

## TOEFL Reading Practice Test 26

### SET 1

Read the passage.

Then answer the questions below. This is the first of three sections.

1. In order to understand the outbreak of war in 1939 it is crucial to grasp what happened in the 1930s and to remember the terms of the Treaty of Versailles. Germany had been humiliated. German resentment was often bubbling under the surface and it took an outspoken, passionate, nationalist leader to generate a culture in which war might break out. Just such a man started to speak out in the 1920s: Adolf Hitler.
2. In Hitler's eyes the Treaty of Versailles was too harsh and was a constant reminder of Germany's biggest failure. As a nationalist, this cut him deep. He referred to the German leaders who signed it as the "November Criminals," He vowed to reverse it as leader. Many of the other changes and plans he had directly led from this aim. Hitler wanted to get the land back that Germany had lost in the Treaty of Versailles. He believed Germans were a distinct race and as such, Germans living in Austria, Czechoslovakia, and Poland should rejoin Germany. This is known as Lebensraum, also known as "living space," for Germans. When Hitler went on to take over the Sudetenland, Austria and to invade Poland, he was trying to complete this aim.
3. Hitler believed Bolsheviks (what Hitler referred to Russian Communists as) had been partly responsible for Germany's defeat in World War I. Hitler thought he could kill two birds with one stone by expanding the German Empire into the Soviet Union and destroying Communism as he did so.
4. In 1941, when Hitler broke the Nazi-Soviet pact and invaded Russia he was trying to complete this aim. The path Germany took, particularly after 1933, reads like a blueprint for a country that wants to start a war. They gradually improved their strength and territory bit by bit, achieving their aims in stages, all the while not provoking the world's powers (i.e. Britain and France) until they were ready to fight. However one shouldn't assume that Hitler had a grand plan for a war. Some believe Hitler gambled on a few decisions and was encouraged to continue by the reaction of countries who were supposed to be leading the League of Nations (Great Britain and France).
5. Hitler came to power in 1933. He immediately increased Germany's armed forces. This was popular and gave jobs to many unemployed men, heightened by the Great Depression. By 1936 drafting (where men are forced to join the armed forces) was introduced and massive rallies were held to show off Germany's military strength. By 1939, Germany's army had increased from 100,000 soldiers (the limit set by the Treaty of Versailles) to 950,000.
6. In 1936 Hitler moved German troops into the Rhineland. This had been forbidden by the Treaty of Versailles as the Rhineland was a buffer between Germany and France. It was his first big risk and Hitler had instructed his generals to back down if the French stood up to them. Germany was still nowhere near as strong as the French army; however, they got away with it! France was distracted by events in Abyssinia, plus had an election coming up – and no one wanted to be the politician who took France into ANOTHER war. This attitude was to prove increasingly common over the next few years.
7. Now Hitler knew no one had an appetite for war (except himself perhaps) and needed motivating to start completing his aims. Germany received a further boost by successfully trialing its new air force during the Spanish Civil War. By 1938 Hitler and Germany were ready

for the next big step: Anschluss. This is the political union between Germany and Austria – again forbidden by the Treaty of Versailles.

8. Austria had a number of powerful ties with Germany – many Germans lived there, they spoke the same language and there was a strong Nazi Party there as well. Hitler encouraged the Austrian Nazis to stir up trouble. The Austrian President asked for help from Britain and France, who refused, and then for a plebiscite. This was not satisfactory for Hitler so he marched the German troops into Austria to ensure a "fair" plebiscite was conducted. The result was a 99.75% victory for Germany. The outcome of all this, you know. And one could debate and speak of the subject for many hours.

Q1. How is the text organized?

- A. By main ideas.
- B. In chronological order.
- C. By main events.
- D. By historical periods.

Q2. When can one infer that Hitler enlarged the army?

- A. 1939.
- B. 1933.
- C. 1936.
- D. 1941.

Q3. How would you best describe the expression 'kill two birds with one stone'?

- A. Take advantage of the situation.
- B. Kill two people with the same bullet.
- C. Hunt birds with rocks.
- D. Do two things at the same time.

Q4. What does 'it' refer to in Paragraph 6?

- A. The troops.
- B. Moving the troops.
- C. The Treaty of Versailles.
- D. The buffer.

Q5. How many men were in Hitler's army in 1939?

- A. 10,000.
- B. 100,000.
- C. 95,000.
- D. 950,000.

Q6. What can be inferred about the Treaty of Versailles?

- A. It limited the amount of soldiers in the army to 100,000.
- B. It limited the amount of soldiers in the army to 950,000.

- C.It limited the amount of soldiers in the army to 10,000.
- D.It limited the amount of soldiers in the army to 95,000.

Q7. Which of the following is closest in meaning to 'resentment' in Paragraph 1?

- A.Hunger.
- B.Hatred.
- C.Regret.
- D.Respect.

Q8. Which of the following is closest in meaning to 'stir up' in Paragraph 8?

- A.Start.
- B.Launch.
- C.Shake.
- D.Create.

Q9. Why did Germany succeed in marching into the Rhineland?

- A.The German army was bigger than the French army.
- B.The Germans were trained better.
- C.The French were distracted by the elections.
- D.The French politicians didn't want to make the country go to war again.

Q10. What does 'it' refer to in Paragraph 2?

- A.The November Criminals.
- B.The month of November.
- C.The Soviet Union Pact.
- D.The Treaty of Versailles.

## SET 2

### **The Culture of the 1950s**

During the 1950s, a sense of uniformity pervaded American society. Conformity was common, as young and old alike followed group norms rather than striking out on their own. Though men and women had been forced into new employment patterns during World War II, once the war was over, traditional roles were reaffirmed. Men expected to be the breadwinners; women, even when they worked, assumed their proper place was at home. Sociologist David Riesman observed the importance of peer-group expectations in his influential book, *The Lonely Crowd*. He called this new society "other-directed," and maintained that such societies lead to stability as well as conformity. Television contributed to the homogenizing trend by providing young and old with a shared experience reflecting accepted social patterns.

But not all Americans conformed to such cultural norms. A number of writers, members of the so-called "beat generation," rebelled against conventional values. Stressing spontaneity and spirituality, they asserted intuition over reason and Eastern mysticism over Western

institutionalized religion. The "beats" went out of their way to challenge the patterns of respectability and shock the rest of the culture.

Their literary work displayed their sense of freedom. Jack Kerouac typed his best-selling novel "On the Road" on a 75-meter roll of paper. Lacking accepted punctuation and paragraph structure, the book glorified the possibilities of the free life. Poet Allen Ginsberg gained similar notoriety for his poem "Howl," a scathing critique of modern, mechanized civilization. When police charged that it was obscene and seized the published version, Ginsberg won national acclaim with a successful court challenge.

Tennessee singer Elvis Presley popularized black music in the form of rock and roll, and shocked staid Americans with his ducktail haircut and undulating hips. In addition, Elvis and other rock and roll singers demonstrated that there was a white audience for black music, thus testifying to the increasing integration of American culture. Painters like Jackson Pollock discarded easels and laid out gigantic canvases on the floor, and then applied paint, sand and other materials in wild splashes of color. All of these artists and authors, whatever the medium, provided models for the wider and more deeply felt social revolution of the 1960s.

Q1. In the first paragraph, what is NOT the meaning of the word "pervaded"?

- A. contaminated
- B. spread through
- C. permeated

Q2. In the first and second paragraphs, what is NOT the meaning of the word "norms"?

- A. exceptions to standards of behavior
- B. expected standards of behavior
- C. expected patterns of behavior

Q3. What was NOT an American cultural norm during the 1950s?

- A. women as breadwinners
- B. men as breadwinners
- C. conformity

Q4. What can be inferred from the third paragraph?

- A. People could buy Ginsburg's poem after the court's decision.
- B. Ginsburg went to jail.
- C. Ginsburg's poem could not be distributed.

Q5. What was one effect of television?

- A. It helped solidify uniformity in American society.
- B. It helped challenge cultural norms.
- C. It helped the rebellious writers.

Q6. In the third paragraph, what does the word "their" refer to?

- A. writers who were beats
- B. writers who supported cultural norms

C. writers who were conformists

Q7. In the last sentence of the third paragraph, what does the word "it" refer to?

- A. the poem, "Howl"
- B. the novel, "On the Road"
- C. a critique

Q8. Where does the sentence -- "Musicians and artists rebelled as well." -- best belong?

- A. at the beginning of the last paragraph
- B. at the end of the last paragraph
- C. at the end of the second paragraph

Q9. In the last paragraph, what is the meaning of the word "staid"?

- A. dignified
- B. fun
- C. rebellious

Q10. What does the passage imply?

- A. The beat generation of the 1950s made possible the social revolution, including racial integration, of the 1960s.
- B. The 1950s was a period of great turmoil and rebellion that set back social progress.
- C. As compared with the 1960s, the writers and artists of the 1950s produced little of lasting value.