines. It does not

suggest that papyrus helped people carve pictorial signs more quickly. Why B is wrong: The passage says clay records could be dampened, smoothed, and altered. It does not say papyrus made business records permanent or unchangeable. Why D is wrong: Papyrus is described as having been used as a building material in Egyptian houses before being recognized as a writing surface. The passage does not connect papyrus mainly with official monuments or statues. Solving point: For inference questions, use stated contrasts carefully. Here, the key contrast is clay = not quick/heavy/awkward, while papyrus + brush and ink = rapid and portable.

5. **B**. Correct B: The author says clay tablets were “heavy, awkward to store, and difficult to carry,” which “severely limit[ed] the amount of writing in any message.” Immediately after this, the passage explains that papyrus could be used as a writing surface and that hieratic script could be written “very rapidly on papyrus”; papyrus was also “much simpler to carry.” Thus, the negative description of clay creates a contrast with papyrus and helps explain why papyrus was practically attractive for everyday writing. Why A is wrong: The passage does mention that clay writing could last for years, but it also says the surface could be dampened and the writing “smoothed and altered.” So the quoted phrase about clay being heavy and hard to move is not used to explain protection from tampering. It introduces a disadvantage that papyrus solved. Why C is wrong: The passage does not compare the importance of business matters with written monuments. It says hieratic script was preferred for business, bureaucrats, and administrators, but the sentence about heavy clay tablets concerns the practicality of writing materials, not the relative importance of different kinds of writing. Why D is wrong: Hieratic script is described as a simplified handwriting form used with “a brush and ink” on papyrus. Nothing in the passage suggests it was designed mainly for carving on stone. This option contradicts the passage’s emphasis on quick writing on papyrus. Solving point: When a passage lists disadvantages immediately before introducing a new invention or method, those details often function as a contrast explaining the advantage of the new item.

PQ26-3

- **10. The Price Revolution in Europe:** 1 occurs · 2 demand · 3 basic · 4 grows · 5 than · 6 increases · 7 more · 8 and · 9 may · 10 expand
- **11. Gliding Animals in Tropical Forests:** 1 movement · 2 from · 3 branch · 4 trunk · 5 ends · 6 another · 7 gliders · 8 in · 9 forests · 10 tall
- **12. Continental Drift:** 1 scientists · 2 an · 3 time · 4 the · 5 formed · 6 large · 7 the · 8 are · 9 by · 10 oceans
- **13. Residence Hall Room Checks—Maple Hall (Mar. 11–13)**
  1. **B**. Correct B: The notice announces “Routine room checks” scheduled for Tue–Thu, Mar. 11–13, from 10:00 a.m. to 4:00 p.m., and says staff will check smoke detectors and window latches. It also tells residents what to do: clear windowsills, secure valuables, and keep pets in carriers. Therefore, the main purpose is to announce the checks and explain residents’ responsibilities. Why A is wrong: The notice mentions pets only to say they should be kept in carriers during the time window. It does not say residents should pick up pets from the residence hall office. Why C is wrong: The notice describes routine checks. It does not state that any safety inspection failed or that an inspection must be repeated. That would be an unsupported inference. Why D is wrong: The notice gives a general time window and says residents do not need to be present. It does not ask residents to schedule appointments or mention repairs. Solving point: For main-purpose questions, focus on the overall function of the whole notice, not one small detail such as pets or the email contact.
  2. **C**. Correct C: The notice states, “You do not need to be present,” and the checks will occur during the listed time window, Tuesday–Thursday, 10:00 a.m. to 4:00 p.m. Therefore, residents are not required to stay in their rooms while staff checks smoke detectors and window latches. Why A is wrong: The notice says staff will check smoke detectors, but it specifically says residents “do not need to be present.” This option contradicts the notice by making presence mandatory. Why B is wrong: The notice gives a fixed time window and provides an email address for questions, but it does not ask residents to leave a note or choose a preferred time. This is unsupported. Why D is wrong: Nothing in the notice says residents should meet staff in the lobby before entry. The instructions are about clearing windowsills, securing valuables, and keeping pets in carriers, not meeting staff. Solving point: For notice questions, separate required actions from background details. Here, “do not need to be present” directly answers the question about attendance.
- **14. Campus Shuttle Stop Change**
  1. **B**. Correct B: The notice says, “Due to walkway repairs, the Green Line will not stop at Science Hall,” and tells riders to use a temporary stop at North Lot (Stop B). This means the normal Science Hall stop is unavailable during the repair period, so the shuttle skips it temporarily. Why A is wrong: The notice does mention repairs, but it does not say

service becomes weekend-only. In fact, it lists weekday service hours, “7:15 a.m.–6:45 p.m. (Mon–Fri),” so this option contradicts the notice. Why C is wrong: Low ridership is never mentioned. The notice gives a specific cause—walkway repairs—not a shortened route due to lack of passengers. Why D is wrong: The notice does not say Science Hall is closed for the semester. It says the shuttle will not stop there through a limited period and that the temporary stop is about a 3-minute walk from Science Hall, which does not support the idea that Science Hall cannot be accessed. Solving point: For cause questions, match the stated reason in the notice. Here, the explicit phrase “Due to walkway repairs” identifies the reason; other choices add unsupported explanations.

2. **D**. Correct D: The notice states that the Green Line’s service hours are “7:15 a.m.–6:45 p.m. (Mon–Fri).” Since the question asks when the shuttle service ends each weekday during the temporary change, the ending time is the second time in that range: 6:45 p.m. Why A is wrong: 7:45 p.m. is not mentioned in the notice. It may be tempting because it resembles the listed times, but the service-hours range ends at 6:45 p.m., not 7:45 p.m. Why B is wrong: 6:15 p.m. is not the stated ending time. The notice says the service runs until 6:45 p.m.; 6:15 p.m. changes the minutes and is unsupported. Why C is wrong: 7:15 p.m. incorrectly uses the hour from the starting time. The notice gives 7:15 a.m. as the beginning of service, not 7:15 p.m. as the ending time. Solving point: For schedule questions, identify whether the question asks for the start time or end time. In a range such as “7:15 a.m.–6:45 p.m.,” the time after the dash is the end time.
3. **B**. Correct B: The notice says the Green Line will not stop at Science Hall because of walkway repairs. Instead, riders should use the temporary stop at North Lot (Stop B), which is “about a 3-minute walk from Science Hall.” Therefore, riders should expect to get on or off at a different stop and walk a short distance. Why A is wrong: The notice does not say riders must transfer to another shuttle line. It says the Green Line itself will use a temporary stop at North Lot, not that riders must change lines at Science Hall. Why C is wrong: Nothing in the notice mentions reservations or reserving seats in advance. The notice gives service hours and frequency, but not a booking requirement. Why D is wrong: The notice does not mention any extra fee. It only describes a temporary stop change due to walkway repairs. Solving point: For notice questions, focus on the practical change riders must make. Here, the key change is the stop location, not the route, payment, or reservation policy.

- **15. Laundry Room Dryer Repair Notice**
  1. **B**. Correct B: The notice says “Dryer #3 will be out of service for repair” and gives the time “Tue, Sept 17, 9:00 a.m.–2:00 p.m.” This shows the purpose is to inform residents that one dryer will be unavailable for a limited period, not to give general laundry instructions. Why A is wrong: The notice does not explain safe dryer operation. The reminder to remove clothes after the cycle ends is a room-use reminder, not safety instructions about how to use the machines. Why C is wrong: The notice never asks students to take clothes to the housing office. It only provides an email address for questions and says items left too long may be moved to the folding table. Why D is wrong: Maple Hall is mentioned as an alternative place to do laundry if Cedar Hall is busy. The notice does not say the Maple Hall laundry room is closing. Solving point: For purpose questions, focus on the main announcement at the beginning. Details such as reminders or alternatives usually support the main purpose rather than replace it.
  2. **A**. Correct A: The notice says Dryer #3 will be “out of service” for repair, and the listed time is “Tue, Sept 17, 9:00 a.m.–2:00 p.m.” Therefore, students should not use Dryer #3 on Tuesday from 9:00 a.m. to 2:00 p.m.; they are told to use Dryers #1, #2, or #4 during this time. Why B is wrong: This option has the correct day, Tuesday, but the wrong time. The notice states 9:00 a.m.–2:00 p.m., not 2:00 p.m.–9:00 p.m. Why C is wrong: This option has the correct time range, 9:00 a.m.–2:00 p.m., but the wrong day. The notice says Tuesday, not Monday. Why D is wrong: This option changes both the day and the time. The notice does not mention Monday, and it does not give 2:00 p.m.–9:00 p.m. as the repair period. Solving point: For notice questions, match both parts of the schedule—day and time. An option can be wrong even if only one part is different.
  3. **C**. Correct C: The notice says, “Remove your clothes right after the cycle ends.” This directly means students should take their clothes out as soon as each drying cycle is finished. The next sentence, “Items left longer than 20 minutes may be moved to the folding table,” reinforces that students should not leave clothes sitting in the dryer. Why A is wrong: The notice does not say to wait for a staff member. In fact, it tells students to remove clothes right after the cycle ends, so leaving them in the dryer contradicts the reminder. Why B is wrong: Maple Hall is mentioned only as an alternative laundry room if Cedar Hall is busy. The notice does not tell students to move clothes to Maple Hall after drying or before folding. Why D is wrong: The folding table is mentioned only as a place where items may be moved if they are left in the dryer for more than 20 minutes. The notice does not ask students to put clothes there before the cycle is finished. Solving point: For notice questions, match the action asked in the question with the exact instruction in the notice. Here, the key instruction is what to do “after the cycle ends,” not what to do if a dryer is unavailable or the room is busy.

- **16. Campus Wi-Fi Password Update**
  1. **C**. Correct C: The notice is titled “Campus Wi-Fi Update” and states that “the Wi-Fi password will change at 7:00 a.m.” on Monday, Sept. 8. The instructions to forget the old “CampusNet” network and reconnect, using the new password from the Student Portal, support the main purpose: announcing a campus Wi-Fi password change. Why A is wrong: The notice does not tell students to stop using campus Wi-Fi. It tells them how to continue using it by reconnecting with the new password. Why B is wrong: Although the Student Portal is mentioned, the notice only says where to find the new password. It does not explain how to create an account. Why D is wrong: The notice refers to the existing “CampusNet” network and a changed password. It does not advertise a new visitor-only network. Solving point: For main-purpose questions, focus on the central announcement, not on supporting details such as where to find information.
  2. **D**. Correct D: The notice states, “The new password is posted in the Student Portal under IT Announcements.” Therefore, students should look in that exact online location to find the new Wi-Fi password. Why A is wrong: The notice does not mention posters or the library entrance. This option adds a location that is not supported by the text. Why B is wrong: Although the notice gives a time for the password change, 7:00 a.m., it does not say an email will be sent at noon. This option confuses an unsupported communication method with the stated location. Why C is wrong: The Student Center front desk is not mentioned. The notice directs students to the Student Portal, not to an in-person desk. Solving point: For detail questions asking “where,” match the answer to the exact stated location in the notice, rather than choosing a plausible campus location.
- **17. Early Development of Cerebral Lateralization**
  1. **D**. Correct D: The passage mainly explains evidence that cerebral lateralization starts very early, possibly before birth, and then continues to become stronger during childhood. The first paragraph states that lateralization is now believed to “originate in the prenatal period” and to be “clearly evident at birth.” The second paragraph gives supporting evidence: many fetuses have the right ear facing outward, newborn speech sounds produce more activity in the left cerebral cortex, and many newborns turn to the right and later reach with the right hand. The final paragraph adds that the brain is “not completely specialized at birth” and that children rely more on one hemisphere or the other until puberty. Together, these points match option D’s full scope: early beginning plus continued development. Why A is wrong: The passage mentions right-hand reaching and early handedness, but only as examples of lateralization. It does not mainly explain why most adults use the right hand for writing or other motor functions. This option is too narrow and shifts the focus to adults, while the passage focuses on prenatal life, birth, and childhood development. Why B is wrong: The corpus callosum is not discussed in the passage. The passage is about specialization of the two cerebral hemispheres, not about a structure that integrates their functions. This option introduces an unsupported topic. Why C is wrong: The passage does not mention traumatic brain injuries or permanent prevention of specialization. In fact, it says specialization is evident at birth and continues to develop until puberty. This option is unsupported and conflicts with the developmental pattern described. Solving point: For a main-idea question, choose the option that covers the whole passage, not just one example. Here, right-handedness is a supporting detail; the broader topic is the timing and development of cerebral lateralization.
  2. **A**. Correct A: The passage states that “about two-thirds of all fetuses end up positioned in the womb with their right ear facing outward.” This directly matches option A. The point is used as evidence that lateralization may begin before birth, because this position may give fetuses a right-ear advantage related to left-hemisphere language processing. Why B is wrong: The passage says the right ear, not the left ear, faces outward for about two-thirds of fetuses. Option B reverses the stated detail. Why C is wrong: The “first day of life” is mentioned in connection with speech sounds stimulating more activity in the left cerebral cortex, not with fetuses changing position in the womb. This option mixes up separate details. Why D is wrong: The passage says speech sounds produce more electrical activity in the left side of the cerebral cortex than in the right from the first day of life. It does not say fetuses show stronger activity in the right cerebral cortex. This contradicts the stated direction and shifts from position in the womb to brain activity. Solving point: For detail questions, match the wording to the specific fact asked. Here, the question asks about fetal position, so details about newborn brain activity or later hand preference are not the answer.
  3. **C**. Correct C: In the sentence, “brain lateralization may originate in the prenatal period (before birth) and is clearly evident at birth,” the passage contrasts an older belief that lateralization developed gradually during childhood with a newer belief that it exists before birth. Therefore, “originate” means “begin” or “start,” because the point is when lateralization first comes into existence. Why A is wrong: “Be measured” would mean tested or quantified. The sentence is not about how scientists measure brain lateralization; it is about when it starts. The later examples provide evidence that lateralization is already present very early, not that it is being measured. Why B is wrong: “Be proven” is tempting because the passage discusses what is “believed” and gives examples, but “originate” does not

mean establish as true. The sentence says lateralization may originate before birth, meaning it may start then, not that it may be proven then. Why D is wrong: “Disappear” is the opposite of the intended meaning. The passage says lateralization is “clearly evident at birth” and becomes stronger over time, so it is not describing something that vanishes. Solving point: For vocabulary-in-context questions, use the surrounding time expressions. Here, “prenatal period” and “at birth” show that the word concerns the timing of the beginning of lateralization.

4. **C**. Correct C: The passage says brain lateralization is “clearly evident at birth,” but also states that the brain is “not completely specialized at birth” and that until puberty children “come to rely more and more on one particular hemisphere” for particular functions. Therefore, at birth there are already signs of lateralization, but hemispheric specialization continues to strengthen during childhood up to puberty. Why A is wrong: This choice contradicts the passage. The older view was that lateralization developed gradually and was not complete until adolescence, but the passage says the current view is that it may begin before birth and is clearly evident at birth. Why B is wrong: Hand preference is only one example of lateral preference. The passage also mentions fetal position, right-ear advantage, and stronger left-cortex activity in response to speech sounds. So lateralization does not depend entirely on learning to use one hand. Why D is wrong: This choice overstates the evidence. The passage explicitly says the brain is not completely specialized at birth and that lateral preferences become stronger over time. Thus lateralization changes and increases during childhood. Solving point: For inference questions, combine stated details. Here, “evident at birth” plus “not completely specialized” supports an answer that includes both early presence and later development.
5. **A**. Correct A: The passage says that “most newborns turn to the right rather than to the left when they lie on their back,” and that “these same babies later tend to reach for objects with their right hand.” This detail shows two linked points: a lateral preference is visible very early, at birth, and the same preference is related to later right-hand reaching. Therefore, it supports the idea that lateral preferences appear early and continue or are connected across time. Why B is wrong: The passage does not use this example to deny fetal lateralization. In fact, just before this, it says about two-thirds of fetuses are positioned with the right ear facing outward, which is presented as evidence related to prenatal lateralization. Why C is wrong: The passage does not say lateralization is absent until after puberty. It says brain lateralization is “clearly evident at birth,” although specialization continues to strengthen until puberty. The newborn example supports early evidence, not delayed evidence. Why D is wrong: The right-turning and right-hand-reaching example is about motor or behavioral lateral preferences, not about speech processing in the right cerebral cortex. The passage actually states that speech sounds stimulate more activity in the left side of the cerebral cortex than in the right. Solving point: For purpose questions, identify how the example supports the paragraph’s larger claim. Here, the newborn behavior is evidence for early lateral preference, not a separate claim about puberty, fetuses lacking lateralization, or right-cortex speech processing.

- **18. The Iridium Spike at the K/T Boundary**
  1. **A**. Correct A: The passage mainly describes the Alvarezes’ measurements of metals at the K/T boundary and explains how those measurements supported an asteroid explanation. It states that they studied “amounts of various metals” in K/T boundary rocks and found an “iridium spike” at exactly that boundary. Because iridium occurs in meteorites, and because the volcanic signature—high nickel and chromium—was not present, they concluded that a large asteroid struck Earth 65 million years ago. Thus, the passage’s overall purpose is to trace evidence from metal measurements to the asteroid hypothesis. Why B is wrong: The passage does not compare marine extinctions with land-animal extinctions. It mentions dinosaur extinction generally, but it focuses on geochemical evidence at the K/T boundary, not on comparing different groups of organisms. Why C is wrong: The passage says most theories about dinosaur extinction “can be dismissed,” not that they were accepted before 1980. The reference to 1980 introduces more focused investigations, especially the Alvarezes’ research, rather than explaining earlier acceptance of theories. Why D is wrong: The passage does not argue that volcanic activity was the only possible cause. In fact, it uses the absence of elevated nickel and chromium to make a volcanic explanation less likely and supports the asteroid explanation instead. Solving point: For a main-purpose question, choose the option that covers the passage as a whole. A supporting detail, an opposite claim, or an unsupported comparison cannot be the main purpose.
  2. **B**. Correct B: The passage states that in 1980 Louis and Walter Alvarez and colleagues “published their research on the amounts of various metals in the boundary between Cretaceous and Tertiary rocks” in “Italy, Denmark, and New Zealand.” Therefore, the locations connected with their published research were those three places, and the research used K/T boundary rocks from those locations. Why A is wrong: North America is not mentioned as the place where the Alvarezes first measured iridium or published this research. This option adds a location and a “first measured” detail that the passage does not support. Why C is wrong: The passage says nickel and chromium were not especially abundant at the K/T boundary. It mentions these metals only to distinguish volcanic material from meteorites. So sites were not selected because nickel and chromium were abundant. Why D is wrong: The passage later says the iridium spike has been identified in over a hundred other sites around the world. That is a later

confirmation of the phenomenon, not the original locations of the Alvarezes' published research. A useful TOEFL point: separate the original study locations from later supporting evidence.

3. **A**. Correct A: In the sentence, "Iridium occurs in meteorites and volcanic material, but in the latter case it is accompanied by elevated levels of nickel and chromium," the phrase means that when iridium appears in volcanic material, higher levels of nickel and chromium appear with it. Therefore, "associated" is the closest meaning: the metals are connected or found together in that situation. Why B is wrong: "Hidden" would mean the nickel and chromium are concealed or difficult to see. The passage instead says their levels are elevated, meaning they are noticeably present, not hidden. Why C is wrong: "Explained" would mean nickel and chromium provide a reason or interpretation for iridium. The sentence is not saying the other metals explain iridium; it is saying they occur together with iridium in volcanic material. Why D is wrong: "Measured" relates to determining quantity. Although the passage discusses amounts of metals, "accompanied by elevated levels" describes what is present along with iridium, not the act of measuring it. Solving point: For vocabulary-in-context questions, replace the word in the sentence and check which option preserves the relationship in the sentence. Here, "associated with elevated levels" fits the idea of substances occurring together.
4. **C**. Correct C: The passage says that iridium can occur in both meteorites and volcanic material, but when it comes from volcanic material, it is accompanied by elevated nickel and chromium. It then states that nickel and chromium "are not especially abundant at the K/T boundary." Therefore, a volcanic source is less likely, because the expected accompanying evidence for volcanism is missing. Why A is wrong: The slow decline of iridium after the boundary is mentioned as part of the "iridium spike," but the passage does not connect this pattern to a volcanic explanation. This option mistakes a described feature of the spike for evidence supporting volcanism. Why B is wrong: The passage directly contradicts this option by saying that iridium does occur in volcanic material. The volcanic argument is weakened not because iridium cannot be volcanic, but because nickel and chromium are not elevated with it. Why D is wrong: The fact that the iridium was found accidentally explains how the researchers discovered the spike; it does not support a volcanic source. Discovery circumstances are not the same as geological evidence. Solving point: For inference questions, use the passage's stated relationships. Here, the key relationship is: volcanic iridium should come with high nickel and chromium; those metals were not abundant; therefore, volcanism is less likely.
5. **D**. Correct D: The passage says that "iridium occurs in meteorites and volcanic material," which means the iridium spike at the K/T boundary could initially have more than one possible general source. The next sentence supplies the deciding evidence: volcanic iridium is accompanied by high nickel and chromium, but those metals "are not especially abundant" at the K/T boundary. Therefore, the mention of both meteorites and volcanic material sets up alternative explanations before the passage narrows the cause to an asteroid impact. Why A is wrong: The passage does not claim that metal levels were the same in every country studied. It says the researchers studied K/T boundary rocks in Italy, Denmark, and New Zealand and found an iridium spike, but the purpose of mentioning meteorites and volcanic material is not to compare countries. Why B is wrong: Nothing in the passage says the iridium spike could only be detected in marine deposits. In fact, it says the spike has been identified in K/T boundary deposits at over a hundred sites, without limiting them to marine settings. Why C is wrong: The passage does not use iridium to show that volcanic activity was widespread. Instead, it notes that volcanic material would also show elevated nickel and chromium, and these metals are not especially abundant at the K/T boundary. This evidence weakens, rather than emphasizes, a volcanic explanation. Solving point: In TOEFL purpose questions, ask why the author includes a detail in the argument. Here, the detail introduces possible sources, and the following contrast explains how one source is rejected.

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- **19. Color Vision and Concealment in Animals:** 1 depends · 2 photoreceptor · 3 in · 4 retina · 5 dim · 6 many · 7 rely · 8 rods · 9 brighter · 10 cones
- **20. Tomb Sculpture and Spirit Roads:** 1 serves · 2 decoration · 3 as · 4 marker · 5 social · 6 some · 7 ritual · 8 shifts · 9 city · 10 to
- **21. American Bison:** 1 eat · 2 grass · 3 move · 4 to · 5 new · 6 bison · 7 can · 8 many · 9 during · 10 season
- **22. Housing Office: Maintenance Visit—Sprinkler Inspection (Mar. 19)**
  1. **D**. Correct D: The email's subject is "Sprinkler Inspection (Wed., Mar. 19)," and the message says Facilities "will enter all Maple Ridge units" on Wednesday, March 19, between 9:00 a.m. and 12:30 p.m. to complete the annual sprinkler inspection. This shows that the main purpose is to notify residents about a scheduled inspection that requires staff to enter apartments. The instructions about clearing space and securing pets support that purpose. Why A is wrong:

The email does not mention leases, lease renewal, or next year's housing arrangements. This option introduces a topic not supported by the message. Why B is wrong: The email gives residents a way to ask questions, but it does not ask them to report sprinkler problems. The main action described is staff conducting an inspection, not residents identifying issues. Why C is wrong: Although sprinklers relate to building safety, the email does not announce any change in emergency procedures. It only describes an annual inspection and preparation steps. Solving point: For main-purpose questions, focus on the subject line and the repeated central action. Here, the central action is the scheduled sprinkler inspection and staff entry, while the preparation instructions are supporting details.

2. **B**. Correct B: The notice asks residents to "clear a 3-foot area under sprinkler heads" and "secure pets in a crate or separate room" before 9:00 a.m. These actions directly prepare the apartment so Facilities can reach the sprinkler heads safely and complete the inspection without delay. Why A is wrong: The notice explicitly says residents "do not need to be home." Being present during the 9:00 a.m.–12:30 p.m. window is therefore not required to help the inspection go smoothly. Why C is wrong: The notice never instructs residents to turn off the sprinkler system. This option adds an unsupported action that is not mentioned in the email. Why D is wrong: The notice says residents can reply to the email or call Housing if they have questions, but it does not ask them to submit a maintenance request form. This option confuses asking questions with a required preparation step. Solving point: For practical-detail questions, match the answer to the specific instructions in the notice, not to actions that might seem generally related to maintenance.

- **23. Residence Hall Laundry Room Update**
  1. **C**. Correct C: Rina (RA) says the Floor 1 laundry room will be "closed tonight 7:00–10:00 PM for a pipe check." The phrase "for a pipe check" gives the reason for the closure, so the scheduled pipe check explains why students cannot use the Maple Hall laundry room tonight. Why A is wrong: The payment system is mentioned only when Maya asks whether the Cedar Hall machines use the same payment. Rina says they have the "same rate," not that Maple Hall's payment system is being replaced. Why B is wrong: No hall meeting is mentioned. The closure is specifically connected to a maintenance-related "pipe check," not to an event using the room. Why D is wrong: Rina does not say that new machines are arriving. The alternative machines in Cedar Hall are suggested only because Maple Hall's laundry room doors will be locked during the pipe-check window. Solving point: For reason questions, look for cause markers such as "for" or "because." Here, "closed ... for a pipe check" directly states the reason.
  2. **D**. Correct D: Rina (RA) says that the Maple Hall Floor 1 laundry room will be closed from 7:00–10:00 PM and confirms that the doors will be locked during that period. Rina then gives the alternative: students who need to do laundry should use the Cedar Hall basement machines, and their campus cards will work there. Therefore, students needing laundry during that time should go to Cedar Hall basement. Why A is wrong: The folding table is mentioned only as the place where unattended loads may be moved after a cycle ends. It is not presented as a laundry area or an alternative place to wash clothes during the closure. Why B is wrong: Rina mentions a staff walkthrough tomorrow morning, but does not tell students to wait until then to start laundry. The immediate alternative for the 7:00–10:00 PM closure is Cedar Hall basement. Why C is wrong: The front desk is never mentioned. There is no evidence that students should bring laundry there for storage. Solving point: When a notice gives a problem and then an alternative, the answer usually comes from the explicit instruction following the problem, not from nearby details such as later reminders or consequences.
  3. **C**. Correct C: In Rina (RA)'s message, "remove items promptly" is immediately explained by the timing phrase "when your cycle ends." She also says unattended loads may be moved to the folding table. This shows that residents should take their clothes out soon after the washer or dryer finishes, so other people and staff are not left with unattended laundry. Why A is wrong: Rina (RA) does not mention choosing a shorter wash setting. "Promptly" refers to how quickly students remove laundry after a cycle, not to changing the length of the cycle. Why B is wrong: Rina (RA) does tell students to use the Cedar Hall basement machines while the Floor 1 laundry room is locked from 7:00–10:00 PM. However, "remove items promptly" appears in the later instruction about what to do when a cycle ends. It does not mean moving clothes to Cedar Hall before the closing. Why D is wrong: Sorting clothes by color is not mentioned in the message. The phrase concerns removing finished laundry, not preparing laundry before a cycle starts. Solving point: For vocabulary-in-context questions, use nearby clues. Here, "when your cycle ends" and "unattended loads may be moved" define the phrase more directly than the earlier information about the temporary closure.
- **24. Campus Card Found**
  1. **B**. Correct B: The notice states under "Pick up" that the campus card can be collected at the "Student Services Front Desk, Building C, Room 102." Therefore, the student should go to that office location, not to the place where the card was found. Why A is wrong: Building C is mentioned, and the desk is closed from 12:00–1:00 for lunch, but the notice

does not say the card is in a lunch area. This option confuses the lunch closure time with a pickup location. Why C is wrong: North Hall is mentioned only as the place where the card was found, near the vending machines. The notice never says to go to a campus security office. Why D is wrong: The North Hall first-floor vending area is the discovery location, not the pickup location. In notice questions, distinguish “where it was found” from “where to pick it up.”

2. **D**. Correct D: The notice says the Student Services Front Desk hours are “Mon–Fri, 9:00 a.m.–4:30 p.m.” and adds that it is “closed 12:00–1:00 for lunch.” Since the question asks when the front desk is closed each weekday, the stated daily closure is 12:00–1:00 p.m. Why A is wrong: 4:30 p.m. is when the posted service hours end, but the notice does not state a closure period of 4:30–5:30 p.m. This choice adds an unsupported time range. Why B is wrong: 3:20 p.m. is the time when the campus card was found, not a time when the front desk is closed. The desk is listed as open until 4:30 p.m., except for lunch. Why C is wrong: 9:00 a.m. is the opening time, and the notice gives no closure from 9:00–10:00 a.m. This contradicts the posted weekday hours. Solving point: Separate the event time from office hours, and look for wording that directly marks a closure, such as “closed 12:00–1:00.”
3. **C**. Correct C: The notice says, “Please bring a photo ID to claim the card.” Therefore, the item the student will most likely need is a photo ID; this is the stated requirement for proving identity before receiving the campus card. Why A is wrong: A printed class schedule is not mentioned in the notice. Although a schedule could identify a student academically, the notice specifically asks for a photo ID, not course information. Why B is wrong: The notice does not say the student needs an email message about the card. This choice may seem plausible because lost-item offices sometimes contact students, but no such email requirement is stated here. Why D is wrong: A vending machine receipt is connected to the location where the card was found—near the North Hall vending machines—but the notice does not require proof of being at the vending machines. The required document is a photo ID. Solving point: For detail questions, choose the option directly supported by the notice’s stated requirement, not an item that is merely related to the situation or location.

- **25. Chem Lab Building Elevator Notice**
  1. **C**. Correct C: The notice says the North Elevator in the Chem Lab Building is “Out of service Tue, Sept 10, 9:00 a.m.–3:00 p.m. for inspection.” Since “for inspection” gives the reason it is not available, the elevator is unavailable because it is being inspected. Why A is wrong: The notice does not mention cleaning. “Out of service” could be caused by many things, but the stated reason here is inspection, not cleaning. Why B is wrong: Painting is not mentioned in the notice. This option incorrectly substitutes a different maintenance activity for the one specifically stated. Why D is wrong: The notice says to use the south elevator or the stairs; it does not say the north elevator is reserved for staff. The issue is temporary service interruption for inspection, not restricted access. Solving point: For detail questions asking “why,” look for the stated reason after words like “for.” Here, “for inspection” directly answers the question.
  2. **A**. Correct A: The notice says that the North Elevator in the Chem Lab Building is out of service on Tuesday, Sept. 10, from 9:00 a.m. to 3:00 p.m. It then instructs people, “Please use the south elevator or the stairs.” Therefore, during the service time, people should use the south elevator or the stairs. Why B is wrong: The notice gives the Facilities phone number only for “Questions.” It does not say people must call Facilities before using any elevator. Why C is wrong: The notice allows two alternatives: the south elevator or the stairs. Saying “only the stairs” incorrectly removes the south elevator option. Why D is wrong: The notice says the north elevator is unavailable until 3:00 p.m., not that people cannot enter the building before then. This choice overstates the restriction. Solving point: For notice questions, follow the direct instruction given after the problem is stated. Do not turn contact information or a service time into an extra requirement.
- **26. Stonehenge as an Astronomical Site**
  1. **B**. Correct B: The passage mainly explains why Stonehenge is understood to have had an astronomical function. It describes the monument as “a kind of three-dimensional calendar or almanac” that helped people identify important dates through astronomical events. It also gives evidence that many stones are aligned with events such as the rising Sun on the summer solstice, and concludes that although some purposes remain uncertain, its astronomical function is well established. These details all support the idea that Stonehenge served an astronomical purpose. Why A is wrong: The passage does not discuss early cultures creating constellations or naming regions of the sky. It focuses on Stonehenge’s physical stone alignments, not star patterns or sky labels. Why C is wrong: Tourism is mentioned only briefly when Stonehenge is called a popular tourist attraction today. The passage does not explain how tourism affected its preservation, so this is a scope error. Why D is wrong: The passage mentions that the scientific community only relatively recently accepted Stone Age engineering precision, but it does not say twentieth-century astronomers rely on historical records. This option introduces an unsupported idea. Solving point: For a main-idea question, choose the option that covers the passage as a whole. Here, the construction dates, stone alignments,

solstice example, and scientific acceptance all support Stonehenge's astronomical role, not a minor detail such as tourism.

2. **C**. Correct C: The passage states that "the line joining the center of the inner circle to the so-called heel stone" points "in the direction of the rising Sun on the summer solstice." Therefore, the line indicates an astronomical alignment with sunrise on the longest day of the year, which matches option C. Why A is wrong: The passage mentions the summer solstice and the rising Sun, not the winter solstice or the setting Sun. This option reverses both the season and the solar event. Why B is wrong: Although the passage discusses Stonehenge's construction, it does not say that this line points to a quarry or to the original source of the largest stones. That is unsupported by the text. Why D is wrong: The passage does mention other alignments related to the Sun and the Moon, but the specific line from the inner circle to the heel stone is identified as pointing to the rising Sun on the summer solstice, not to the Moon's position. Solving point: For "according to the passage" questions, choose the option that directly matches the stated detail. Do not generalize from nearby information about other alignments.
3. **A**. Correct A: In the sentence, Stonehenge's construction "spanned a period of about 17 centuries," and the next details explain that it began around 2800 B.C. and additions and modifications continued to about 1100 B.C. This shows that the construction extended over, or covered, that long period of time. Therefore, "spanned" is closest to "covered." Why B is wrong: "Delayed" means postponed or made late. The passage does not say construction was postponed for 17 centuries; it says the building and later modifications continued across that period. Why C is wrong: "Measured" can relate to determining length or size, but the construction did not "measure" the period. The 17 centuries describe how long the construction activity lasted. Why D is wrong: "Replaced" means took the place of something else. The passage discusses additions and modifications to Stonehenge, not one period or structure replacing another. Solving point: For vocabulary-in-context questions, use the surrounding time clues. Here, "beginning around 2800 B.C." and "continued to about 1100 B.C." indicate duration, so the best meaning is "covered."
4. **A**. Correct A: The passage says that the stones' accurate alignments were noticed in the eighteenth century, but "only relatively recently—in the second half of the twentieth century" did the scientific community begin to credit Stone Age technology with the ability to perform such precise engineering. This supports the inference that scientists had previously doubted, or at least had not accepted, that Stone Age people could achieve such precise alignments. Why B is wrong: The passage gives the opposite sequence. Although the alignments were observed in the eighteenth century, the scientific community did not consistently regard Stone Age engineering as highly advanced from that time onward; acceptance came only in the late twentieth century. Why C is wrong: The passage explicitly distinguishes Stonehenge from a modern observatory used for "making new observations and discoveries." Instead, it describes Stonehenge as more like a three-dimensional calendar or almanac for identifying important dates through astronomical events. Why D is wrong: The passage says many stones align with events involving the Sun and the Moon, and it concludes that Stonehenge's astronomical function "seems well established." Therefore, the scientific community did not reject any Sun- or Moon-related function. Solving point: For inference questions, look for what the wording implies beyond the literal statement. Here, "only relatively recently" implies that before that time, the scientific community had not credited Stone Age technology with such precision.
5. **D**. Correct D: The passage says researchers view Stonehenge as an early astronomical observatory, but "not in the modern sense" of a place for making new observations and discoveries about the heavens. Instead, it was "a kind of three-dimensional calendar or almanac" that helped people identify important dates through astronomical events. Therefore, the phrase is used to clarify the type of astronomical function Stonehenge had: it worked more like a calendar than a modern research observatory. Why A is wrong: The passage does not say the alignments were too imprecise. In fact, it says the stones had "accurate alignments," within about a degree, and that Stone Age technology was eventually credited with this precise engineering. This choice contradicts the passage. Why B is wrong: The passage does not discuss the stones being transported from many miles away. That idea is outside the given context and does not explain the phrase "not in the modern sense." Why C is wrong: The passage says some purposes of Stonehenge remain uncertain, but its astronomical function seems well established. It does not claim that Stonehenge was primarily designed for religious ceremonies. This option makes an unsupported inference. Solving point: When a passage says "not in the modern sense," look for the contrast that immediately follows. Here, the contrast is between a modern observatory for new discoveries and Stonehenge as a calendar-like structure for identifying dates.

- **27. Competing Hypotheses about the Proto-Indo-European Homeland**
  1. **D**. Correct D: The passage's main purpose is to describe two leading hypotheses about the time and place of Proto-Indo-European and to point out problems with both. It first says linguists cannot agree on "when and where" Proto-

Indo-European speakers lived. Then it presents one hypothesis: a nomadic people north of the Black and Caspian Seas about 6,000 years ago. It presents a second hypothesis: early farmers spreading from the Middle East into western Asia and Europe about 9,000 years ago. Finally, it states that "both hypotheses have their problems," including weak evidence for horse domestication 6,000 years ago and the difficulty that Proto-Indo-European had words for copper, cart, and domesticated horse, which were unknown among the first farmers of Turkey. This organization matches option D. Why A is wrong: The passage mentions clues such as words for trees, but it says these clues could point to "almost anywhere in Asia or Europe." That is the opposite of "decisive evidence." Also, the passage does not focus on place names. Why B is wrong: The passage does use linguistic evidence, such as reconstructed words for trees, copper, cart, and domesticated horse. However, these details are used to evaluate homeland hypotheses, not to explain Proto-Indo-European daily life in detail. This option turns supporting evidence into the main purpose. Why C is wrong: The passage mentions horses and the possible spread of a nomadic people's descendants or way of life, but it does not mention warfare or mounted warriors. Therefore, the claim that the language spread primarily through warfare is unsupported. Solving point: For main-purpose questions, focus on the passage's overall structure. Here, the structure is problem → two hypotheses → problems with each, so the correct choice must capture that whole pattern rather than one detail.

2. **D**. Correct D: The passage says that Proto-Indo-European has "many words for different kinds of trees," so its speakers "probably lived in or near wooded areas." However, it immediately adds that "these clues could point to almost anywhere in Asia or Europe." Therefore, tree vocabulary suggests a general environment—wooded areas—but not one specific homeland, because many places in Asia or Europe fit that description. Why A is wrong: The passage never says Proto-Indo-European speakers lived in deserts. In fact, the tree evidence suggests the opposite: they probably lived in or near wooded areas. This option creates a contradiction that is not in the text. Why B is wrong: The passage does not mention words for birds or any difficulty distinguishing tree words from bird words. This is an unsupported detail. Why C is wrong: The passage states that "Proto-Indo-European contains many words for different kinds of trees." It does not say these words appear only in later Indo-European languages. This option directly conflicts with the stated evidence. Solving point: When a question asks why evidence does not identify a specific place, look for limits on what the evidence can prove. Here, tree words support only a broad environmental inference, not a precise location.
3. **A**. Correct A: In the sentence, "The second hypothesis advocates an earlier spread of these languages," the passage then explains that, according to this idea, Proto-Indo-European was spoken by early farmers who began spreading about 9,000 years ago. Here, "advocates" means that the hypothesis supports or argues for this explanation. Therefore, "supports" is the closest meaning. Why B is wrong: "Confuses" would mean makes something unclear or mixed up. The sentence is not saying the hypothesis creates confusion; it is presenting what the second hypothesis claims. Why C is wrong: "Predicts" refers to saying what will happen in the future. The passage is about an explanation of events in the past, not a future prediction. Why D is wrong: "Restricts" means limits or confines something. The second hypothesis does not limit the spread of the languages; it proposes an earlier and wider historical spread. Solving point: For vocabulary-in-context questions, replace the word with each option and check whether the sentence still matches the surrounding explanation.
4. **B**. Correct B: The passage says that one hypothesis claims the first farmers spreading from the Middle East into western Asia and Europe about 9,000 years ago spoke Proto-Indo-European. However, it immediately adds a problem: Proto-Indo-European seems to have had words for copper, cart, and the domesticated horse, but these things were unknown among the first farmers of Turkey. This mismatch makes it reasonable to infer that the evidence connecting those first farmers to Proto-Indo-European is not clear. Why A is wrong: The passage does not say the first farmers are known to have used copper and carts. In fact, it says copper and carts were unknown among the first farmers of Turkey, so this option directly contradicts the evidence. Why C is wrong: Living just north of the Black and Caspian Seas about 6,000 years ago describes the nomadic people in the first hypothesis, not the first farmers who spread from the Middle East about 9,000 years ago. This option confuses the two hypotheses. Why D is wrong: The passage does not state that the first farmers domesticated the horse earlier than nomadic people did. It says the nomadic people may have been the first to domesticate the horse, although clear evidence is hard to find. Claiming that the farmers domesticated the horse earlier is unsupported. Solving point: For inference questions, choose the answer that follows from a stated contrast or problem in the passage. Here, the archaeological/cultural mismatch weakens the claim that the first farmers spoke Proto-Indo-European.
5. **C**. Correct C: The author mentions that Proto-Indo-European seems to have had words for "copper, cart, and the domesticated horse" to show a problem with the early-farmer hypothesis. The passage says the second hypothesis claims that the first farmers spreading from the Middle East into western Asia and Europe about 9,000 years ago spoke Proto-Indo-European. It then says this hypothesis has a difficulty: Proto-Indo-European appears to include

words for copper, carts, and domesticated horses, but “these things were unknown among the first farmers of Turkey.” The reasoning is that if those early farmers did not know these items, it is hard to explain why their language would already contain words for them. Why A is wrong: The passage is not using these terms as general examples of everyday objects reconstructed from ancient languages. Their function is more specific: they are evidence that creates a chronological or cultural problem for one hypothesis. Why B is wrong: The nomadic hypothesis is connected to horse domestication about 6,000 years ago, and the passage notes that clear evidence for that domestication is hard to find. However, the words “copper, cart, and the domesticated horse” are mentioned in relation to the first-farmer hypothesis, not to a requirement for evidence of mounted warriors. Why D is wrong: The passage says these things were unknown among the first farmers of Turkey. It does not say Proto-Indo-European borrowed these terms from languages spoken in Turkey. That is an unsupported inference. Solving point: In purpose questions, look at the sentence before and after the cited detail. Here, the surrounding sentence says “Both hypotheses have their problems,” so the detail is being used to illustrate a problem, not to introduce a new topic.

PQ26-5

- **28. Roman Trade and Production in Britain:** 1 it · 2 towns · 3 and · 4 settlements · 5 roads · 6 ports · 7 include · 8 pottery · 9 and · 10 tools
- **29. Marine Sediment Cores and Past Climate:** 1 layer · 2 mineral · 3 and · 4 shell · 5 that · 6 slowly · 7 the · 8 shells · 9 chemical · 10 that
- **30. Animal Dispersal:** 1 can · 2 when · 3 is · 4 or · 5 area · 6 too · 7 uses · 8 so · 9 must · 10 calories
- **31. Email: Reserving a Music Practice Room**
  1. **D**. Correct D: The email’s subject is “Practice Room Reservations (Pilot Week),” and the opening states that starting Mon, Sept 14, the Music Building practice rooms “will use a new reservation page.” It then gives booking rules: log in with a campus ID, follow time limits, and check in by scanning a campus card. These details show that the Facilities Desk is announcing and explaining a new reservation system for practice rooms. Why A is wrong: The email says students “can still walk in,” although “reservations will have priority.” So it is not warning that walk-ins are no longer allowed; it is clarifying that walk-ins remain possible but have lower priority. Why B is wrong: Nothing in the email mentions fees, payments, or refunds. The instructions concern booking, time limits, check-in, and what to do if students have trouble signing in. Why C is wrong: The email does not invite students to a meeting, and it does not discuss renovations. The only temporary closure mentioned is Room 118 for piano tuning during the pilot week, which is a specific maintenance detail, not a renovation meeting. Solving point: For purpose questions, focus on the overall function of the message, especially the subject line and opening sentence. Supporting details, such as check-in rules or one room’s closure, help confirm the main purpose but are not themselves the main reason for the email.
  2. **B**. Correct B: The notice says students must “scan your campus card at the door within 10 minutes of your start time, or the room will be released.” This means keeping the reserved room depends on checking in with the campus card during that 10-minute window after the reservation begins, so option B matches the stated requirement. Why A is wrong: The notice mentions “within 10 minutes of your start time,” but it does not say students must arrive 10 minutes early or wait outside. This option misreads the time rule. Why C is wrong: Replying to the Facilities Desk email is only for students who “have trouble signing in” and must include a screenshot. It is not the required step for keeping a reserved room. Why D is wrong: The notice never says to print the reservation page or show anything to the front desk. The required check-in method is scanning the campus card at the door. Solving point: For detail questions, match the exact condition in the text. Here, the key condition is the check-in instruction, not other administrative information in the notice.
  3. **B**. Correct B: The email states, “For the pilot week only, Room 118 is closed for piano tuning.” This directly means Room 118 is not available during that pilot week, and the reason is piano tuning. Why A is wrong: The two-booking limit applies generally: students may make “up to 2 bookings per day.” The email does not say Room 118 is reserved for students who book two sessions. Why C is wrong: The stated time limit is “60 minutes per booking” for the practice rooms generally. There is no longer booking time mentioned for Room 118; instead, it is closed. Why D is wrong: The email says reservations have priority, but Room 118 is specifically closed during the pilot week. It does not say Room 118 is available only to walk-in students. Solving point: For detail questions, match the option to the exact stated detail. Do not extend a general policy, such as booking limits or walk-in access, to a specific room unless the text says so.
- **32. Student Center Cafe Seating Closed—Apr. 8 (2:00–4:30 p.m.)**

1. **A**. Correct A: The notice says the “Main seating area” will be “CLOSED” on Tuesday, Apr. 8, from “2:00–4:30 p.m.” for floor cleaning. It also says students should take drinks and food “to go,” while “small tables near the north windows” will stay open with limited seats. This shows the purpose is to inform students of a temporary change in where they can sit in the cafe for a few hours. Why B is wrong: The notice says students can “Order as usual at the counter,” so the cafe is not stopping food sales. It also gives only a same-day time period, not a closure “until next week.” Why C is wrong: The notice asks students to take food and drinks “to go,” but it does not ask them to bring their own containers. That is an unsupported inference. Why D is wrong: The notice gives instructions about seating during floor cleaning. It does not invite students to a meeting or mention new seating rules. Reusable point: focus on the stated purpose of the notice, not on possibilities that are not mentioned.
2. **B**. Correct B: The notice says that from 2:00–4:30 p.m. on Apr. 8, the main seating area is closed for floor cleaning, but students should “order as usual at the counter” and take drinks and food “to go.” Therefore, students can still buy items at the counter, but they should not plan to use the main seating area during that time. Why A is wrong: The notice mentions that small tables near the north windows will stay open with limited seats, not tables near the south entrance. This option changes the location and overstates the seating instruction. Why C is wrong: The counter is not closed. The notice specifically says to “order as usual at the counter,” so students do not need to buy food at a different location. Why D is wrong: The notice does not say students must wait until 4:30 p.m. to order. It says they may order as usual during the closure period, but should take food and drinks to go. Solving point: In notice questions, separate what is closed from what remains available. Here, the seating area is closed, but ordering at the counter continues.
3. **C**. Correct C: The notice says that “small tables near the north windows will stay open” but adds “limited seats.” This means those tables can be used during the cleaning period, but the number of seats is small, so there may not be enough for everyone. A useful TOEFL point: wording such as “limited seats” often supports an inference about availability, not a guarantee of space. Why A is wrong: The notice does not say these tables will close first. In fact, it contrasts them with the main seating area by saying they “will stay open,” so this option contradicts the notice. Why B is wrong: The notice never mentions reservations or earlier booking. “Limited seats” means there are not many seats, not that they are restricted to people who reserved them. Why D is wrong: The notice says people with questions can ask a cafe staff member, but it does not say the north-window tables are for staff. The tables are described as staying open, so saying they are not for students is unsupported.

- **33. Thermals and Soaring Flight**
  1. **C**. Correct C: The passage explains that although gliding involves a downward sinking motion, many birds can soar, meaning they ascend without flapping, when they find air rising as fast as or faster than their sinking speed. It then focuses on thermals: sun-warmed ground heats air, the air rises, and birds can climb in that rising air if the thermal’s upward speed exceeds their sinking speed. Because a glider would leave the thermal if it flew straight, it must circle to stay in the rising air. This option summarizes the whole passage, not just one detail. Why A is wrong: The passage says thermals form when the Sun heats some parts of the ground more than others, causing warm air above the ground to rise. It does not say ring thermals are formed mainly because cool air replaces warm air above a plowed field. This option adds unsupported details and focuses only on one type of thermal, so it cannot be the main idea. Why B is wrong: The passage says a bird ascends when the upward speed of the rising air is greater than the bird’s sinking speed. It does not say birds maintain altitude by increasing their sinking speed. In fact, increasing sinking speed would make ascent harder, not explain soaring. Why D is wrong: The passage does not discuss ridge lift at all. It discusses thermals as a common process producing updrafts. Since ridge lift and its reliability are not part of the given passage, this option is unsupported. Solving point: For a main-idea question, choose the option that covers the passage’s central explanation. Avoid options that mention only a small detail, add facts not stated, or contradict the mechanism described.
  2. **D**. Correct D: The passage defines a thermal directly: “When heated air rises, it is called a thermal.” It then explains the cause: thermals occur when the Sun heats some parts of the ground more than others; the warm ground heats the air above it, and that air rises. Therefore, a thermal is heated rising air produced by uneven solar heating of the ground. Why A is wrong: This describes part of a soaring flight pattern—birds may climb in a thermal, glide a long distance, and then find another thermal. But the question asks what a thermal is, not how birds use thermals during flight. Why B is wrong: The passage discusses updrafts, but it identifies thermals as rising heated air. It does not mention wind blowing upward along a slope or predictable lift from a slope, so this option adds unsupported information. Why C is wrong: The passage says nothing about clouds, water vapor, condensation, or high altitude. A thermal is defined as rising heated air, not as a type of cloud. Solving point: For definition questions, look for direct definitional language such as “is called” and then check whether the option matches that definition without adding extra details.

3. **A**. Correct A: In the phrase “a series of discrete, doughnut-shaped bubbles,” the surrounding context contrasts two forms of thermals: “continuous chimneys of rising air” and “a series of discrete… bubbles formed at intervals.” Because these bubbles are described as a series and as forming “at intervals,” they are not continuous; they are separate individual bubbles. Thus, “discrete” is closest in meaning to “separate.” Why B is wrong: “Rapid” refers to speed, but the sentence is describing the form or arrangement of thermals, not how fast the bubbles rise or form. No evidence in this phrase suggests speed. Why C is wrong: “Dangerous” refers to risk or harm. The passage explains how thermals help gliders and birds ascend, but it does not describe these doughnut-shaped bubbles as harmful or risky. Why D is wrong: “Irregular” could seem tempting because the bubbles are “formed at intervals,” but intervals do not necessarily mean an irregular shape or pattern. The key contrast is with “continuous chimneys,” so the intended meaning is “separate,” not “irregular.” Solving point: For vocabulary-in-context questions, use nearby contrast words. Here, “continuous” contrasts with “discrete,” which points to “separate.”
4. **A**. Correct A: The passage states that a glider ascends in a thermal only when the thermal’s upward speed is greater than the glider’s sinking speed, but it also adds that the glider will “quickly fly out of the thermal if it flies in a straight line,” so it “must circle to stay in the rising air.” Therefore, a glider that continues straight will soon leave the updraft and will not keep ascending within that thermal. Why B is wrong: The passage compares the thermal’s upward speed with the glider’s sinking speed, but it does not say that the glider changes or increases its sinking speed to match the thermal. This adds an unsupported mechanism. Why C is wrong: The passage mentions two possible shapes of thermals—continuous chimneys and discrete ring thermals—but it does not connect flying straight with a greater chance of finding ring thermals. That is an unsupported inference. Why D is wrong: Birds may climb in a thermal and then glide a long distance, but the passage says staying in a thermal requires circling. A glider flying straight would quickly leave the rising air, so it would not remain there long enough as described. Solving point: For inference questions, use what the text directly implies. Here, the key contrast is straight flight versus circling: circling keeps the glider in rising air; straight flight causes it to leave quickly.
5. **C**. Correct C: The example of the turkey vulture’s sinking speed of about 0.8 meters per second is included right after the passage explains that birds soar by finding air “rising as fast as or faster than” the bird’s sinking speed. The example gives a concrete number for that sinking speed. This helps readers understand the condition for soaring: if the upward-moving air equals or exceeds the bird’s downward sinking rate, the bird can maintain altitude or ascend. Why A is wrong: The passage does say thermals form when the Sun heats some parts of the ground more than others, but the turkey vulture example is not used to explain how thermals are created. It illustrates the relationship between a bird’s sinking speed and rising air, not unequal ground heating. Why B is wrong: The passage mentions ring thermals later as one possible form of thermal, and it says a glider must circle to stay in rising air. However, the turkey vulture example does not explain circling inside ring thermals. It appears before that discussion and is about sinking speed. Why D is wrong: The passage later says soaring is an efficient way to cover long distances at low energy cost, but it does not compare soaring with flapping flight in the turkey vulture example. The example supports the mechanics of soaring, not an efficiency comparison. Solving point: In purpose questions, connect the example to the sentence immediately around it. Here, the numerical example supports the general rule that rising air must match or exceed sinking speed.

- **34. Glacial Evidence and Reassembled Continents**
  1. **C**. Correct C: The passage’s main purpose is to explain why Paleozoic glaciation patterns are difficult to explain from the continents’ present positions unless the continents moved. The text says that Gondwana continents, except Antarctica, are now near the equator, yet they contain evidence of massive glaciers. It also notes that mapped striations in Australia, India, and South America seem to show glaciers moving from present-day oceans onto land, which is not viable because continental glaciers flow outward toward the sea. The passage then resolves this problem by saying that if the continents are reassembled with South Africa at the South Pole, the glacier movements and the tropical conditions in the northern continents make sense. This directly matches option C. Why A is wrong: Till and striations are mentioned as evidence of glaciation, but the passage does not mainly describe how they form. Also, the evidence of glaciation is associated with the Southern Hemisphere/Gondwana continents, while the Northern Hemisphere evidence shows no glaciation and indicates a tropical climate. Why B is wrong: This contradicts the passage. The text states that massive glaciers covered large areas of the Southern Hemisphere, while fossils and rocks from the Northern Hemisphere give no indication of glaciation. Why D is wrong: Fossils are used as one kind of evidence, especially for the Northern Hemisphere’s tropical climate, but the passage does not compare the reliability of fossils with rock sequences. The main focus is how continental movement explains the otherwise puzzling glacial evidence. Reusable solving point: For main-purpose questions, identify the problem the passage raises and the explanation it develops. Here, the problem is impossible-looking glacial patterns in present geography, and the explanation is that the continents must have moved.

2. **B**. Correct B: The passage states that “mapping of glacial striations in bedrock in Australia, India, and South America indicates that the glaciers moved from the areas of present-day oceans onto land.” The question asks specifically what the mapping indicates, so this directly supports option B. The reasoning is that striations record the direction of glacier movement, and in their present continental positions those scratch marks point from present-day ocean areas onto land. Why A is wrong: The passage says large continental glaciers generally “flow outward from their central area of accumulation toward the sea,” but it presents this as the normal behavior of such glaciers, not as what the mapping in Australia, India, and South America indicates. In fact, the mapped striations seemed to show the opposite direction in the continents’ present positions. Why C is wrong: Coal is mentioned only as evidence from fossil plants that the Northern Hemisphere had a tropical climate while the Southern Hemisphere was glaciated. The passage does not say that glaciers formed only after coal deposits accumulated. Why D is wrong: The passage discusses the problem of explaining large glaciers near the equator if the continents had not moved, and it says the evidence makes sense if the continents are reassembled with South Africa at the South Pole. It does not say the striations indicate movement from the equator toward the South Pole. Solving point: For “according to the passage” detail questions, match the exact function of the evidence. Here, the mapping of striations indicates direction of movement, not the general rule for glaciers or a broader conclusion about climate.
3. **D**. Correct D: In this context, “viable” means “possible” or “workable.” The passage says that glacial striations seem to show glaciers moving “from the areas of present-day oceans onto land,” but then explains that this “would not be a viable explanation” because large continental glaciers flow outward from their central accumulation area toward the sea. In other words, the explanation cannot reasonably work: glaciers would not normally move from ocean areas onto land. Therefore, “possible” best fits the logic of the sentence. Why A is wrong: “Available” means obtainable or ready for use. The passage is not saying that the explanation is unavailable; it is saying the explanation does not work scientifically because it contradicts how continental glaciers flow. Why B is wrong: “Predictable” means expected or able to be forecast. The issue is not whether glacier movement could be predicted, but whether the proposed explanation is physically reasonable. Why C is wrong: “Able to survive” can be a meaning of “viable” in biological contexts, such as a viable organism or seed. Here, however, the word modifies “explanation,” so it means an explanation that can work or be accepted, not something living that can survive. Solving point: For vocabulary-in-context questions, test the answer in the sentence and check the surrounding logic. Here, the following “because” clause explains why the explanation is not workable, pointing to “possible” rather than a dictionary meaning related to life.
4. **A**. Correct A: The passage says that, in their present positions, glacial striations in Australia, India, and South America would suggest glaciers moved “from the areas of present-day oceans onto land,” which is not viable because large continental glaciers flow outward from a central accumulation area toward the sea. It then states that if the continents are reassembled as one landmass with South Africa at the South Pole, the glaciers’ movement “makes sense.” Therefore, it can be inferred that the movement directions are better explained by placing the continents in different past positions. Why B is wrong: The passage says glaciers near the equator would be difficult to explain if the continents had not moved, but it does not claim that large continental glaciers could never exist on any equatorial landmass. This choice turns a problem of explanation in this case into an absolute rule. Why C is wrong: The passage discusses glacial evidence in Australia, India, and South America, not only Antarctica. It also says all Gondwana continents except Antarctica are now near the equator, so the evidence is not limited to Antarctica. Why D is wrong: The passage explains continental glacier movement by their outward flow from a central area of accumulation toward the sea. It does not say ocean currents primarily determined their flow. A useful solving point: for inference questions, choose the option that follows from stated relationships, not one that adds a new cause not mentioned in the passage.
5. **D**. Correct D: The passage says that while the Southern Hemisphere was glaciated, “fossil plants found in coals indicate that the Northern Hemisphere had a tropical climate.” The fossil plants are mentioned as evidence for the climate contrast: the north was tropical at the same time the south had glaciers. Therefore, they support the claim in option D. Why A is wrong: The passage does not compare how common coal deposits are in the Southern and Northern Hemispheres. Coal is mentioned only because the fossil plants in it indicate climate, not because of coal distribution. Why B is wrong: Till and striations are described earlier as physical evidence left by glaciers, but fossil plants in coals are not used to illustrate glacial deposits or scratch marks. They are used as climate evidence. Why C is wrong: The passage does not say that glacial striations are preserved more easily in subtropical climates. In fact, it uses striations to infer glacier movement and uses fossil plants to infer the Northern Hemisphere’s tropical climate. Solving point: In purpose questions, ask what claim the detail supports in the surrounding sentence. Here, the fossil-plant detail directly supports the statement about the Northern Hemisphere’s tropical climate, not a point about coal abundance, glacial deposits, or preservation conditions.

PQ26-6

- **35. Roman Trade and Craft Production in Britain:** 1 this · 2 increases · 3 number · 4 objects · 5 ordinary · 6 and · 7 glass · 8 metal · 9 appear · 10 many
- **36. Early European Newspapers:** 1 early · 2 newspapers · 3 combined · 4 from · 5 with · 6 for · 7 issues · 8 through · 9 and · 10 where
- **37. Water on Mars:** 1 air · 2 of · 3 dioxide · 4 gas · 5 freeze · 6 the · 7 in · 8 and · 9 to · 10 air
- **38. Housing Office: Annual Window Screen Check—Cedar Hall (Apr. 2–4)**
  1. **B**. Correct B: The notice is headed "Cedar Hall — Window Screen Check" and states that "Facilities staff will enter student rooms to inspect and reattach loose window screens." This shows that the main purpose is to announce a scheduled inspection/check of window screens in Cedar Hall rooms. The bullets about clearing the window area, pets, and valuables are supporting instructions for that scheduled check, not the main idea. Why A is wrong: The notice does not ask students to report broken windows to the Housing Office. It gives an email for questions, but that is only contact information, not the purpose of the notice. Why C is wrong: The notice says staff will enter rooms from 10:00 a.m. to 4:00 p.m.; it does not say Cedar Hall rooms will be closed during the afternoon. This option adds an unsupported consequence. Why D is wrong: The notice says staff will inspect and reattach loose screens; it does not explain a process for students to request a new screen. This confuses staff maintenance activity with a student request procedure. Solving point: For a main-purpose question, focus on the title and the central action stated in the notice. Details such as preparation steps or contact information usually support the purpose rather than define it.
  2. **D**. Correct D: The notice asks students, before 10:00 a.m. on the scheduled day, to "Clear the window area (desks, lamps, plants)." This means students should move objects away from the window so Facilities staff can inspect and reattach loose screens. Thus, moving items away from the window area is the required preparation. Why A is wrong: The notice explicitly says "No appointment needed." Scheduling an appointment is the opposite of what the notice states. Why B is wrong: Facilities staff will "inspect and reattach loose window screens." Students are not asked to remove screens or put them outside the room. That action is unsupported and could interfere with the staff's work. Why C is wrong: The notice gives instructions for students who "will be away," telling them to lock up valuables. This shows students do not have to be present during the inspection time. Solving point: For detail questions, match the option to the exact requested action in the notice. Do not choose an option just because it is related to the general topic of inspections.
- **39. Reuse Cup Return Reminder**
  1. **A**. Correct A: The notice says, "Before returning: Quick rinse only. No soap needed." This directly tells students what to do before returning the cup: rinse it briefly and do not use soap. The key solving point is to match the phrase "before returning" in the question to the same section in the notice. Why B is wrong: The notice specifically says "No soap needed," so washing with soap contradicts the instructions. It also does not mention drying the cup completely. Why C is wrong: The email address is only given for questions: "Questions? Send a message to cafehelp@campus.edu." The notice does not say students must email to request a return time. Why D is wrong: Room 112 is the return location, but the hours are "Mon–Fri, 9:00 a.m.–4:30 p.m." Weekend hours are not offered, so this option contradicts the schedule.
  2. **C**. Correct C: The notice states that "cups with lids missing or heavy food inside may be refused" and adds that, if refused, the student "may rinse and return the same day." A missing lid is therefore a condition that can prevent the return from being accepted at first; the likely result is that the return may be refused until the issue is addressed. Why A is wrong: The notice gives an in-person return location and hours: Student Center, Room 112, Monday–Friday, 9:00 a.m.–4:30 p.m. It never mentions returning cups by mail, so this option is unsupported. Why B is wrong: The notice says such cups "may be refused," not that the student automatically loses the $3 deposit. "May be refused" describes a possible rejection of the return, not an automatic loss of money. Why D is wrong: The notice says the deposit is returned to the "same payment method." It does not say cash is used when there is a missing lid. This option contradicts the stated refund method. Solving point: Pay attention to modal verbs such as "may." Here, "may be refused" indicates a possible outcome, not an automatic penalty.
- **40. Flu Shot Clinic—Student Health Lobby (Oct. 14–15)**
  1. **D**. Correct D: The poster is mainly giving practical information about a "FLU SHOT CLINIC" on campus. It lists the location, Student Health Center Main Lobby, the dates and time, the cost with or without student insurance, and what to bring. These details all help students know how to get a flu shot on campus, so option D matches the overall purpose. Why A is wrong: The poster mentions the Student Health Center lobby as the location, but it does not ask students to help or volunteer there. This option confuses a place mentioned in the poster with a request for

volunteers. Why B is wrong: The instruction to “Please wait outside if you have a fever or a strong cough” is only one health-related instruction, not the main purpose of the poster. The poster is not mainly explaining new entry rules for the health center. Why C is wrong: The poster is about a flu shot clinic, not a health talk. It gives appointment-like details such as time, cost, ID, and payment card, but it does not mention a lecture or discussion about colds. Solving point: For a main-purpose question, focus on the title and the repeated type of information. Here, the title and details all point to receiving a flu shot, not volunteering, building rules, or a talk.

2. **B**. Correct B: The poster says, “Please wait outside if you have a fever or a strong cough.” Therefore, a student with a fever should not remain in the Student Health Center main lobby; they should wait outside. This is a directly stated instruction, not an inference. Why A is wrong: The phone number is given only for “Questions,” not for scheduling a private appointment. The poster does not mention private appointments. Why C is wrong: The clinic time is 10:00 a.m.–3:00 p.m., but the poster does not tell students with a fever to return after 3:00 p.m. This adds an unsupported detail. Why D is wrong: The location is the Student Health Center main lobby, and there is no instruction to go to another building. The only special instruction for a fever is to wait outside. Solving point: For poster questions, match the condition in the question (“if they have a fever”) to the exact instruction that follows it.

- **41. Kohring’s Model of Egg Development**
  1. **A**. Correct A: The passage presents German paleontologist Rolf Kohring’s model for how amphibian eggs could have developed membranes and then a hard shell before being laid on land. The evidence is the sequence described: harsher, nutrient-poor or cooler water led to larger yolks and larger eggs; to keep these larger eggs intact, “one or more membranes were developed”; the outer membrane stored poisonous calcium ions; accumulating calcium in a hard shell then made land-laying possible because the egg was “pre-adapted” for land. This causal sequence matches option A because the passage is explaining a proposed evolutionary pathway from aquatic soft eggs to land-suitable hard-shelled eggs. Why B is wrong: The passage mentions that “several different theories” exist, but it does not compare several paleontologists or discuss reptile diversification during the Late Paleozoic and Mesozoic Eras. Its focus is one hypothesis by Kohring, not a comparison among scientists or eras. Why C is wrong: The passage does not claim that fossil eggs demonstrate amphibians were the first animals to abandon an aquatic lifestyle. Kohring’s specialty is fossil eggs, but the passage uses his model to explain egg evolution, not to prove a broader claim about which animals first left water. Why D is wrong: The passage does not say hard shells evolved mainly to defend eggs against insects or microbes on the ground. Instead, it links the shell to storing calcium ions and to making land-laying possible. In TOEFL main-purpose questions, avoid choosing an option that adds a cause not stated in the passage.
  2. **D**. Correct D: Kohring’s model says that harsher conditions led amphibians to produce eggs with larger yolks, meaning more nutrients for the embryo. The passage then states that “with larger yolks, the eggs were bigger, and fewer of them could be produced by the female.” Thus, the reduced number of eggs is directly explained by the increased egg size caused by larger yolks. Why A is wrong: The passage says one or more membranes developed to keep the larger egg intact, and the outer membrane later provided a place to store calcium ions. It does not say the outer membrane limited the number of eggs produced. This option reverses the role of the membrane. Why B is wrong: Nutrient-poor or cooler water is the environmental condition that led to larger yolks, but the question asks why fewer eggs were produced by the female. The immediate reason given is that larger yolks made the eggs bigger, not that embryo development was directly limited. Why C is wrong: The passage says calcium ions could be safely stored in the outer membrane and later accumulated in a hard shell, making land-laying possible. It does not say environmental calcium ions forced eggs to become hard-shelled, nor does this explain why fewer eggs were produced. Solving point: Follow the cause-and-effect chain carefully. Here, harsh water conditions → larger yolks → bigger eggs → fewer eggs. The question asks for the direct reason for fewer eggs, which is the bigger eggs with larger yolks.
  3. **C**. Correct C: In the sentence, “This outer membrane provided a place to safely store calcium ions… Accumulating the calcium in a hard shell then made it possible for the egg to be laid on land,” the word refers to calcium being collected or built up in the shell. “Gathering” matches this idea of bringing calcium ions together and storing them in one place. A useful vocabulary strategy is to use nearby context: “store” strongly supports the meaning “gather,” not an unrelated action. Why A is wrong: “Hiding” can imply putting something out of sight, but the passage focuses on storing calcium ions safely in a shell, not concealing them. Why B is wrong: “Measuring” means determining quantity or size. The passage does not discuss calculating the amount of calcium; it discusses placing calcium into the shell. Why D is wrong: “Removing” means taking away, which contradicts the context. The calcium is being stored in the hard shell, not taken out of it.

4. **C**. Correct C: Kohring's model says that as eggs became larger, "one or more membranes were developed," including an outer membrane that protected the egg. The passage then states that this outer membrane "provided a place to safely store calcium ions," and that accumulating calcium "in a hard shell" later made land-laying possible. Therefore, the membrane's role was to make later shell formation possible by safely storing the substances needed for a hard shell. Why A is wrong: The passage mentions cooler water as part of the harsh conditions that led to larger yolks, but it never says the outer membrane blocked oxygen absorption. This choice adds an unsupported function. Why B is wrong: The order is reversed. In the model, the membrane came before the hard shell and before eggs could be laid on land; the shell made land-laying possible afterward. So the membrane did not develop only after successful land-laying. Why D is wrong: The larger yolk supplied more nutrients to the embryo. The outer membrane is described as protection and as a safe storage place for calcium ions, not as a direct nutrient source or as something that reduced yolk. Solving point: For inference questions, use the stated sequence and function in the passage. A valid inference extends the evidence logically; it does not invent a new biological role or change the order of events.
5. **B**. Correct B: The phrase "(hundreds rather than thousands)" explains the immediately preceding statement that "fewer" eggs could be produced when the eggs became larger because of larger yolks. By contrasting "hundreds" with "thousands," the author makes the relative decrease more concrete, so the reader understands the scale of "fewer." A useful TOEFL point: parenthetical phrases often clarify or specify the meaning of a nearby word or phrase, rather than introduce a new main idea. Why A is wrong: The passage presents Kohring's explanation as a "model" and does not say that the numbers "hundreds" and "thousands" come from fossil evidence. The parenthetical phrase clarifies quantity; it does not identify the evidence source. Why C is wrong: The passage says membranes developed "to keep the larger egg intact," including one that surrounded and protected the egg. It does not say a single membrane protected hundreds of eggs. The numbers refer to how many eggs a female could produce, not how many eggs one membrane could protect. Why D is wrong: The phrase does not claim that all amphibians in the Mississippian epoch had the identical egg-laying pattern. It is used within Kohring's model to illustrate a general reduction in egg number caused by larger yolks, not to make a universal claim about every amphibian.

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