

# Basic Skills for the TOEFL® iBT

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*Reading*

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# Basic Skills for the TOEFL® iBT 2

## Reading

Moraig Macgillivray · Kayang Gagiano

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# Introduction to the TOEFL® iBT

## What is the TOEFL® test?

The TOEFL® iBT test (Test of English as a Foreign Language Internet-based test) is designed to assess English proficiency in non-native speakers who want to achieve academic success as well as effective communication. It is not meant to test academic knowledge or computer ability; therefore, questions are always based on material found in the test.

The TOEFL® iBT test is divided into four sections:

- Reading
- Listening
- Speaking
- Writing

## TOEFL® Scores

TOEFL® scores can be used for:

- Admission into university or college where instruction is in English
- Employers or government agencies who need to determine a person's English ability
- English-learning institutes who need to place students in the appropriate level of English instruction

It is estimated that about 4,400 universities and other institutions require a certain TOEFL® test score for admission.

The exact calculation of a TOEFL® test score is complicated and not necessary for the student to understand. However, it is helpful to know that:

- Each section in the Internet-based test is worth 30 points
- The highest possible score on the iBT is 120 points
- Each institution will have its own specific score requirements

\* It is very important to check with each institution individually to find out what its admission requirements are.

## Registering for the TOEFL® iBT

Students who wish to take the TOEFL® test must get registration information. Registration information can be obtained online at the ETS website. The Internet address is [www.ets.org/toefl](http://www.ets.org/toefl).

The website provides information such as:

- testing locations
- costs
- identification requirements
- other test preparation material
- registration information
- test center locations

This information will vary depending on the country in which you take the test. Be sure to follow the requirements carefully. If you do not have the proper requirements in order, you may not be able to take the test. Remember that if you register online, you will need to have your credit card information ready.

## Introduction to the Reading Section of the TOEFL® iBT

In the reading section of the TOEFL® test, you will be required to read 3–5 passages on varying topics. After each passage, you will answer 12–14 questions that test your ability to:

- understand vocabulary
- recognize sentence structure
- determine factual information
- determine implied information
- recognize the writer's intention

You will not be permitted to see the questions until after you have read the passage. While answering the questions, you will be permitted to look back at the reading. You do not need any previous knowledge on the topic in order to answer the questions correctly.

### Passage Types:

1. Exposition—material that provides information about or an explanation of a topic
2. Argumentation—material that presents a point of view about a topic and provides supporting evidence in favor of a position
3. Narrative—an account of a person's life or a historical event

### Reading Question Types:

Most questions will be multiple-choice questions. The following list explains the types and number of each type of question per passage. Questions may not appear in this order.

Question Type	Number	Description
Vocabulary	3–4	Choose the best meaning of a word or phrase
Reference	0–1	Identify the noun to which a pronoun is referring
Factual Information	2–4	Select details or facts provided in the passage
Negative Fact	1	Identify details or facts NOT provided, or NOT true according to the passage
Sentence Simplification	1	Choose the best answer to demonstrate your understanding of a sentence and your ability to analyze its meaning
Inference	0–1	Draw an inference from the passage by choosing an answer that is not actually said in the passage, but is implied or can be inferred
Rhetorical Purpose	1–2	Identify why the writer has mentioned something in a certain way or in a certain place
Insert Text	1	Insert a sentence into the most appropriate place in the passage
Summary	0–1	Choose the sentences that best summarize the entire passage
Table	0–1	Categorize major ideas or important information from the passage

Most questions are worth 1 point each, however Summary questions are worth 2 points and Table questions are worth 3–4 points.

## Test management:

- Questions cannot be viewed until after the passage has been read.
- You can return to previous questions you may wish to revise or recheck by using the Review icon at the top of the screen.
- You will be allowed to study the reading as you attempt the questions.
- There is a glossary included for some words.
- When reading passages, ask yourself the following important questions:
  - ⇒ What is the main idea of the passage?
  - ⇒ How is the main idea developed/supported in the passage?
  - ⇒ What is the main point/role of each paragraph?
- You have 60–100 minutes to read the passages and answer 12–14 questions per passage. This usually means approximately 20 minutes per passage and set of questions. Try to pace yourself accordingly. The recommended reading speed would be approximately 100–150 words per minute. Therefore, you should try to read the passages in this book at that speed.
- For each set of questions, first answer all of the questions that you can answer easily. You can then go back and answer questions that are more difficult if you have time.

# Introduction to the *Basic Skills for the TOEFL® iBT* series

**Basic Skills for the TOEFL® iBT is a 3-level, 12-book test preparation series designed for beginning-level students of the TOEFL® iBT.** Over the course of the series, students build on their current vocabulary to include common TOEFL® and academic vocabulary. They are also introduced to the innovative questions types found in the TOEFL® iBT, and are provided with practice of TOEFL® iBT reading, listening, speaking, and writing passages, conversations, lectures, and questions accessible to students of their level.

**Basic Skills for the TOEFL® iBT enables students to build on both their language skills and their knowledge.** The themes of the passages, lectures, and questions cover the topics often seen on the TOEFL® iBT. In addition, the independent topics, while taking place in a university setting, are also accessible to and understood by students preparing to enter university. The academic topics are also ones that native speakers study.

**Students accumulate vocabulary over the series.** Vocabulary learned at the beginning of the series will appear in passages and lectures later in the book, level, and series. Each level gets progressively harder. The vocabulary becomes more difficult, the number of vocabulary words to be learned increases, and the passages, conversations, and lectures get longer and increase in level. By the end of the series, students will know all 570 words on the standard Academic Word List (AWL) used by TESOL and have a solid foundation in and understanding of the TOEFL® iBT.

Not only will *Basic Skills for the TOEFL® iBT* start preparing students for the TOEFL® iBT, but it will also give students a well-rounded basis for either further academic study in English or further TOEFL® iBT study.

## Introduction to the *Basic Skills for the TOEFL® iBT* Reading Book

This is the second reading book in the *Basic Skills for the TOEFL® iBT* series. Each unit has three passages relating to an overall topic. This introduces students to the topics they will see in the other three books—Listening, Speaking, and Writing—in level two. The passages in reading level two are longer and at a higher level, the questions are slightly more difficult, and there are more vocabulary words compared to reading level one.

Each unit is separated into four sections:



The following will outline the activities and aims of each section.

## Getting Ready to Read

### Key Vocabulary and TOEFL® Vocabulary

Students begin by studying the vocabulary they will encounter in the following passage.

**TOEFL® Vocabulary** is the words that have been found to appear most often in TOEFL® preparation materials or are Academic Word List (AWL) words. TOEFL® Vocabulary is the most important words for the student to learn in order to build their vocabulary before further TOEFL® study. **Key Vocabulary** is the other words that are important for the student to know in order to understand the passage that will follow.

### TOEFL® Question Types

In this part, students will become familiar with:

- one or two of the question types that appear in the TOEFL® iBT reading section
- the common wording and the aims of the question types
- the strategy for correctly answering the question

Becoming familiar with the question types and how to answer them is important for the student, as it will help them answer the questions appropriately. Level 2 builds on the strategies the student learned in level 1.

Over the course of the book, all the reading question types will be covered.

### Reading Passage

This is the first passage of the unit. It contains the vocabulary words learned on the previous page and there should be few words that students are unfamiliar with. This helps students become used to reading academic type passages but at a level they can understand. Students are asked to number each paragraph of the passage with the correct main idea or purpose. This enables them to become used to thinking about not only the passage in general but also what the main idea is and how that main idea is developed and supported throughout the passage.

### Note-taking

The next part is a summary. The blanks in the summary are facts that are important to the understanding of the passage and are often also either Key or TOEFL® vocabulary. This helps students visualize the organization of the passage and prepares students to take their own notes during the real TOEFL® test.

### TOEFL® Questions

The next page gives students the opportunity to practice the question types they were introduced to on the first page of the unit. There will be two of each question type, and they will be worded in the same way as they are in the real TOEFL® test.

### TOEFL® Vocabulary Practice

Here, students find sentences that use the TOEFL® vocabulary that they learned at the beginning of the section. This helps students practice the words in context.



## Practice

### Key Vocabulary and TOEFL® Vocabulary

This is the Key vocabulary and TOEFL® vocabulary students will encounter in following passage. See previous section for a full explanation.

### Reading Passage

Students read the second passage of the unit. The passage contains the vocabulary words learned above. The students should underline the key information in the passage. This is again to help the student to identify the main idea and how that main idea is developed and supported throughout the passage.

### TOEFL® Questions

This part gives students the opportunity to practice each question type they were introduced to in this unit and in the previous unit. These questions are worded in the same way as they are in the real TOEFL® test.

### TOEFL® Vocabulary Practice

The next part is sentences using the TOEFL® vocabulary the student learned at the beginning of the section. This helps students practice the words in context.

## Test

The test contains the last and longest passage of the unit. It is similar to the real TOEFL® test but at an appropriate level for the student. It gives the student the opportunity to practice many question types at the same time. The test passage also uses many of the vocabulary words learned over the course of the unit.

## Check-up

### Question Type Review

These questions check the student understands the question type that was focused on throughout the unit.

### Key Vocabulary Practice

This part is sentences using the Key vocabulary the student learned over the course of the unit. This helps students practice the words in context.

# Basic Skills for the TOEFL® iBT

## Reading Lesson Plan—50 minutes

Homework Check	5 min.	<ul style="list-style-type: none"> <li>• Talk about any homework questions that the students did not understand. A combination of both teacher and peer explanations should be used.</li> </ul>
Review	10 min.	<ul style="list-style-type: none"> <li>• Review the strategies discussed in the previous unit and talk about other strategies students might have employed when they did homework.</li> <li>• Have a few students give an oral summary of the passages they read for homework.</li> <li>* If the test section was not given as homework it should be completed here.</li> </ul>
Main Lesson	30 min.	<p><b>Getting Ready to Read</b></p> <p><b>A. Learn the words</b></p> <ul style="list-style-type: none"> <li>• Preview the vocabulary and have students read the words aloud.</li> <li>• Have students predict the topic of the first passage.</li> <li>• Talk about what parts of speech the words belong to.</li> <li>* Vocabulary preview can also be done immediately before the first reading passage.</li> </ul> <p><b>B. Learn the question types</b></p> <ul style="list-style-type: none"> <li>• Introduce the TOEFL® question types.</li> <li>• Discuss strategies that can be applied to the question types.</li> </ul> <p><b>C. Reading Passage</b></p> <ul style="list-style-type: none"> <li>• Ask the students to read the passage within a given time (about 1 minute.)</li> <li>• Talk about the main points and the organization of the passage as a class.</li> </ul> <p><b>D. Note-taking</b></p> <ul style="list-style-type: none"> <li>• Have students fill in the summary in pairs or in groups.</li> <li>• Ask students to write a few questions using the target question types.</li> </ul> <p><b>E. TOEFL® Questions</b></p> <ul style="list-style-type: none"> <li>• Ask students to do the questions. Then, as a class or in pairs, talk about the strategies the students used to answer the questions.</li> <li>• Ask students to make another question, using the target question type, by themselves or in pairs. They should then ask their peers to answer the question.</li> </ul> <p><b>F. TOEFL® Vocabulary Practice</b></p> <ul style="list-style-type: none"> <li>• Ask students to complete the sentences and check their answers in pairs.</li> </ul> <p><b>Practice</b></p> <p><b>A. Learn the words</b></p> <ul style="list-style-type: none"> <li>• Preview the vocabulary and have students read the words aloud.</li> <li>• Talk about what parts of speech the words belong to.</li> </ul>
Wrap-up	5 min.	<ul style="list-style-type: none"> <li>• Check the strategies.</li> <li>• Give homework (the rest of the Practice section).</li> <li>* The Test section and Check-up section can also be given as homework.</li> </ul>

## Teaching Tips

- In the real TOEFL® iBT Reading Section, each reading passage has the title above it, so students are encouraged to read the title first and predict what the passage is about.
- It is strongly recommended to teach the target vocabulary prior to reading.
- It is a good idea to have students make their own vocabulary list on their PC or notebook. Putting the words under thematic categories (categories of subjects) would be an effective way to study the words.
- It is important to emphasize understanding of the main idea of the passage. Students often read the passage without constructing the framework of the passage, which can make it difficult for them to understand the main points later.
- Note-taking practice needs to be done in class with the teacher's assistance in the beginning because not many students are familiar with note-taking. Gradually, have students take notes in groups, pairs, and then individually.
- At least one passage and the following questions should be done as an in-class activity; otherwise, students will not be able to understand the strategies and the new information.
- It is important to have the students read through the passage quickly (skim.)
- Timed-reading is an effective activity. Teachers can change the time limit as students' reading speed builds up. Do the same with the comprehension questions.
- Encourage students to do timed-reading even when they do their homework. It is a good idea for students to record their time on their individual books.
- Written and oral summary is recommended as the real TOEFL® iBT includes the summary question. In addition, it is a useful exercise to prepare for the speaking and writing sections.
- Students can use the definitions and synonyms in the vocabulary section when they summarize or paraphrase the passages.
- Use the test at the end of each unit as a progress check by recording the scores of the tests.



# [ 01 ] History

## Getting Ready to Read

### A. Learn the words.

#### Key Vocabulary

<b>writer</b>	a person who writes books, stories, etc. as a profession
<b>actor</b>	a person who acts and performs in plays, movies, on TV, etc.
<b>play</b>	a story written to be performed and acted
<b>live off</b>	to depend on someone or something for money

#### TOEFL® Vocabulary

<b>divide</b>	to separate into parts or groups
<b>complete</b>	to finish; to have all parts with nothing missing
<b>record</b>	a written document containing information or knowledge
<b>period</b>	an amount of time during which one main thing happens
<b>retirement</b>	the time that follows the end of somebody's working life

### B. Learn the question types.

#### TOEFL® Question Types

##### Vocabulary

The word X in the passage is closest in meaning to...

In stating X, the author means that...

- This question asks for the meaning of a word in the context of how it is used in the passage.
- The word is usually important for understanding part of the passage.
- When you choose your answer, ensure that the sentence still makes sense and that you haven't changed the meaning of the sentence.

##### Reference

The word X in the passage refers to...

- The referent (word being referred to) is not always the noun closest to the pronoun being asked about.
- The referent usually comes before the word being asked about.
- When you choose your answer, ensure that the sentence still makes sense and that you haven't changed the meaning of the sentence.

## Reading Passage

C. Read the passage. Number each paragraph with the correct main idea or purpose.

1. Information on the first part of Shakespeare's life
2. Information on the last part of Shakespeare's life
3. What the passage is about
4. Details on the first part of Shakespeare's life
5. Information on the second part of Shakespeare's life

### William Shakespeare

\_\_\_ William Shakespeare lived in England from 1564 to 1616. He was one of the world's best writers. His life can be divided into three periods.

\_\_\_ The first twenty years of Shakespeare's life were spent in Stratford. During this time, he finished school and got married. He also became a father.

\_\_\_ There is not much information about the early part of Shakespeare's life. People often call this period of Shakespeare's life the "dark years." This is because no complete records of his life from this time can be found.

\_\_\_ The second part of Shakespeare's life was spent in the theater. He worked as an actor in London. He also wrote many plays. This period of his life lasted twenty-five years.

\_\_\_ The last part of Shakespeare's life was his retirement. He spent this time in Stratford. At this time, he lived off of the money he made from his earlier work.

## Note-taking

D. Complete the summary notes by filling in the blanks.

**Topic:** William Shakespeare

**Introduction:** Lived in England from 1564-\_\_\_\_\_.

One of world's \_\_\_\_\_.

Life divided into \_\_\_\_\_.

**Period 1:** First \_\_\_\_\_ years spent in Stratford.

Early part of his life often called the \_\_\_\_\_

because there are no \_\_\_\_\_ of it.

**Period 2:** Second part in the \_\_\_\_\_.

Worked as an \_\_\_\_\_ in London.

Wrote many \_\_\_\_\_ over twenty-five years.

**Period 3:** \_\_\_\_\_ spent in Stratford.

Lived off money from \_\_\_\_\_.

## TOEFL® Questions

### E. Choose the correct answers.

1. The word **divided** in the passage is closest in meaning to  
(A) joined (B) separated
2. The word **records** in the passage is closest in meaning to  
(A) documents (B) great achievements
3. The phrase **this period** in the passage refers to  
(A) the second part of his life (B) 20 years
4. The phrase **this time** in the passage refers to  
(A) the 1500s (B) the last part of his life

## TOEFL® Vocabulary Practice

### F. Fill in the blanks with the correct words.

divided

period

completed

records

retirement

1. In the final \_\_\_\_\_ of his life, van Gogh painted around 900 paintings.
2. Banks keep \_\_\_\_\_ of all their customers.
3. Great Britain and France are \_\_\_\_\_ by a body of water called the English Channel.
4. Most people in North America begin their \_\_\_\_\_ when they turn sixty-five.
5. Michael Johnson \_\_\_\_\_ a 200-meter race in only 19.32 seconds!

# Practice

## A. Learn the words.

### Key Vocabulary

<b>cover</b>	to be all over the surface of something
<b>researcher</b>	a person who searches for information
<b>carving</b>	a design that has been cut from a solid material such as wood or stone
<b>priest</b>	a spiritual leader in some Christian churches

### TOEFL® Vocabulary

<b>empire</b>	a group of countries ruled by one government
<b>explore</b>	to investigate unknown places
<b>religious</b>	believing in a set of beliefs based on a god or group of gods
<b>royal</b>	being or related to a king or queen
<b>class</b>	a social rank usually depending on family, wealth, or education

### Reading Passage

## B. Read the passage and underline the key information.

### Machu Picchu

High in the mountains of Peru is an ancient, dead city. It is the city of Machu Picchu. This city has lasted for hundreds of years. However, nobody has lived there to take care of the buildings, structures, and streets.

When the city was first built, it had many strong buildings and streets. They were made out of stone. There was also a good road that led down from the mountains. It started at the top of the city and ended down at the **main** road below.

Incas lived in the city for a period of about one hundred years. Then, the Inca Empire fell. The people left Machu Picchu. Over time, plants grew to cover the streets and buildings. They covered most of the city. Many years later, in 1911, an American exploring the area found the city again.

Researchers have studied the old buildings and carvings of Machu Picchu. They have learned a lot about the city. For example, they have discovered that the builders divided the city into three parts. One part was for the common people. Another part was for priests and religious activities. The third part was for the royal family or high class people.



## TOEFL® Questions

### C. Choose the correct answers.

1. The word **there** in the passage refers to  
(A) in the city (B) on the street
2. The word **main** in the passage is closest in meaning to  
(A) first (B) important
3. According to the passage, where is Machu Picchu?  
(A) At the bottom of a mountain  
(B) On top of a mountain
4. According to the passage, all of the following were made of stone EXCEPT  
(A) buildings (B) roof tops (C) streets

## TOEFL® Vocabulary Practice

### D. Fill in the blanks with the correct words.

empire      explored      royal      class      religious

1. The Windsors are the \_\_\_\_\_ family of the United Kingdom.
2. The British \_\_\_\_\_ was very big and contained many countries.
3. Communists believe that people should not be divided by \_\_\_\_\_.
4. Many \_\_\_\_\_ people often go to a place of worship.
5. Marco Polo \_\_\_\_\_ many areas and wrote about his travels to China.

# Test

Read the passage.

## The Development of Cities

People began farming over 10,000 years ago. Not everyone grew the same kinds of crops. Different areas of the world grew different crops. Farmers in the Middle East grew wheat, and farmers in China grew rice. Farming gave people more food. After farming, people began to raise animals. The first animals were raised for food. They included sheep, cows, goats, and pigs.

Farming helped people to stay in one place for a long period of time. This meant that people needed somewhere to live. They built stronger houses that would last for years. They also built places to store extra crops. They would eat some of the extra crops, but they would also trade or sell these crops for money. In this way, cities began to develop.

■ **1)** Many people lived in the same city. This meant that not everyone needed to raise crops or animals. ■ **2)** Some people could do special work. For example, workers would build houses, artists could make pots, arts, and crafts, and priests could do religious work. ■ **3)** People learned to divide the jobs so that everyone in the city could benefit. ■ **4)** This led to different classes of people.

Many people moved to cities. Some cities became very big. They covered large areas of land. They also became rich. These cities needed to remember how many people and crops there were. They needed to check what was traded or sold. Someone came up with the idea of writing this information down. With written records, things would not be forgotten. Ideas could be shared with other people. Writing allowed people in cities to complete many things. It helped them build structures like temples and palaces. It helped them to explore different ideas to make life better. This made cities even bigger. Countries and empires grew out of this system.

Choose the correct answers.

1. The word store in the passages is closest in meaning to  
(A) bury  
(B) collect  
(C) keep  
(D) purchase
2. According to the passage, all of the following were raised for food EXCEPT  
(A) cows  
(B) horses  
(C) pigs  
(D) sheep

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

They would eat some of the extra crops, but they would also trade or sell these crops for money.

- (A) People wanted to trade or sell the crops so that they could eat expensive food.  
(B) Some people would eat the extra crops before they could be traded or sold.  
(C) The extra crops might be eaten or sold.  
(D) When people ate the extra crops, they would have to trade or sell other things.
4. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

**This led to different groups of people with specialized skills and abilities.**

Where would the sentence best fit?

- (A) Square 1  
(B) Square 2  
(C) Square 3  
(D) Square 4
5. Which of the following can be inferred about early writing?
- (A) It was not easy to learn.  
(B) Not many kings could read it.  
(C) It helped cities to improve.  
(D) People used it to tell stories.
6. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

**The development of certain things helped people go from living in small groups to building empires.**

Answer choices

- (A) Cities developed because people stayed in the same place and built strong structures to live in and store food in.  
(B) Farmers kept some of their crops inside buildings, but they sold the rest.  
(C) Living in cities made it possible for some people to do different kinds of work.  
(D) Palaces were the most important structures in cities, so they were larger than temples or other buildings used by lots of people.  
(E) Writing let people share ideas and remember things for a long time, both of which helped cities develop even more.

# Check-up

## Question Type Review

### A. Choose the correct answers.

- When you come to a vocabulary question, you should
  - ensure your choice is an antonym of the word asked about
  - make sure your choice is found in the sentence before the word asked about
  - ensure your answer makes sense when substituted for the word asked about
  - make sure your answer sounds similar to the word asked about
- What should you do when answering a reference question?
  - Choose the word closest to the pronoun being asked about.
  - Look closely at the words before the pronoun being asked about.
  - Select the word that is a synonym to the pronoun in question.
  - Eliminate all choices that occur before the pronoun in question.

## Key Vocabulary Practice

### B. Fill in the blanks with the correct words.

live off	play	carvings	priest
covered	researchers	writer	actor

- If you need to see a \_\_\_\_\_, you can find one in a church.
- Many people's favorite \_\_\_\_\_ is Angelina Jolie, but I don't like her films!
- Many people invest money that they plan to \_\_\_\_\_ after they retire.
- H.G. Wells is the \_\_\_\_\_ who wrote the science fiction book, *The Time Machine*.
- One of the oldest stone \_\_\_\_\_ in the world is of a woman, and it may be 800,000 years old.
- Almost seventy percent of the Earth is \_\_\_\_\_ by water.
- I saw a \_\_\_\_\_ last week that had my favorite actor in it.
- \_\_\_\_\_ are working hard to find a cure for cancer.

# [ 02 ] Architecture

## Getting Ready to Read

### A. Learn the words.

#### Key Vocabulary

<b>influential</b>	having or exercising importance or influence
<b>suit</b>	to match well; to be appropriate for
<b>hire</b>	to give a job to someone
<b>moral</b>	conforming to what people consider right; just in behavior

#### TOEFL® Vocabulary

<b>architect</b>	one who designs and supervises the construction of buildings
<b>construction</b>	the art, trade, or work of building
<b>design</b>	to create or to think of
<b>define</b>	to describe the meaning, nature, or basic qualities of something
<b>tradition</b>	a body of distinctive practices that is passed on from generation to generation

### B. Learn the question types.

#### TOEFL® Question Types

##### Factual Information

According to the paragraph, which of the following is true of X?

The author's description of X mentions which of the following?

According to the information in paragraph 1, why did X do Y?

- Eliminate answer choices you immediately recognize as incorrect.
- Scan the paragraph or section mentioned in the question for the relevant details.
- To ensure you fully understand the question, reread the whole section of the passage that is relevant to the fact asked about.

##### Negative Factual Information

According to the passage, which of the following is NOT true of X?

The author's description of X mentions all of the following EXCEPT...

- Scan the entire passage for the details mentioned in the answer choices.
- The correct answer choice is either not mentioned in the passage at all, or it contradicts a correct statement or detail that is mentioned.

## Reading Passage

C. Read the passage. Number each paragraph with the correct main idea or purpose.

1. Information on Frank Lloyd Wright's early career
2. Frank Lloyd Wright's contributions outside the United States
3. What the passage is about
4. Highlights of Frank Lloyd Wright's later career
5. Information on Frank Lloyd Wright's training

### Frank Lloyd Wright

\_\_\_ Frank Lloyd Wright is one of the world's most influential architects. He is still the most famous American architect.

\_\_\_ Wright went to university in Wisconsin. While there, he trained with a construction company. He left after less than two years. He didn't graduate.

\_\_\_ In Chicago, he designed homes that suited the city. These homes defined his Prairie Period. However, after a while people in and around Chicago began to talk about his personal life. They thought he had no morals. He left the country because he couldn't get hired.

\_\_\_ He wrote a book in Europe. It had pictures of his houses. It encouraged several architectural traditions. Soon there were many books on his designs.

\_\_\_ When he returned to the US, he designed different buildings. He started the tradition of designing buildings that would suit the nature around them. His most famous building is Falling Water in Pennsylvania. It is built over a waterfall in a forest.

## Note-taking

D. Complete the summary notes by filling in the blanks.

<b>Topic:</b>	Frank Lloyd Wright
<b>Introduction:</b>	Wright is a _____ American _____.
<b>Training:</b>	Went to university in _____, but didn't _____. Also trained with a _____ company.
<b>Chicago:</b>	Designed homes that _____. This time called his _____ Period. No company would _____ him because they thought he had no _____, so he _____.
<b>Europe:</b>	Encouraged several _____ traditions by publishing a _____ of pictures of his _____.
<b>Return to US:</b>	Returned to the _____, and designed buildings to _____ the world around them. _____ is the most famous of these.

## TOEFL® Questions

### E. Choose the correct answers.

1. According to the passage, which of the following is true of Frank Lloyd Wright?  
(A) His most renowned building is in Pennsylvania.  
(B) He graduated from a university in Wisconsin.
2. According to the passage, the description of Falling Water mentions which of the following?  
(A) The house was made of wood from nearby trees.  
(B) Wright designed it to match its surroundings.
3. According to the passage, which of the following is NOT true of Frank Lloyd Wright's architectural training?  
(A) He graduated from university.  
(B) He learned how to design buildings by helping build them with a construction company.
4. According to the passage, which of the following was NOT a reason that Frank Lloyd Wright left the United States?  
(A) He could not find any work.      (B) He wanted to publish a book.

## TOEFL® Vocabulary Practice

### F. Fill in the blanks with the correct words.

designed      architect      construction      defined      traditions

1. The age we live in is \_\_\_\_\_ by a deep sense of uncertainty.
2. I.M. Pei is the \_\_\_\_\_ that created the Pyramids of the Louvre in 1989.
3. The Dalai Lama believes that all religious \_\_\_\_\_ carry the same message of love, compassion, and forgiveness.
4. Michelangelo \_\_\_\_\_ the uniforms worn by the Swiss guards at the Vatican.
5. Many people protested the \_\_\_\_\_ of the Eiffel Tower in 1887.

# Practice

## A. Learn the words.

### Key Vocabulary

<b>impractical</b>	unwise to use or maintain
<b>story</b>	the set of rooms on the same level of a building
<b>antenna</b>	part of radio, television, and radar systems that directs incoming and outgoing radio waves
<b>spire</b>	a top part or point that tapers to a point at the top

### TOEFL® Vocabulary

<b>civilization</b>	an advanced state of intellectual, cultural, and material development in human society
<b>constraint</b>	something that restricts, limits, or regulates
<b>debate</b>	argument
<b>element</b>	a basic, essential part of something larger
<b>technique</b>	a method used in dealing with something/doing something

### Reading Passage

## B. Read the passage and underline the key information.

### Tall Buildings

Many people see tall buildings as a sign of civilization. Yet, until the nineteenth century, it was rare to find a tall building. There were many constraints limiting the height of buildings. The taller the building, the stronger it has to be. Climbing the stairs made tall buildings impractical. It was also hard to get water up to the top.

Many things were needed to build tall buildings. Something strong enough to support tall buildings was needed. Steel was invented in the 1850s. Elevators meant people did not have to climb stairs. Water pumps could pump water up higher. Because of these things, the first sky scraper was built. It was in Chicago and it was only ten stories high. Until 1998, the tallest sky scrapers were in the US.

Now, the tallest sky scraper in the world is Taipei 101. It is 101 stories high. It is in Taiwan. There is some debate over its height. Some people wonder if elements such as antennas and spires should count. Taipei 101's spire is 60 feet high.

Building techniques are still improving. By 2012, there will be more than ten buildings taller than Taipei 101.



## TOEFL® Questions

### C. Choose the correct answer.

1. The word **antennas** in the passage is closest in meaning to  
(A) parts of a TV system                      (B) foundations of a building
2. The word **it** in the passage refers to  
(A) the first sky scraper                      (B) steel
3. According to the passage, where was the tallest building in the world in 1972?  
(A) Taiwan                                      (B) The United States
4. According to the passage, which of the following is NOT true of Taipei 101?  
(A) It is 200 stories high.                      (B) Its spire is 60 feet high.

## TOEFL® Vocabulary Practice

### D. Fill in the blanks with the correct words.

civilization

constraints

element

debate

technique

1. Great dancers aren't great because of their \_\_\_\_\_; they are great because of their passion.
2. Today, there is still great \_\_\_\_\_ over who really killed John F. Kennedy.
3. The most common \_\_\_\_\_ of racism is ignorance.
4. The Mayan \_\_\_\_\_ is the only American culture prior to the arrival of Christopher Columbus that had a fully developed written language, as well as spectacular art and architecture and sophisticated mathematics and astronomy.
5. Some people ignore all moral \_\_\_\_\_ in their pursuit of success.

# Test

## Read the passage.

### Baroque Architecture

Baroque architecture was first constructed by European civilization in the early 1600s. The style was suited to the period. Leaders had gained more power. They were also very rich. They wanted buildings that showed this power and wealth. They wanted people to be amazed by their power.

Baroque architects trained in the classical Renaissance tradition. That tradition was defined by smooth lines and symmetry. Reason was the most important element of making anything extraordinary. The architects used these ideas, but emotion was also quite important. People in this period liked big buildings. They filled the insides of buildings with lots of art. Gardens and more art were on the outside. These buildings were imposing.

Many churches were built with these techniques during this period. The pope was very powerful. ■ 1) The churches had paintings on the ceiling and sculptures. ■ 2) The light let in by the windows was extraordinary. ■ 3) The construction workers hoped to make people believe in God. ■ 4) Today, people debate if this was successful or not.

All types of buildings were designed in this style: homes, town halls, banks, military buildings. The most well known are palaces. Kings believed their houses showed their right to rule. Kings were limited by very few constraints. The most famous Baroque palace is Versailles. As you walk inside, the rooms become more and more impressive. There are paintings on the ceiling. It has a theater and five chapels. When it was built, it was the biggest in Europe. Outside was one of the largest gardens in the world. The garden has a pretty, pretend town. It was very expensive. Many people believe that the kings of France spent too much on the palace. They think this expense was one of the reasons the people later removed the king.

## Choose the correct answers.

1. The phrase *these ideas* in the passage refers to
  - (A) Renaissance values
  - (B) making buildings that were equal on each side
  - (C) the paintings, sculpture, and other types of art
  - (D) reason
2. Which of the following best expresses the essential information in the highlighted sentence? Incorrect answers change the meaning in important ways or leave out essential information.

Kings believed their houses showed their right to rule.

- (A) The king believed people with Baroque buildings were show-offs.
- (B) Baroque buildings were expensive for kings.
- (C) Baroque buildings were intended as statements of the king's right to rule.
- (D) Wealthy people were expected to have their own Baroque building.

- 3. According to the passage, what are the most famous Baroque buildings?  
(A) Palaces (B) Churches  
(C) Town halls (D) Military buildings
- 4. The passage implies that \_\_\_\_\_ was least likely to build a Baroque building.  
(A) a government (B) the pope  
(C) a teacher (D) a monarchy
- 5. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

**Catholic churches tended to be more decorated than Protestant churches.**

Where would the sentence best fit?

- (A) Square 1 (B) Square 2
- (C) Square 3 (D) Square 4

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

**The Baroque style grew out of the political and artistic leanings of the 1600s in Europe.**

Answer choices

- (A) Baroque houses had elaborate gardens that served as a decoration for the building.
- (B) From the rational classical Renaissance tradition, the Baroque developed a greater focus on arousing an emotional response from its audience.
- (C) Very wealthy and powerful people built these great buildings to express their own greatness.
- (D) Protestant Baroque churches had less decorative art than did Catholic churches.
- (E) Popes and kings were the individuals for whom Baroque architecture embodied their right to rule.

# Check-up

## Question Type Review

### A. Choose the correct answers.

1. What should you do when you come to a factual information question?
  - (A) Reread the entire passage for all of the relevant information.
  - (B) Quickly reread the paragraph or section referred to in the question.
  - (C) Choose all answers that are mentioned in the passage.
  - (D) Select the choice that can best be inferred from information in the passage.
2. For negative factual information questions, you should
  - (A) select an answer choice that is not mentioned in the passage
  - (B) scan the passage for similar information to that in question
  - (C) choose an answer choice that supports the main idea of the passage
  - (D) look through the passage for the same information, worded differently

## Key Vocabulary Practice

### B. Fill in the blanks with the correct words.

influential  
stories

hire  
impractical

suited  
antenna

moral  
spire

1. These days, companies like to \_\_\_\_\_ people that have many different skills.
2. The \_\_\_\_\_ of the Salisbury Cathedral is the tallest in the United Kingdom.
3. Most hotels in North America and Europe that are over thirteen \_\_\_\_\_ high still do not have a thirteenth floor because the number thirteen is considered unlucky.
4. Right and wrong are often defined differently by individuals who each have a unique \_\_\_\_\_ code.
5. Evolution has ensured that most animals are \_\_\_\_\_ to their environments.
6. Albert Einstein was very \_\_\_\_\_ in the development of the atomic bomb.
7. Raising the Titanic to the surface has proved to be \_\_\_\_\_ because of the great expense involved.
8. There was no TV reception because the \_\_\_\_\_ had been damaged in the storm.

# [ 03 ] Botany

## Getting Ready to Read

### A. Learn the words.

#### Key Vocabulary

<b>development</b>	the act of expanding, enlarging, or improving the quality of something
<b>germinate</b>	to cause to sprout or grow
<b>nutrient</b>	a source of nourishment, especially a nourishing ingredient in a food
<b>pollinate</b>	to transfer pollen onto the sexual organs of a flower, allowing the production of a seed

#### TOEFL® Vocabulary

<b>botany</b>	the science or study of plants
<b>investigation</b>	a detailed inquiry or systematic examination
<b>absorb</b>	to soak up; to take in
<b>establish</b>	to bring about; to generate
<b>distribute</b>	to supply, deliver, or pass out

### B. Learn the question type.

#### TOEFL® Question Type

##### Sentence Simplification

Which of the following best expresses the essential information in the highlighted sentence?

*Incorrect* answers change the meaning in important ways or leave out essential information.

- Look for synonyms of words in the highlighted passage in the answer choices.
- Ensure that the most important details of the highlighted passage are in the answer choice you choose, even if the sentence structure is different.
- Be careful to choose the answer choice that both contains the same important details and makes the same point as the highlighted passage.

## Reading Passage

C. Read the passage. Number each paragraph with the correct main idea or purpose.

1. The purpose of stems
2. The role of roots
3. Information on germination
4. Information on how plants produce their food
5. Information on plant reproduction

### Plant Development

\_\_\_ Botany is the investigation of plant development. Plants begin as seeds. When the seed germinates, it sends out a root, which grows downward.

\_\_\_ Roots grow in soil or water. They get nutrients they require from the soil. Tiny hairs on the roots absorb water. Roots hold the plant in the ground and store food.

\_\_\_ Then, the seed establishes a small stem. It will grow upward. The stem holds the leaves off the soil and protects them from the insects or animals that live there. The stem carries nutrients from the roots to the leaves.

\_\_\_ Leaves are where the plant makes food. Using sunlight, green plants combine carbon dioxide and water to make sugar and oxygen. We eat plants for this sugar energy.

\_\_\_ Most plants produce seeds. To produce seeds, the plants must be pollinated. Flowers tend to be colorful and smell nice to attract pollinators. The pollinators distribute the pollen.

## Note-taking

D. Complete the summary notes by filling in the blanks.

**Topic:** Plant Development

**Introduction:** Study of plant development called \_\_\_\_\_.  
Plants begin as \_\_\_\_\_.

\_\_\_\_\_ grow downward from seeds.

**Roots:** Roots grow in \_\_\_\_\_.  
They provide plants with \_\_\_\_\_ and water.  
They hold plant in the \_\_\_\_\_.

**Stem:** Stems develop upward from \_\_\_\_\_.  
They keep plant leaves away from some \_\_\_\_\_.  
They bring nutrients from the \_\_\_\_\_ to the \_\_\_\_\_.

**Leaves:** Leaves make \_\_\_\_\_ from sunlight, CO<sub>2</sub>, and water.  
The food is \_\_\_\_\_ and \_\_\_\_\_.

**Seeds:** Plants must be \_\_\_\_\_ to make seeds.  
Colorful, nice-smelling \_\_\_\_\_ attract pollinators to distribute \_\_\_\_\_.