

Intensive TOEFL iBT Reading course

Xiaoqing Ge

Course Development Project



Table of content

1. Introduction.....	3
1.1 Background: why I chose this course?	3
1.2 Context for the course.....	4
2. Framework for Course Development Components.....	4
2.1 Needs Assessment.....	4
2.2 Determining Goals and Objectives.....	4
2.3 Conceptualizing Content.....	5
2.4 Selecting and Developing Materials and Activities.....	6
2.5 Evaluation.....	7
2.6 Consideration of resources and Constraints.....	8
3. Course syllabus.....	8
4. Lesson Plans	15
4.1 Lesson Plan1 – Overview of the intensive TOEFL iBT Reading course.....	15
4.2Lesson Plan2 – Overview of the reading skills and test taking strategies.....	41
4.3 Lesson Plan3 -- Vocabulary questions.....	47
4.4Lesson Plan4 – Insert text questions.....	66
4.5Lesson Plan5 – Factual information questions.....	83
4.6 Lesson Plan6 – Final Practice Test.....	101
5. Post-project reflection.....	123

1. Introduction

1.1 Backgrounds: why I chose this course?

My interests in developing a TOEFL reading course come from the following reasons.

First, why I chose to develop a **TOEFL** course?

As a ESL learner myself, when I prepared for the TOEFL test, I had no idea how to prepare for the test and also was not aware of the aspects that ETS wants to test the test takers through the TOEFL test. When I talked to my friends and classmates who also needed to take the test during my preparation for the test, they also were unfamiliar with the same puzzles I had. Therefore, most of the Chinese students who wanted to take the TOEFL test would take some TOEFL training course to help them get prepared for the test. And I was also one of the thousands of students who actually took the TOEFL training course in one English training center in Beijing. So I consider it really useful to develop a course for Chinese students so as to let them get familiar with the test and lead them to best prepare their test and fulfill their dreams to study abroad, as TOEFL test is the first prerequisite for most of them.

Second, why I chose to develop a TOEFL **Reading** course?

When I worked as a teaching assistant in another English training center, I was responsible for answering questions students had in their TOEFL test. The students I worked for have already taken the TOEFL training course, and I was just tutoring them after class each day to assist them on their reading exercise. Their English proficiency was most intermediate level. I found most of them still did not know why they chose answer A not answer B, C or D. The reason how they got the answer correctly or wrong mainly depended on their guessing or feeling. When asked about the skills they used to do the reading, they were either not aware of that or used some messy skills which were not highly recommended when taking the TOEFL reading test from my point of view.

I think the reason why they still could not master all the skills and methods they were supposed to know during the course might results from both the instruction of the course, and the students' understanding of what they learned in the course. In other words, the particular skills and strategies they learned in the course might not be applicable for all the questions they may face in their future real test. There was no universal principle for them to work out all the answers. And the reason why they could figure out almost all the answers in the exercise they did in class was because the materials the instructor selected were perfect for the rules he or she just illustrated, whereas, these rules might not be suitable for the other questions the students may face in the future. In addition, as the size of the class was really big, nearly a hundred students were enrolled in one course; it would also be hard for the instructor to immediately check all students' understanding. Therefore, I hope to develop a TOEFL

reading course which can be really helpful and useful for the students in assisting them get prepared and pass the test with their expected score.

1.2 contexts for the course and problematizing

The intensive TOEFL reading course are designed to help Chinese college students who have never taken the TOEFL test before to get familiar with the Reading section in the TOEFL test, master the reading skills and develop test taking strategies so as to gain a good score on their TOEFL reading on the process. This course will be taught in one English training institution out of school in summer. The medium instruction of the course is Chinese. Also, the class should have a limited number of students, here in this class, I expect 20 to 30 students in my class.

2. Framework for Course Development Components

2.1 Needs Assessment

My students needs are to pass the TOEFL test with a reading score more than 20. (The average reading score on the TOEFL iBT reading for Chinese students is 20 according to the ETS reports.) As they are intermediate level college students, I expect them learn some reading skills or strategies which can also be useful for them in their future academic life, not only the test skills.

How I will assess their needs?

As the course will be taught in one English training institute, all the Chinese students have the access to register the course if they would like to. However, I hope this course can be useful and meaning for my target students, meeting their specific needs. So I would like the institute to first have a prerequisite test to assess their English proficiency, making sure that the students' English proficiency is about intermediate level. In other words, only the students who had an intermediate level English proficiency can be enrolled in the course. And after the students enrolled in the course, during the second half of the first lesson, I will also let them finish one diagnostic reading test and let them fill out a questionnaire about their problems on reading. In this way, I can be familiar with problems and puzzles in their TOEFL reading. And students can also have a general sense of what the TOEFL reading passages and questions looks like, their weaknesses and strengthens, and their expectations of the course.

2.2 Determining Goal and Objectives

Goal:

Help students get prepared for their TOEFL iBT reading section, achieving a good score in their TOEFL test.

Objectives:

- Students will learn the general information about the TOEFL reading.
- Students will learn how to deal with the ten types of questions in the reading section by using the related reading skills and test taking strategies.
- Students will perform better on the Reading section by the end of this course.

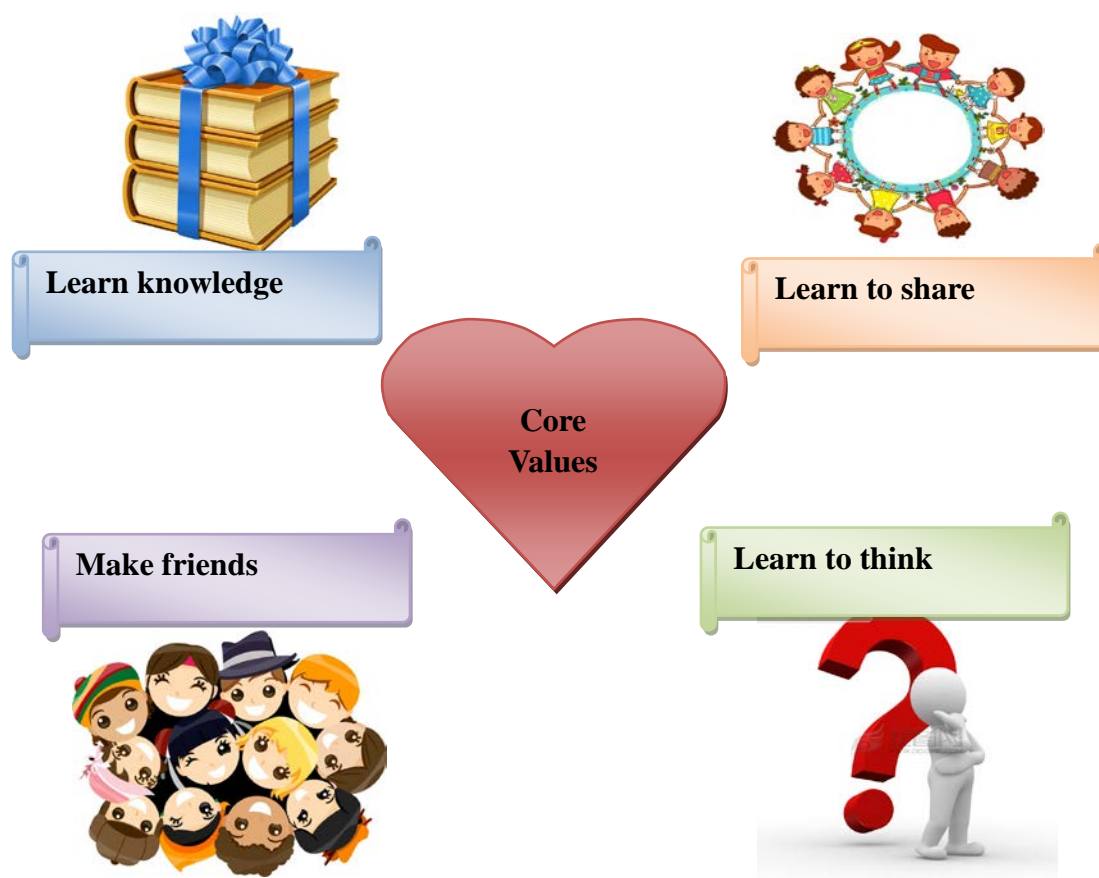
2.3 Conceptualizing Content

The core knowledge I want to teach the students is the reading skills and test taking strategies, which can be directly applicable for them in order to get a good score in their TOEFL exam. Here the challenge for most of the Chinese students is to attempt to both read the passages and answer the questions in the limited time provided. Additionally, I will offer my suggestions for their future preparation for the TOEFL reading section.

Skimming reading skills	Test-taking strategies:	Suggestions:
Active reading skills:	Multiple choices; process of elimination, etc.	Build vocabulary knowledge
Finding the purpose	Appropriate procedure to work out each type of questions	Read more
Understanding the structure		Practice, practice, and practice
Stating the main idea		

The whole TOEFL iBT reading course is divided into 12 lessons. In the first lesson, I will make the overall introduction of the TOEFL reading section to the students, and students take the diagnostic test. In the second lesson, I will cover the basic reading skills and test taking strategies in general. In the following ten lessons, I will introduce the ten types of questions: Factual Information questions, Negative Factual Information questions, Inference questions, Rhetorical Purpose questions, Vocabulary questions, Reference questions, Prose Summary, Fill in a Table, lesson by lesson. During the ten lessons, the related reading skills and the test-taking strategies to each type of question will be included and instructed in the classes. The last lesson of the whole course, the students will have to take a real practice test from one of the TPOs I selected as evaluation. By mastering the reading skills and the test taking strategies, students are able to not only find the most information in a passage but also effectively answer questions that follow.

Moreover, despite the knowledge of TOEFL reading, I also expect them to learn to think, make friends with other classmates and learn to share with each other.



2.4 Selecting and Developing Materials and Activities

Materials:

The examples I selected to use for the in-class activity and homework assignments are either come from the TOEFL Official Guide (OG) or from TOEFL Practice Online (TPO).

There are many TOEFL reading textbooks available on the market, and the reason why I only chose the real practice test is to let the students get familiar with the authentic passages that they may face in the future when they actually take the test.

Activities:

I think the way how I teach them is not just by my lecturing, but also involve students' engagement since I really want the students to explore knowledge by their own, and I indeed value the student centered-class a lot. So in some of the lessons, my

role is rather as a facilitator to assist the students master the reading skills and figure out the appropriate strategies themselves. They can either work in groups or pairs depending on the specific activity I designed. By explaining information not known by others can help students learn it in a different way, since they need to make it comprehensible to someone else. And also, by making generalizations and sharing with others about what is being learned themselves, they learn not just what they learned but what they think about what they learned. As a result, by learning from themselves, they will have a more vivid long lasting memory which is good for them in their future preparation for the test, and also, for their future academic life.

Additionally, I also try to make the rationale of why I teach one specific content and why they need to learn the content I teach explicitly before each activity, for I hope students can have a basic and clear understanding of the purpose of each learning activity in my class.

2.5 Evaluation

There are ten types of questions in TOEFL reading, each lesson will cover one to two types of question. After each lesson, students will have the assigned homework on this type of question. Each homework exercise concludes 15 questions on the type of question they learned in class. In the beginning of each lesson, I will also spend some time to answer the students' questions on their homework.

Additionally, after each class, I will meet with two or three students. The purpose of the individual meeting is to know more about the students, their learning obstacles in this course, their learning habit and also their suggestions on the course. In this way, I can know more about the students, become friends with them, and also improve the course on the process.

In the last class, they will also have a real practice test based on one TPO reading section as evaluation. At the end of the last class, they will also write about what they have learned in this course, how much they have improved during the whole course and also what do they think of my teaching and how the designing of the whole course is.

Moreover, they will be a group discussion in QQ Chat on internet. Students can post questions and suggestions in the QQ group. They can answer each other's questions during the course and also after the course. Students' can also share their learning experiences and application process to the America universities, other questions related to their future academic life with each other, since all the students in the class are going to study abroad in the United States.

2.6 Consideration of resources and Constraints

First, as the students come from different colleges who are expected to study together for 6 weeks, I hope them to become friends and help each other during the whole learning weeks. The encouragements from peers are equally important. Second, as it is a non-grading course, the way to assess their learning outcome is rather self-assessment. So how to motivate the students and keep their interests in the reading passages and also help them make progress in their individual learning is also a challenge for me. Third, as question types in the TOEFL reading are all multiple choice questions, there are some traps that the test takers easily fall into, students will be easily pick the answers that seem too good and appealing to be true, or just get the answer correctly by luck. I hope that when asked about the reason why they either get the answer correctly or wrong, they can provide their rationale in choosing the answer.

3. Course Syllabus

Course Syllabus

Instructor: Xiaoqing Ge
Class meetings: Wed. Sat. 9:00-11:00
Classroom: Room108, XX Building
Office Hours: By appointment
Tel:814-954-2168
Email: xxg111@psu.edu

Course Description:

The intensive TOEFL iBT Reading Course is a six week summer course, aimed at helping Chinese college students at the intermediate level proficiency, who would like to take the TOEFL iBT test in the future. This course will be of interest to the student who wants to improve their reading skills and test taking strategies of the reading section. There will be homework assignments after each lesson in the reading skills and test taking strategies mentioned in class and frequent discussions with the instructor or with other classmates. By the end of the course, students will be able to perform the well in their reading section in the TOEFL iBT test.

Goals and Objectives:

The goal of this course is to help the students feel confident and well-prepared when taking the new TOEFL iBT of the reading section. Students will learn reading skills and test taking strategies that will prepare them for the reading section and improve their ability to understand university-level texts and reading passages for three main purposes: to find information, for basic comprehension, and to learn. Students will be

able to demonstrate their understanding in reading academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.

Non-mandatory Requirements and Students Responsibilities:

1. Regular attendance is required.
2. Active participation in class discussion and individual meeting with the instructor are expected and highly recommended of all students.
3. Completion of all the homework assignments is required.
4. Students are recommended to practice as much as possible on computer. Because the structure of the TOEFL iBT test is internet-based test, all efforts should be made to provide opportunities to replicate the actual TOEFL iBT setting in the reading section. Using a computer to provide actual practice tests should be a priority.

Course Materials:

1. Textbook: The Official Guide to the New TOEFL iBT, available in e-book format from the ETS store (<http://store.ets.org/>).
2. The instructor will give students handouts of each lesson and each homework assignment.
4. Other recommended learning materials are available on the QQ chat group:
E.g. 400_Must_Have_Words_for_the_TOEFL PDF

Assessment and Evaluation:

This is a non-grading course. However, self-assessment is recommended. By the end of the course, students should be able to demonstrate their improvement on TOEFL reading in the final practice TOEFL reading test in class. The instructor will also learn about students' progress by the individual meetings. In addition, the instructor is more than willing to read or hear students' reflection on the whole course if they would like to.

Tentative Course Schedule:

week	Day	Objectives	Activities	Assignments
1	Wed	1. Students get to know each other and the instructor 2. Students get to know the content and the schedule, the structure of the course -- Overall introduction of the TOEFL iBT reading section—10 types of questions	1. Ice breaking -- Students get to know each other and form of groups. 20mins 2. Students work in groups to categorize the TOEFL reading passages in two categories – by the subject of the passages; the rhetorical functions and structure of the passage	

		in the reading section; types of passages by two categories; ETS's requirements and expectations for the test-takers 3. Students take the diagnostic test and the questionnaire	and then present to the whole class. 3. Students take the diagnostic test and fill out the questionnaire.30mins	
	Sat	1. Students get to know the reading skills – skimming, active reading. 2. Students get to know the test taking strategies– multiple choice, POE 3.Offering students suggestions to improve the overall reading ability	1. Large group discussion – based on the diagnostic test students have taken in the previous class. 2.Present the organization of the academic reading passage 3. Instructor assigns the homework – drill exercises on enhancing students' understanding of the active reading skills. 4. Introducing the general information on Multiple choice tests. Activity: using one example of multiple choice question and answer from daily life. 5. Tips on Process of elimination (POE) and suggestions to improve the overall reading ability	Drill exercises on active reading
2	Wed	1. Students get to briefly review the reading skills mentioned in last class and instructor answer students' questions on their homework. 2. Students get to learn the Vocabulary questions and Contextualize the meaning of vocabulary. 3. Students do exercises on the vocabulary questions.	1. Instructor and students together review the previous lesson and students work in groups answering each other's questions first and then instructor answer students' questions. 2. Instructor give definition of vocabulary questions 3. Students work in groups to identify vocabulary questions. 4. Students work in pairs to find the strategies they use to answer the questions. 5. Large group discussion on the appropriate strategies used to answer vocabulary questions. 6. Instructor summarizes the strategies and tips required to answer vocabulary questions. 7. Suggestions on how to learn vocabulary	1. Drill exercises on vocabulary questions. 2. Take notes on the questions students have in answering vocabulary questions.

	Sat	<p>1. Students get to briefly review vocabulary questions and instructor answer students' questions on their homework.</p> <p>2. Students get to know the inference questions.</p>	<p>1. Instructor and students together review the previous lesson and students work in groups answering each other's questions first and then instructor answer students' questions.</p> <p>2. Instructor give definition of inference questions</p> <p>3. Students work in groups to identify inference questions.</p> <p>4. Students work in pairs to find the strategies they use to answer the questions.</p> <p>5. Large group discussion on the appropriate strategies used to answer inference questions.</p> <p>6. Instructor summarizes the strategies and tips required to answer inference questions.</p>	<p>1. Drill exercises on inference questions.</p> <p>2. Take notes on the questions students have in answering inference questions.</p>
3	Wed	<p>1. Students get to briefly review inference questions and instructor answer students' questions on their homework.</p> <p>2. Students get to learn the sentence simplification questions.</p>	<p>1. Instructor and students together review the previous lesson and students work in groups answering each other's questions first and then instructor answer students' questions.</p> <p>2. Instructor give definition of sentence simplification questions</p> <p>3. Students work in groups to write answers for the sample questions without looking the four answer choices.</p> <p>4. Students work in pairs to find the strategies they use to answer the questions.</p> <p>5. Large group discussion on the appropriate strategies used to answer sentence simplification questions.</p> <p>6. Instructor summarizes the strategies and tips required to answer sentence simplification questions.</p>	<p>1. Drill exercises on sentence simplification questions.</p> <p>2. Take notes on the questions students have in answering sentence simplification questions.</p>
	Sat	<p>1. Students get to briefly review Sentence Simplification questions and instructor answer students' questions on their homework.</p>	<p>1. Instructor and students together review the previous lesson and students work in groups answering each other's questions first and then instructor answer students' questions.</p>	<p>1. Drill exercises on sentence insert text questions.</p> <p>2. Take notes</p>

		2. Students get to learn the insert text questions.	<p>2. Warm up activity: use one Chinese text as an example to introduce the insert text questions. Let students analyze the procedure of how they work out the Chinese text and make analogy to the strategies and skills recommended to answer the TOEFL insert questions. Instructor give definition of insert text questions</p> <p>3. Students use the skills and strategies they found to do few sample exercises</p> <p>5. Instructor summarizes the strategies and tips required to answer insert text questions and answers students' questions and then assigns the homework for the insert text questions.</p>	on the questions students have in answering insert text questions.
4	Wed	<p>1. Students get to briefly review insert text question and instructor answer students' questions on their homework.</p> <p>2. Students get to learn the rhetorical purpose questions.</p>	<p>1. Instructor and students together review the previous lesson and students work in groups answering each other's questions first and then instructor answer students' questions.</p> <p>2. Instructor give definition of rhetorical purpose questions</p> <p>3. Students work in groups to identify rhetorical purpose questions.</p> <p>4. Students work in pairs to find the strategies they use to answer the questions.</p> <p>5. Large group discussion on the appropriate strategies used to answer rhetorical purpose questions.</p> <p>6. Instructor summarizes the strategies and tips required to answer rhetorical purpose questions.</p>	<p>1. Drill exercises on rhetorical purpose questions.</p> <p>2. Take notes on the questions students have in answering rhetorical purpose questions.</p>
	Sat	<p>1. Students get to briefly review rhetorical purpose questions and instructor answer students' questions on their homework.</p> <p>2. Students get to learn the factual information questions.</p>	<p>1. Instructor and students together review the previous lesson and students work in groups answering each other's questions first and then instructor answer students' questions.</p> <p>2. Instructor give definition of factual information questions, purpose of the</p>	<p>1. Drill exercises on factual information questions.</p> <p>2. Take notes on the</p>

			<p>factual information question</p> <p>3. Instructor asks students to answer the first sample question and let students come up with the answer without looking at the four choices in the stem.</p> <p>4. Instructor asks students to answer the second sample question and let students compete with each other to see who first locate the specific piece of information in the passage. Student who first wins the competition will get a gift from the instructor.</p> <p>5. Group discussion: how to identify the key idea/ words of the question? How to locate specific pieces of information in the text? Do we need to make inferences of the original text in answering these questions?</p> <p>6. Instructor presents the skills and strategies to answer the factual information questions using other sample texts in the handout.</p> <p>7. Instructor answers students' questions on the factual information questions and assigns the homework for the insert text questions.</p>	<p>questions students have in answering factual information questions.</p>
5	Wed	<p>1. Students get to briefly review factual information and instructor answer students' questions on their homework.</p> <p>2. Students get to know the negative factual information questions.</p>	<p>1. Instructor and students together review the previous lesson and students work in groups answering each other's questions first and then instructor answer students' questions.</p> <p>2. Instructor give definition of negative factual information questions</p> <p>3. Students work in groups to compare the negative factual information question and factual information question. What's the different between the two types of questions? What strategies are the same, what are different?</p> <p>4. Large group discussion on the</p>	<p>1. Drill exercises on negative factual information questions.</p> <p>2. Take notes on the questions students have in answering negative factual information questions.</p>

			<p>appropriate strategies used to answer negative factual information questions.</p> <p>5. Instructor summarizes the strategies and tips required to answer negative factual information questions.</p>	
	Sat	<p>1. Students get to briefly review negative factual information questions and instructor answer students' questions on their homework.</p> <p>2. Students get to know the reference questions.</p>	<p>1. Instructor and students together review the previous lesson and students work in groups answering each other's questions first and then instructor answer students' questions.</p> <p>2. Instructor give definition of reference questions</p> <p>3. Students work in groups to identify reference questions.</p> <p>4. Students work in pairs to find the strategies they use to answer the questions.</p> <p>5. Large group discussion on the appropriate strategies used to answer reference questions.</p> <p>6. Instructor summarizes the strategies and tips required to answer reference questions.</p>	<p>1. Drill exercises on reference questions.</p> <p>2. Take notes on the questions students have in answering reference questions.</p>
6	Wed	<p>1. Students get to briefly review reference information questions and instructor answer students' questions on their homework.</p> <p>2. Students get to learn the prose summary and fill in a table questions.</p>	<p>1. Instructor and students together review the previous lesson and students work in groups answering each other's questions first and then instructor answer students' questions.</p> <p>2. Instructor give definition of prose summary and fill in a table questions</p> <p>3. Students work in groups to identify prose summary and fill in a table questions.</p> <p>4. Students work in pairs to find the strategies they use to answer the questions.</p> <p>5. Large group discussion on the appropriate strategies used to answer prose summary and fill in a table questions.</p> <p>6. Instructor summarizes the</p>	<p>1. Drill exercises on prose summary and fill in a table questions.</p> <p>2. Take notes on the questions students have in answering prose summary and fill in a table questions.</p>

			strategies and tips required to answer prose summary and fill in a table questions.	
	Sat	1. Students get to briefly review prose summary and fill in a table questions and instructor answer students' questions on their homework. 2. Students take the TOEFL iBT reading practice test.	1. Instructor and students together review the previous lesson and students work in groups answering each other's questions first and then instructor answer students' questions. 2. Students take the practice test in the computer lab. 3. Students write about what they have learned in the course, what and how much they have improved by taking the course. Students are also expected to provide suggestions on the course and the instructor's teaching. 4. Instructor make conclusion of the whole course and wish all students good luck for their future test and academic life	

4. Lesson Plans

4.1 Lesson Plan1 – Overview of the intensive TOEFL iBT Reading course

Lesson Plan1 – Overview of the intensive TOEFL iBT Reading course

Week 1 Wed.

Teaching Aim:

Give students an overall introduction of the whole course

Learning Objectives:

1. Students get to know each other and the instructor
2. Students get to know the content and the schedule, the structure of the course

3. Students get familiar with the TOEFL reading passage and question types.

Materials:

Handout1—week1 Wed. Overall Introduction

Handout2 – week1 Wed. Diagnostic text and questionnaire

Procedure and Rationale

<p>Step1. Instructor introduce herself, students introduce themselves and get to know each other by the ice-breaking activity.</p>	<p>One of the core values of the course is to let students be friends, learning from each other and sharing with each other. The first ice-breaking activity is very important for both the instructor and students know each other and form foundation for the engaging activities, e.g. group discussion, pair work, later in the whole course.</p>
<p>Step2. Learning “read to think”. Activity: The instructor brings different flavors (chocolate, vanilla, strawberry, lemon, coffee, etc.) of ice cream to each student, and asks each student to select their favorite flavor himself/herself. The instructor gives the ice cream to the student unless they provide their reason why they choose the flavor. The reason cannot be as simple as “I don’t know, I just like chocolate.”</p>	<p>The other core value of the course is to teach students a way of thinking and making rationales of the way they think. By asking students why they choose one particular flavor, the instructor will also make the analogy explicitly that they should aware of the reason why they choose one particular answer to one reading question in the TOEFL Reading section as well.</p>
<p>Step3.</p> <p>1. Introducing the TOEFL iBT reading section—the average TOEFL score among Chinese students, the style and types TOEFL iBT reading passages, 10 types of questions in the reading section; TOEFL score information on the reading section and ETS’s expectations for the</p>	<p>1. Students’ should be aware of what the authority—ETS’s requirements and expectations and suggestions on the TOEFL reading section.</p> <p>2. Students work out in pairs the structure of each sample text, learning from themselves and from each other. Mapping out the visual depiction also can help them form a vivid memory of the text</p>

test-takers; advises for improvements. 2. When mentioning the structure of the reading text, students are asked to work in pairs, mapping out the visual depiction the structure of the 7 sample text on the 7 different structures: description, classification and division, compare and contrast, sequence, cause and effect, problem and solution, persuasion.	structure. As TOEFL test is an integrated test, informing students the text structure of the passage also can help students form a basic foundation of the structures they can use to organize their future writings.
Step 4. Students taking the diagnostic test and fill out the questionnaire	Taking the diagnostic test and fill out the questionnaire can help the students get familiar with the reading passage, type of questions and their weaknesses and strengthens. Instructor can also know students' need by analyzing their questionnaires.

Handout1—week1 Wed Overall Introduction.

一、托福阅读考试概述：

(一)、托福网考中国大陆地区考生总分及各科平均分：

YEAR	SECTION SCORE MEANS				TOTAL SCORE
	READING	LISTENING	SPEAKING	WRITING	
2006	20	19	18	20	77
2007	21	19	18	20	78
2008	20	18	18	20	76
2009	20	17	18	20	76
2010	20	18	18	21	77

(二)、托福阅读考试形式：文章篇数及题目个数：

Range of Questions	Time Limit	Scaled Section Score
3/4 articles, 700 words each 13 questions each: (12 single choice+ 1 fill in table) or 14 questions each: (13 single choice+ 1 prose summary)	60 / 80 minutes: Section 1: 20 min, 1 article Section 2: 40 min, 2 articles	0-30

(三)、托福阅读的计分方法:

错题数	0-2	3	4	5	6
分数	30	29	28	27	26

(四)、从托福阅读考试满分评语, 看 **ETS** 对托福考生阅读能力的要求:

Level	Your Performance
High (20-30)	<p>Test takers who receive a score at the HIGH level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts. Test takers who score at the HIGH level, typically</p> <ul style="list-style-type: none"> ■ have a very good command of academic vocabulary and grammatical structure; ■ can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex; ■ can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; ■ can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.

(五)、**ETS** 给托福阅读各分数段考生的提高托福阅读成绩的建议:

HIGH (22–30)对阅读高分者的建议:

Read as much and as often as possible.

Make sure to include academic texts on a variety of topics written in different genres and with different degrees of conceptual density as part of your reading. 增加阅读的难度和种类

- Read major newspapers, such as The New York Times or Science Times, and websites (National Public Radio [NPR] or the BBC). 阅读大量新闻
- Write summaries of texts, making sure they incorporate the organizational pattern of the originals. 编写文章摘要
- continually expand your vocabulary. Continually practice using new words you encounter in your reading. This will help you remember both the meaning and correct usage of the new words. 扩大词汇并反复熟练运用

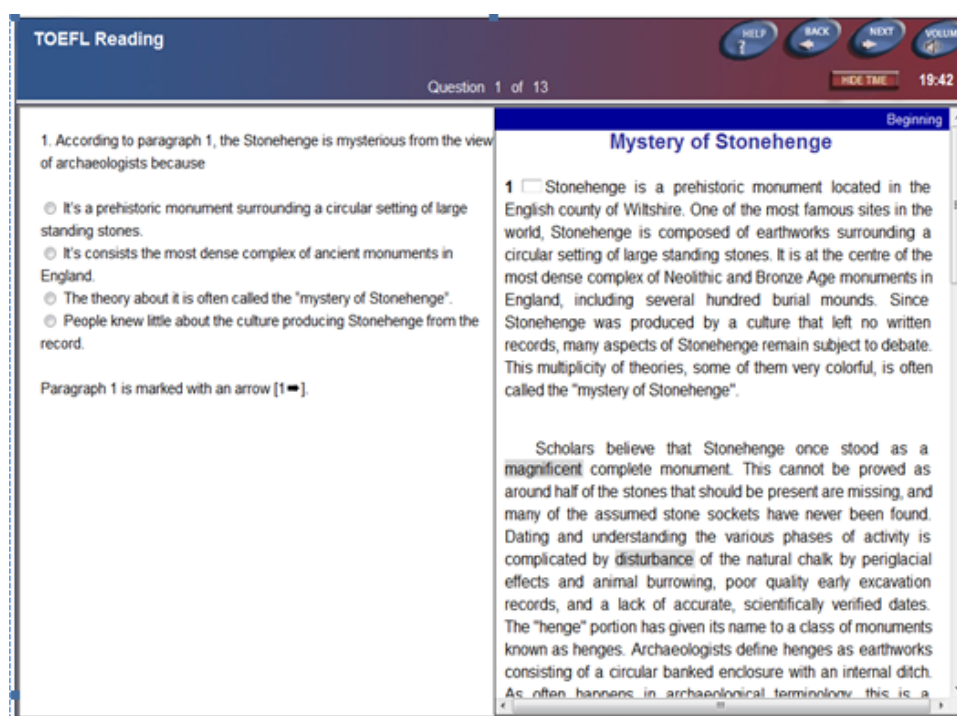
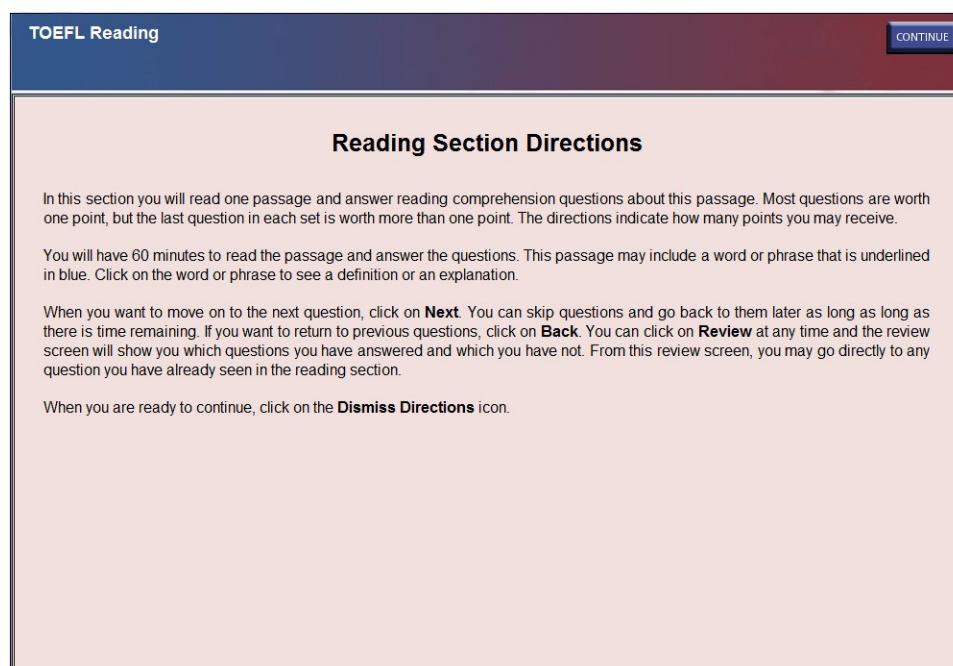
INTERMEDIATE (15–21)对阅读分数中等者的建议:

Read as much and as often as possible.

Study the organization of academic texts and overall structure of reading passages. Read an entire passage from beginning to end.

- Pay attention to the relationship between the main ideas and the supporting details. 注意主旨和细节的关系
- Outline the text to test your understanding of the structure of the reading passage. 理解文章的组织结构
- Write a summary of the entire passage. 写摘要 If the text is a comparison, be sure that your summary reflects that.
If the text argues two points of view, be sure both points of view are reflected in your summary.
Continually expand your vocabulary by developing a system for recording unfamiliar words.
- Group words according to topic or meaning and study the words as a list of related words.
- Study roots, prefixes and suffixes; study word families. 词根词缀
- Use available vocabulary resources, such as a good thesaurus or a dictionary of collocations (words commonly used together). 词汇搭配

(六)、托福阅读真题界面：



(七)、托福阅读文章分类：

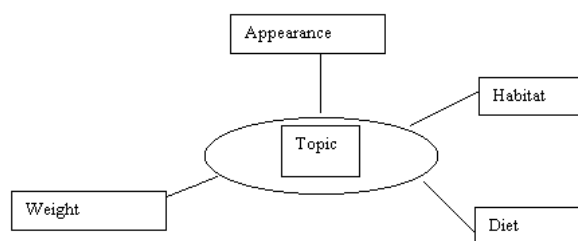
A、按逻辑结构分类:

1. Description

Definition:

Description is a form of writing that is used to describe the attributes (characteristics) and features of people, places, or items. Usually in descriptive writing, the main topic is introduced and then the attributes are included in the body of the paragraph. The author will provide and describe an example of a particular subject or group.

Text Structure & Graphic organizer:



Text Example:

The Loggerhead (海龟) has a reddish-brown upper shell and yellowish lower shell. The adult Loggerhead weights from 200 to 350 pounds and lives in temperate and subtropical waters. This turtle is the most common sea turtle that nests on the shores of the United States. The Loggerhead sea turtle feasts on shellfish, clams, and mussels. The Loggerhead turtle is classified as threatened.

Topic: loggerhead+ appearance+ weight+ habitat+ diet

2. Classification and Division

Definition:

Authors use classification to classify multiple persons, places, objects, things, or abstract ideas according to a common topic into separate or distinct groups by certain criteria (size, color, etc).

Text Structure & Graphic organizer:

Helping the Sea Turtle	Hindering the Sea Turtle
_____	_____
_____	_____
_____	_____

Text Example:

Conservationists are attempting to increase the survival rate by classifying things that humans can do to help the survival rate of the turtle and those things that hinder the survival rate. Humans can help the sea turtles survival rate by following the guidelines laid out by the Endangered Species Act. This act has identified human threats to the sea turtle, such as gill netting by fishermen, disturbing the nesting sites with artificial light, and harassing the sea turtles while nesting. To eliminate these dangers, laws have been passed to help the sea turtle. Fishermen now have to follow the gill netting laws. It is illegal to harass or kill sea turtles

3. Compare/contrast 结构**Definition:**

Authors use descriptions of the items being compared to illustrate the differences or the similarities of the items being compared.

Text Structure & Graphic organizer:

	Alike	Different
Loggerhead Sea Turtles	_____	_____
	_____	_____
Green Sea Turtles	_____	_____
	_____	_____

Text Example:

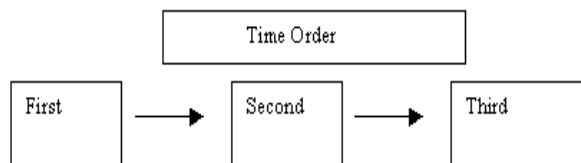
The Green sea turtle and the Loggerhead sea turtle nest along the Atlantic and the Pacific shores in the United States. The Green sea turtle is on the endangered list while the Loggerhead is listed as threatened. The Green sea turtle eats grass, algae (藻类) and other vegetation and is classified as herbivorous. The loggerhead turtle eats horseshoe crabs, clams, and mussels and is classified as carnivorous. Both sea turtles live in temperate and subtropical waters and tend to stay near the coastline.

4. Sequences 结构:

Definition:

This is a form of writing that is used if the author wishes to inform readers about certain topics by presenting this information by listing items or events or steps in a sequence

Text Structure & Graphic organizer:

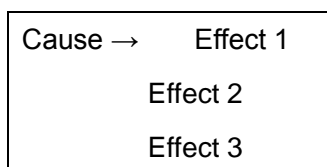


Text Example:

During the months from May to September, the Loggerhead turtle comes ashore to nest at night. **First** the turtle crawls out of the sea to the beach in search of the right place to build a nest for its eggs. **Once** the location is identified, the turtle digs a hole with its flippers. **Next**, the turtle lays around 120 eggs the size of ping pong balls. The turtle **then** covers the nest by throwing sand over the nest with its flippers. The turtle does this to protect the eggs from predators. **Finally**, the turtle makes its way back to the sea, and does not return to attend to the nest.

5. Cause and Effect 结构:

Text Structure & Graphic organizer:



Text Example:

Natural predators such as snakes, sea gulls are considered threats to the sea turtles. But human beings are considered to pose the greatest threat to the sea turtles. People threaten the turtles if they disturb the nesting sites or harm the sea turtles at sea.

Because of these dangers, the Loggerhead sea turtle is considered threatened.

6. Problem and Solution

Definition:

Authors use problem-solution when they present a problem and include the possible solutions to this problem. The author states a problem and lists one or more solutions for the problem.

Text Structure & Graphic organizer:

Problem → Solution

Text Example:

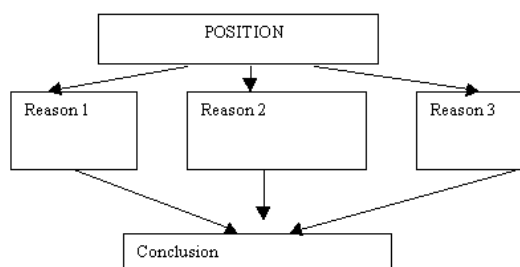
The Loggerhead sea turtle is threatened. Conservationists are attempting to help the survival rate of the Loggerhead turtles by educating the public about the nesting habits of the sea turtles and by passing gill netting regulations for fishermen.

7. Persuasion

Definition:

Persuasive writing is used to convince the reader to view things from the author's point of view. Usually this text is written by authors to present arguments.

Text Structure & Graphic organizer:



Text Example:

Citizens need to respect the nesting behaviors of Loggerhead sea turtles. If the sea turtle is disturbed while finding a nest, the sea turtle will return to the sea. If sea turtles are disturbed while they are building their nests, they will stop the nesting process and return to the sea. If people continue to disturb the nesting behaviors of the Loggerhead sea turtles, they will become endangered. If citizens are interested in saving the sea turtles and are interested in preserving the turtles then they need to respect the turtles by

observing the lights out policies along the beaches and observe the nesting process with trained and permitted individuals.

B、按文章题材分类:

a、自然科学:

1. 生物学:

植物学: 植物的分类和特征

动物学: 动物的分类和行为. 鸟类\群体昆虫\海洋生物

微生物学: 真菌(蘑菇\真菌的顽固)

2. 地理\地质学:

地形地貌特征: 成因\分布\气候\生态\影响

地质事件: 成因或原理\过程\影响

3. 天文学:

具体的星体特征: 基本特征(形状\距离\轨道\旋转\温度\质量); 大气层(氢气\氦气\氨气\甲烷); 表面特征; 水和生命形式; 人的探索

天文学事件: 成因\过程\影响

4. 考古学:

古生物: 恐龙(灭绝), 鸟类(进化史 pterosaur→archaeopteryx→modern birds)

古代遗址\遗迹: 中国的古代遗迹

5. 气象学:

灾害性天气: 成因\过程\危害\预防

天气预报: 卫星\计算机技术

6. 新技术和新事物:

发展史

特征及应用

b、人文科学:

1. 美国历史:

土人: 生活\宗教\艺术

都市化过程: 人口增长\城市扩张\交通发展\经济繁荣

2. 历史学和人类学:

原始人生活变迁: 游牧到定居(农业)

古代文明

3. 文学:

流派: 产生\思想\代表

作家: 生平\作品

4. 绘画和雕塑:

流派

类型: 城市艺术

画家

5. 音乐:

类型: country, ragtime...

乐器

6. 心理学:

人类情感分析

(八)、托福阅读题型分类:**1、词汇题 (Vocabulary questions) 样题:**

<p>The phrase size up in the passage is closest in meaning to</p> <p><input type="radio"/> enlarge</p> <p><input type="radio"/> evaluate</p> <p><input type="radio"/> impress</p> <p><input type="radio"/> accept</p>	<p>Paragraph 4: A number of conditions enhance the likelihood that primary groups will arise. First, group size is important. We find it difficult to get to know people personally when they are milling about and dispersed in large groups. In small groups we have a better chance to initiate contact and establish</p>
--	--

	<p>rapport with them. Second, face-to-face contact allows us to size up others. Seeing and talking with one another in close physical proximity makes possible a subtle exchange of ideas and feelings. And third, the probability that we will develop primary group bonds increases as we have frequent and continuous contact. Our ties with people often deepen as we interact with them across time and gradually evolve interlocking habits and interests.</p>
--	---

2、指代题（Reference questions）样题：

<p>The word it in the passage refers to</p> <ul style="list-style-type: none"> <input type="radio"/> an external cue such as sunrise <input type="radio"/> the daily rhythm of an animal <input type="radio"/> the local solar day <input type="radio"/> a cycle whose period is precisely 24 hours 	<p>Paragraph 3: Animals need natural periodic signals like sunrise to maintain a cycle whose period is precisely 24 hours. Such an external cue not only coordinates an animal's daily rhythms with particular features of the local solar day but also—because it normally does so day after day—seems to keep the internal clock's period close to that of Earth's rotation. Yet despite this synchronization of the period of the internal cycle, the animal's timer itself continues to have its own genetically built-in period close to, but different from, 24 hours.</p>
--	---

3、句子简化题（Sentence Simplification questions）样题：

<p>Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.</p> <ul style="list-style-type: none"> <input type="radio"/> Sociologists think that cultural patterns establish connections between the individual and the larger society. <input type="radio"/> Sociologists believe that individuals with a 	<p>Paragraph 5: Primary groups are fundamental to us and to society. First, primary groups are critical to the socialization process. Within them, infants and children are introduced to the ways of their society. Such groups are the breeding grounds in which we acquire the norms and values that equip us for social life. Sociologists view primary groups as bridges between individuals and the larger society because they transmit, mediate, and</p>
---	---

<p>sense of oneness bridge the gap between society and primary groups.</p> <p><input type="radio"/> Sociologists think primary groups contribute to social solidarity because they help maintain a society's cultural patterns.</p> <p><input type="radio"/> Sociologists believe that the cultural patterns that provide social solidarity arise as bridges from primary groups.</p>	<p>interpret a society's cultural patterns and provide the sense of oneness so critical for social solidarity.</p>
---	--

4、句子插入题（Insert Text question）样题:

<p>Look at the four squares [■] that indicate where the following sentence could be added to the passage.</p> <p>People who do not live alone, for example, tend to make healthier life choices and develop fewer pathologies than people who live by themselves.</p> <p>Where would the sentence best fit?</p>	<p>Paragraph 6 : Second, primary groups are fundamental because they provide the settings in which we meet most of our personal needs. ■Within them, we experience companionship, love, security, and an overall sense of well-being. ■Not surprisingly, sociologists find that the strength of a group's primary ties has implications for the group's functioning. ■For example, the stronger the primary group ties of a sports team playing together, the better their record is.■</p>
--	--

5、修辞目的题（Rhetorical Purpose questions）样题:

<p>Why does the author mention repetitive following movements of the eye?</p> <p><input type="radio"/> To identify a response that indicates a neonate's perception of a stimulus</p> <p><input type="radio"/> To explain why a neonate is capable of responding to stimuli only through repetitive movements</p> <p><input type="radio"/> To argue that motor activity in a neonate may be random and unrelated to stimuli</p> <p><input type="radio"/> To emphasize that responses to stimuli vary in</p>	<p>Paragraph 1: In the study of perceptual abilities of infants, a number of techniques are used to determine infants' responses to various stimuli. Because they cannot verbalize or fill out questionnaires, indirect techniques of naturalistic observation are used as the primary means of determining what infants can see, hear, feel, and so forth. Each of these methods compares an infant's state prior to the introduction of a stimulus with its state during or immediately following the stimulus.</p>
---	---

<p>infants according to age</p>	<p>The difference between the two measures provides the researcher with an indication of the level and duration of the response to the stimulus. For example, if a uniformly moving pattern of some sort is passed across the visual field of a neonate (new born), repetitive following movements of the eye occur. The occurrence of these eye movements provides evidence that the moving pattern is perceived at some level by the newborn. Similarly, changes in the infant's general level of motor activity —turning the head, blinking the eyes, crying, and so forth — have been used by researchers as visual indicators of the infant's perceptual abilities.</p>
---------------------------------	--

6、排除题（Negative Factual Information questions）样题：

<p>6. Paragraph 5 supports all of the following statements about the groundwater in deserts EXCEPT:</p> <ul style="list-style-type: none"> <input type="radio"/> The groundwater is consistently found just below the surface <input type="radio"/> A small part of the groundwater helps maintain lake levels <input type="radio"/> Most of the groundwater is not recharged through surface water <input type="radio"/> The groundwater is increasingly used as a source of freshwater 	<p>Paragraph 5: Deserts contain large amounts of groundwater when compared to the amounts they hold in surface stores such as lakes and rivers. But only a small fraction of groundwater enters the hydrological cycle—feeding the flows of streams, maintaining lake levels, and being recharged (or refilled) through surface flows and rainwater. In recent years, groundwater has become an increasingly important source of freshwater for desert dwellers. The United Nations Environment Programme and the World Bank have funded attempts to survey the groundwater resources of arid lands and to develop appropriate extraction techniques. Such programs are much needed because in many arid lands there is only a vague idea of the extent of groundwater resources. It is known, however, that the distribution of groundwater is uneven, and that much of it lies at great depths.</p>
--	--

7、细节题（Factual Information questions）样题：

<p>According to paragraph 3, what do sociologists see as the main difference between primary and secondary groups?</p> <ul style="list-style-type: none"> <input type="radio"/> Primary groups consist of people working together, while secondary groups exist outside of 	<p>Paragraph 3: Sociologists have built on the distinction between expressive and instrumental ties to distinguish between two types of groups: primary and secondary. A primary group involves two or more people who enjoy a direct, intimate, cohesive</p>
---	---

<p>work settings.</p> <ul style="list-style-type: none"> <input type="radio"/> In primary groups people are seen as means, while in secondary groups people are seen as ends. <input type="radio"/> Primary groups involve personal relationships, while secondary groups are mainly practical in purpose. <input type="radio"/> Primary groups are generally small, while secondary groups often contain more than two people. 	<p>relationship with one another. Expressive ties predominate in primary groups; we view the people as ends in themselves and valuable in their own right. A secondary group entails two or more people who are involved in an impersonal relationship and have come together for a specific, practical purpose. Instrumental ties predominate in secondary groups; we perceive people as means to ends rather than as ends in their own right. Sometimes primary group relationships evolve out of secondary group relationships. This happens in many work settings. People on the job often develop close relationships with coworkers as they come to share gripes, jokes, gossip, and satisfactions.</p>
--	---

8、推论题（Inference questions）样题：

<p>Which of the following can be inferred about instrumental ties from the author's mention of working with competitors in paragraph 2?</p> <ul style="list-style-type: none"> <input type="radio"/> Instrumental ties can develop even in situations in which people would normally not cooperate. <input type="radio"/> Instrumental ties require as much emotional investment as expressive ties. <input type="radio"/> Instrumental ties involve security, love, and acceptance. <input type="radio"/> Instrumental ties should be expected to be significant. 	<p>Paragraph 2 : People are bound within relationships by two types of bonds: expressive ties and instrumental ties. Expressive ties are social links formed when we emotionally invest ourselves in and commit ourselves to other people. Through association with people who are meaningful to us, we achieve a sense of security, love, acceptance, companionship, and personal worth. Instrumental ties are social links formed when we cooperate with other people to achieve some goal. Occasionally, this may mean working with instead of against competitors. More often, we simply cooperate with others to reach some end without endowing the relationship with any larger significance.</p>
--	---

9、小结题（Prose Summary）样题：

<p>Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answers that express the most important ideas in</p>	
--	--

the passage. Some sentences do not belong in the summary because they express ideas that not presented in the passage or are minor ideas in the passage. *This question is worth 2 points.*

The transition from silent to sound films was the most important development in film history.

-
-
-

Answer Choices

☐ Although music and speech had frequently accompanied film presentations before the 1920s, there was a strong desire to add sound to the films themselves.

☐ Because of intense interest in developing and introducing sound in film, the general use of other technological innovations being developed in the 1920s was delayed.

☐ The rapid progress in sound technology made possible by the involvement of telecommunications companies transformed the motion picture industry.

☐ Japanese filmmakers had developed the technology for creating sound films before directors in Europe and the United States began experimenting with sound

☐ Before the First World War, film directors showed little interest in linking images with recorded sound

10、图表题（Fill in a Table）样题：

Directions: Complete the table below by selecting three answer choices that are characteristics of primary groups and two answer choices that are characteristics of secondary groups. This question is worth 3 points.

Primary Groups

-
-
-

<p>Secondary Groups</p> <ul style="list-style-type: none"> • • <p>Answer Choices</p> <ul style="list-style-type: none"> <input type="radio"/> Developing socially acceptable behavior <input type="radio"/> Working together against competitors <input type="radio"/> Experiencing pressure from outside forces <input type="radio"/> Viewing people as a means to an end <input type="radio"/> Existing for practical purposes <input type="radio"/> Providing meaning for life situations <input type="radio"/> Involving close relationships 	
---	--

Handout2 – week1 Wed. Diagnostic text and questionnaire

第二部分、托福阅读课前诊断

一、测试题 **Diagnostic text:**

Feeding Habits of East African Herbivores

Buffalo, zebras, wildebeests, topi, and Thomson's gazelles live in huge groups that together make up some 90 percent of the total weight of mammals living on the Serengeti Plain of East Africa. They are all herbivores (plant-eating animals), and they all appear to be living on the same diet of grasses, herbs, and small bushes. This appearance, however, is illusory. When biologist Richard Bell and his colleagues analyzed the stomach contents of four of the five species (they did not study buffalo), they found that each species was living on a different part of the vegetation. The different vegetational parts differ in their food qualities: lower down, there are succulent, nutritious leaves; higher up are the harder stems. There are also sparsely distributed, highly nutritious fruits, and Bell found that only the Thomson's gazelles eat much of these. The other three species differ in the proportion of lower leaves and

higher stems that they eat: zebras eat the most stem matter, wildebeests eat the most leaves, and topi are intermediate.

How are we to understand their different feeding preferences? The answer lies in two associated differences among the species, in their digestive systems and body sizes. According to their digestive systems, these herbivores can be divided into two categories: the nonruminants (such as the zebra, which has a digestive system like a horse) and the ruminants (such as the wildebeest, topi, and gazelle, which are like the cow). Nonruminants cannot extract much energy from the hard parts of a plant; however, this is more than made up for by the fast speed at which food passes through their guts. Thus, when there is only a short supply of poor-quality food, the wildebeest, topi, and gazelle enjoy an advantage. They are ruminants and have a special structure (the rumen) in their stomachs, which contains microorganisms that can break down the hard parts of plants. Food passes only slowly through the ruminant's gut because ruminating—digesting the hard parts—takes time. The ruminant continually regurgitates food from its stomach back to its mouth to chew it up further (that is what a cow is doing when “chewing cud”). Only when it has been chewed up and digested almost to a liquid can the food pass through the rumen and on through the gut. Larger particles cannot pass through until they have been chewed down to size. Therefore, when food is in short supply, a ruminant can last longer than a nonruminant because it can derive more energy out of the same food. The difference can partially explain the eating habits of the Serengeti herbivores. The zebra chooses areas where there is more low-quality food. It migrates first to unexploited areas and chomps the abundant low-quality stems before moving on. It is a fast-in/fast-out feeder, relying on a high output of incompletely digested food. By the time the wildebeests (and other ruminants) arrive, the grazing and trampling of the zebras will have worn the vegetation down. As the ruminants then set to work, they eat down to the lower, leafier parts of the vegetation. All of this fits in with the differences in stomach contents with which we began.

The other part of the explanation is body size. Larger animals require more food than smaller animals, but smaller animals have a higher metabolic rate. Smaller animals can therefore live where there is less food, provided that such food is of high energy content. That is why the smallest of the herbivores, Thomson's gazelle, lives on fruit that is very nutritious but too thin on the ground to support a larger animal. By contrast,

the large zebra lives on the masses of low-quality stem material.

The differences in feeding preferences lead, in turn, to differences in migratory habits. The wildebeests follow, in their migration, the pattern of local rainfall. The other species do likewise. But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

=====

Paragraph 1: Buffalo, zebras, wildebeests, topi, and Thomson's gazelles live in huge groups that together make up some 90 percent of the total weight of mammals living on the Serengeti Plain of East Africa. They are all herbivores (plant-eating animals), and they all appear to be living on the same diet of grasses, herbs, and small bushes. This appearance, however, is **illusory**. When biologist Richard Bell and his colleagues analyzed the stomach contents of four of the five species (they did not study buffalo), they found that each species was living on a different part of the vegetation. The different vegetational parts differ in their food qualities: lower down, there are succulent, nutritious leaves; higher up are the harder stems. There are also **sparsely** distributed, highly nutritious fruits, and Bell found that only the Thomson's gazelles eat much of these. The other three species differ in the proportion of lower leaves and higher stems that they eat: zebras eat the most stem matter, wildebeests eat the most leaves, and topi are intermediate.

1. The word **illusory** in the passage is closest in meaning to
- ☐ definite
 - ☐ illuminating
 - ☐ misleading
 - ☐ exceptional

2. The word **sparsely** in the passage is closest in meaning to

- ☐ widely
- ☐ thinly
- ☐ clearly
- ☐ freshly

3. Which of the following questions about Richard Bell's research is NOT answered in paragraph 1?

- ☐ Which of the herbivores studied is the only one to eat much fruit?
- ☐ Which part of the plants do wildebeests prefer to eat?
- ☐ Where did the study of herbivores' eating habits take place?
- ☐ Why were buffalo excluded from the research study?

Paragraph 2: How are we to understand their different feeding preferences? The answer lies in two **associated** differences among the species, in their digestive systems and body sizes. According to their digestive systems, these herbivores can be divided into two categories: the nonruminants (such as the zebra, which has a digestive system like a horse) and the ruminants (such as the wildebeest, topi, and gazelle, which are like the cow). Nonruminants cannot extract much energy from the hard parts of a plant; however, this is more than made up for by the fast speed at which food passes through their guts. Thus, when there is only a short supply of poor-quality food, the wildebeest, topi, and gazelle enjoy an advantage. They are ruminants and have a special structure (the rumen) in their stomachs, which contains microorganisms that can break down the hard parts of plants. Food passes only slowly through the ruminant's gut because ruminating—digesting the hard parts—takes time. The ruminant continually regurgitates food from its stomach back to its mouth to chew it up further (that is what a cow is doing when “chewing cud”). Only when it has been chewed up and digested almost to a liquid can the food pass through the rumen and on through the gut. Larger particles cannot pass through until they have been chewed down to size. Therefore, when food is in short supply, a ruminant can last longer than a nonruminant because it can derive more energy out of the same food. The difference can partially explain the eating habits of the Serengeti herbivores. The zebra chooses areas where there is more low-quality food. It migrates

first to unexploited areas and chomps the abundant low-quality stems before moving on. It is a fast-in/fast-out feeder, relying on a high output of incompletely digested food. By the time the wildebeests (and other ruminants) arrive, the grazing and trampling of the zebras will have worn the vegetation down. As the ruminants then set to work, they eat down to the lower, leafier parts of the vegetation. All of this fits in with the differences in stomach contents with which we began.

4. The word **associated** in the passage is closest in meaning to

- ☐ obvious
- ☐ significant
- ☐ expected
- ☐ connected

5. The author mentions the cow and the horse in paragraph 2 in order to

- ☐ distinguish the functioning of their digestive systems from those of East African animals
- ☐ emphasize that their relatively large body size leads them to have feeding practices similar to those of East African mammals
- ☐ illustrate differences between ruminants and nonruminants through the use of animals likely to be familiar to most readers
- ☐ emphasize similarities between the diets of cows and horses and the diets of East African mammals

6. According to paragraph 2, which of the following herbivores has to eat large quantities of plant stems because it gains relatively little energy from each given quantity of this food?

- ☐ The gazelle
- ☐ The wildebeest
- ☐ The zebra
- ☐ The topi

7. Paragraph 2 suggests that which of the following is one of the most important

factors in determining differences in feeding preferences of East African herbivores?

- ☐ The availability of certain foods
- ☐ The differences in stomach structure
- ☐ The physical nature of vegetation in the environment
- ☐ The ability to migrate when food supplies are low

8. According to paragraph 2, all of the following are true of East African gazelles EXCEPT:

- ☐ They digest their food very quickly.
- ☐ Microorganisms help them digest their food.
- ☐ They are unable to digest large food particles unless these are chewed down considerably.
- ☐ They survive well even if food supplies are not abundant.

Paragraph 3: The other part of the explanation is body size. Larger animals require more food than smaller animals, but smaller animals have a higher metabolic rate. Smaller animals can therefore live where there is less food, **provided that** such food is of high energy content. That is why the smallest of the herbivores, Thomson's gazelle, lives on fruit that is very nutritious but too thin on the ground to support a larger animal. By contrast, the large zebra lives on the masses of low-quality stem material.

9. The phrase **provided that** in the passage is closest in meaning to

- ☐ as long as
- ☐ unless
- ☐ as if
- ☐ even though

Paragraph 4: The differences in feeding preferences lead, in turn, to differences in migratory habits. The wildebeests follow, in their migration, the pattern of local rainfall. The other species do likewise. But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. The larger, less **fastidious** feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit

the stomachs of the wildebeest, topi, and gazelle.

10. The word **fastidious** in the passage is closest in meaning to

- ☐ rapid
- ☐ determined
- ☐ flexible
- ☐ demanding

11. According to paragraph 4, which of the following mammals exhibits a feeding behavior that is beneficial to the other herbivores that share the same habitat?

- ☐ Topi
- ☐ Zebra
- ☐ Wildebeest
- ☐ Gazelle

12. According to the passage, which of the following is true of wildebeests?

- ☐ They eat more stem matter than zebras do.
- ☐ They are able to digest large food particles if the food is of a high quality.
- ☐ They tend to choose feeding areas in which the vegetation has been worn down.
- ☐ They are likely to choose low-quality food to eat in periods when the quantity of rainfall is low.

Paragraph 4: The differences in feeding preferences lead, in turn, to differences in migratory habits. ■ The wildebeests follow, in their migration, the pattern of local rainfall. ■ The other species do likewise. ■ But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. ■ The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

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

The sequence in which they migrate correlates with their body size.

Where would the sentence best fit?

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

East African herbivores, though they all live in the same environment, have a range of feeding preferences.

-
-
-

Answer Choices

- ☐ The survival of East African mammals depends more than anything else on the quantity of highly nutritious fruits that they are able to find.
- ☐ A herbivore's size and metabolic rate affect the kinds of food and the quantities of food it needs to eat.
- ☐ Zebras and wildebeests rarely compete for the same food resources in the same locations.
- ☐ The different digestive systems of herbivores explain their feeding preferences.
- ☐ Migratory habits are influenced by feeding preferences.
- ☐ Patterns in the migratory habits of East African herbivores are hard to establish.

参考答案:

1. 3
2. 2
3. 4
4. 4
5. 3
6. 3
7. 2
8. 1
9. 1
10. 4
11. 2
12. 3
13. 4
14. 2, 4, 5

二、调查问卷 Questionnaire:

序号	常见问题	完全同意	同意	不确定	不同意	完全不同意
1	时间不够					
2	词汇不认识					
3	句子读不懂					
4	文章一知半解					
5	关键信息找不到					
6	文章明白，一做就错					
7	抗干扰能力差					
8						
9						
10						

4.2 Lesson Plan2 – Overview of the reading skills and test taking strategies

Lesson Plan2 – Overview of the reading skills and test taking strategies

Week 1 Sat.

Teaching Aim:

Introduction of the reading skills and test taking strategies in general

Learning Objectives:

1. Students get to know the reading skills – skimming, active reading that will be used in TOEFL reading
2. Students get to know the general test taking strategies – multiple choice answer and process of elimination

3. Students get to know the suggestions on how to improve their reading ability

Materials:

PPT1 – week1 Sat. Reading skills and test taking strategies

Handout3 – week1 Sat. Drill exercises on active reading skills

Procedure and Rationale

Step1. Brief review of the previous lesson	
Step2. Warm up activity: large group discussion – based on the diagnostic test students have taken in the previous class, which reading skills do they think is more useful when working on the TOEFL reading questions? Reading or Skimming?	As students have already taken the diagnostic test in the first class, they had a general sense of the kind of reading skills that might help in the TOEFL reading.
Step3. Knowing when and what to read and when and what to skim – present the organization of the academic reading passage	The trick is here is to know when and what to read and when and what to skim.
Step4. Introducing the active reading skills. Instead of attempting to retain all of the information in the passage, students should focus on the big picture of the passage – finding the purpose (figuring out why the author wrote the piece); understanding the structure (mapping the passage to find out where the key information is); stating the main idea (figuring out what the passage is about).	By mastering the active reading skills, students will be able to not only find the most important information in a passage but also effectively answer the questions that follow. Therefore, in the first class, the instructor gives the brief overall introduction of the active reading skills to the whole class.
Step5. Instructor assigns the homework – drill exercises on enhancing students' understanding of the active reading skills.	The drill exercise can help students get use to the skill of active reading—reading on the big picture of the passage. It is also

Cracking the TOEFL iBT P26, P39, P44, P48-49, P54,P64-65	an evaluation to test whether they have understood the skills.
Step6. Introducing the general information on Multiple choice tests. Activity: using one example of multiple choice question and answer from daily life.	It would be much easier for the students to understand the strategies when using simple example in their daily life which they are familiar with.
Step7. Tips on Process of elimination (POE)	In order to become a good test taker, finding the correct answer, students need to master the process of elimination.
Step8. Suggestions to improve the overall reading ability: reading as much and broad as possible, make it as your daily routine.	Improving the reading ability will not only help students gain a higher score in their TOEFL test, also, it can benefit their future academic life.

PPT1 – week1 Sat. Reading skills and test taking strategies

Slide1

Reading vs. skimming

Reading: paying close attention to the text to understand it deeply. One may need to “read” a text several times in order to understand its complete meaning

Skimming: looking over a passage quickly to establish the organization of passage and basic idea or gist. This should be done no more than two times on the exam.

Slide2

No reading, all skimming?

NO!

The trick is to know when and what to read and when and what to skim.

Slide3

The organization of the academic reading passage

Most academic texts are generally organized in this way:

Introduction (1 paragraph): this information is very important, because it introduces us to the main idea of the passage and helps point us in the right direction.

Body (3-4 paragraphs): this information is also important, because it helps provide a detailed explanation and breakdown of the introduction. However, this information is more specific than the introduction, and trying to remember all of it at the beginning is not very easy.

Conclusion (1 paragraph): this information is a review of the sorts of the main idea and the body, with possible new information to help us think about the content on the test. Be advised that there isn't always a formal conclusion on the TOEFL.

Slide4

Knowing when to read

The key is to recognize where the most important information is located to help you understand the main idea of the first time you see the test.

Questions: Where do you think this information would be?

The introduction

The beginning sentence of each paragraph in the body

Therefore, the first time you see the text, you should try to read them, because these will be valuable in helping you understand the main idea(s) quickly.

Slide5

Knowing when to skim

As you move through the text the first time, try to skim the rest of the body content in order to help confirm/clarity what you think the main idea is going to be.

Look at the entire reading passage; imagine that we are seeing the passage for the first time on the test. Which parts should be read and which parts should we skim?

Slide6

General tips:

At the beginning of each set of questions, don't try to read the entire passage first, instead:

Read the introduction and topic sentences of paragraphs carefully

Skim the rest of passage to help reinforce your understanding of the main idea described in the introduction

All of this should take about less than 3 minutes.

The purpose of the questions is to help you learn the meaning of the text in a more detailed way. By the time you reach the end of the questions, you will have read different parts of the passage several times

Slide7

General test taking strategies

1. Multiple choice tests

When taking a multiple choice test, it is best to understand how test makers develop to the test to guarantee a correct answer

Slide 8

Let's take a look at a sample question:

What time is it?

Question/prompt: which one is completely wrong? Which one is left? /which one looks good if only for some small problems? / Why?

- a. Monday
- b. For dinner
- c. 13:15
- d. 6/17/2012

Slide 9

Test design on the 4 choices in the multiple choice answer

if you have 4 choices in the answer stem, then test design typically follows this pattern:

One is the answer

One to two distracters are completely wrong

One to two distracters look correct except for a small problem

Slide

2. Process of elimination (POE)

In order to become a good test taker, finding the correct answer, students need to master the process of elimination.

1. Don't eliminate a choice if you don't know what it means.
2. Eliminate choices that you are certain are incorrect
3. Never choose the right answer first. Eliminate the other choices first and then you will have a better percentage to guess the right answer.
4. POE is just one of the test taking strategies that will help in taking your test. It is not a 100% solution.

Slide10

Suggestions

Reading

And

Practice

Handout3 – week1 Sat. Drill exercises on active reading skills

Instructor will make the hardcopy of the drill exercises from Cracking the TOEFL iBT: P26, P39, P44, P48-49, P54, and P64-65

4.3 Lesson Plan3 -- Vocabulary questions

Lesson Plan3 – Vocabulary Questions

Week2 Wed.

Teaching Aim:

1. Review the reading skills and test taking strategies mentioned in the last class.
2. Students how to answer the vocabulary questions.
3. Address the importance of improving the overall academic vocabulary knowledge

Learning Objectives:

1. Review the reading skills and test taking strategies and answer students' question on their homework.
2. Identify vocabulary questions.
3. Strategies to answer vocabulary questions:
 - Understanding the meaning of a word as it is used in the passage;
 - Using context clues (synonyms, antonyms, examples) to figure out the meaning of a word;
 - Applying knowledge of word parts (roots, prefixes, suffixes, etc.) to help understand the meaning;
4. Exercises on the vocabulary questions.
5. Tips on how to learn new vocabulary.

Materials:

Handout4 – week2 Wed. Vocabulary Questions

Handout5 – week2 Wed. Homework exercises on vocabulary questions.

Procedure and Rationale

<p>Step1. Instructor and students work together to review the reading skills and students work in groups answering each other's questions first and then instructor answer students' questions.</p>	<ol style="list-style-type: none"> 1. Strengthen the reading skills mentioned in last class, form solid foundation on TOEFL reading. 2. By first learning from each other, students are engaged in solving the problems by their own. 3. Instructor answer the puzzles
---	---

	students still have in the end, they will have a deeper understanding of the thinking process and procedure to answer the questions.
Step 2. Instructor gives definition of vocabulary questions, including the difference between academic vocabulary and technical vocabulary.	<p>1. Let the students be familiar with and recognize the type of questions and be aware of what abilities they are expected to test in this type of question.</p> <p>2. On TOEFL, the vocabulary questions are usually referred to the academic vocabularies, not the technical ones. Technical vocabularies are often defined for test takers.</p>
Step 3. Instructor first gives an example of how to answer one vocabulary question – contextualizing the meaning of the word.	By modeling how to answer one vocabulary question, students can have a general sense of the one of the strategies used to answer the question.
Step4. Students work in pairs to find more strategies they use to answer the questions and fill out the blanks according to the categories in their handouts: Students read individually and answer the questions themselves first; taking notes of the reading strategies they are using. In pairs, discuss both the meaning of the text and the reading strategies they used to understand the text. Then work in pairs to make a collective list of the reading strategies used to answer the questions.	Students learn by their own by helping each other work out the questions first and category the strategies together.
Step5. Large group discussion on the appropriate strategies used to answer vocabulary questions.	As students have already discussed in pairs, it is easier for them to participate in large group discussion. They would feel more confident speak it out loud to the whole class.
Step6. Instructor summarizes the strategies and tips required to answer vocabulary questions: As TOEFL reading ask test takers to identify the meaning of individual words and phrases as they are used in the reading passage (a word might have more than just one meaning, but in	Instructor emphasize and correct some of the strategies and tips required to answer vocabulary questions, which will help the students get a deeper understanding of how to answer this type of

the reading passage, only one of those meanings is relevant.) Usually a word or phrase is chosen to be tested as a vocabulary item because understanding that word or phrase is important to understanding a large or part of the passage, which means, the question is not just asking the meaning of a word, it is asking for the meaning as it is used in the passage. So, one important point to answer the vocabulary questions in TOEFL reading is to remember not to choose an answer just because it can be a correct meaning of the word. Understanding which meaning the author is using in the passage is the key point.

Therefore, students can work out the vocabulary questions by using the following skills and strategies such as analyzing the structure of the sentence, the attitude of the sentences, in which the word tested is imbedded, or analyzing the part of speech of the words.

question.

Step7. 1. Suggestions on how to learn vocabulary. As all the students taken the course are intermediate nonnative speakers of English, most of them will have a trouble to learn new vocabulary required to take the TOEFL test. I will also provide some tips to help them learn and build their vocabularies, especially changing their stereotype in learning new vocabularies. (As far as I know, they way how they learn new words is just by memorizing the meaning of the words robotically.) A new word should be learned in the context which the word is embedded, since words do not give meaning to sentences but sentences give meaning to words. Instructor illustrates this point by using examples written on the blackboard.

Also providing some of the activities that will help students learn new words: Word Building: Root+ prefixes/ suffixes/ combining forms. Write a sentence using the newly created word; Illustrate and Associate: associations among words, including synonyms, antonyms, and

The final purpose of learning the new words is to internalize the words. So the sequence of learning vocabulary should be first introduce the words, and then contextualize the words, and finally internalize the words. However, as the way of learning of each student is different, each student may have their own way to learn new words. So the instructor will just introduce some of the tips in class first to all students and also ask the students themselves to help each other, learn from each other, and share with each the way how to learn new words in their QQ chat group.

2. Assigning student homework exercises to do will help students remember the procedure of answering this type of question.

analogies. Drawing a picture to illustrate the meaning, and identifying an antonym for the word; etc. Useful websites: The academic word list is a helpful source to help students identify those important academic terms that appear frequently on tests.e.g.

<http://www.victoria.ac.nz/lals/resources/academicwordlist>

In the end, the instructor address the importance of improving students' word knowledge

The only way to improve TOEFL performance is to improve vocabulary.

Also, it would be a good idea to expand student's daily reading to include topics such as science, history and any other academic areas included on the test.

2. Instructor assigns the homework exercise for today's lesson.

Handout4 – week2 Wed. Vocabulary Questions

词汇题 Vocabulary Questions

7. 认识题型:

(一) 识别: The word/ phrase XX in the passage is closest in meaning to

In stating the XX, the author means that

(二) 考察目标: _____

8. 解题技巧:

(一)、认识——熟词

1、熟词熟义

2、熟词生义

(二)、不认识——生词(先逻辑, 后词性)

1、逻辑: _____

三、生词词性分类: _____

三、Examples:

Example1

Paragraph 4: Another major discovery was made in Egypt in 1989. Several skeletons of another early whale, *Basilosaurus*, were found in sediments left by the Tethys Sea and now **exposed** in the Sahara desert. This whale lived around 40 million years ago, 12 million years after *Pakicetus*. Many incomplete skeletons were found but they included, for the first time in an archaeocyte, a complete hind leg that features a foot with three tiny toes. Such legs would have been far too small to have supported the 50-foot-long *Basilosaurus* on land. *Basilosaurus* was undoubtedly a fully marine whale with possibly nonfunctional, or vestigial, hind legs.

The word “**exposed**” in the passage is closest in meaning to

- ☐ explained
- ☐ visible
- ☐ identified
- ☐ located

Example2

Paragraph 1: The deserts, which already occupy approximately a fourth of the Earth's land surface, have in recent decades been increasing at an alarming pace. The expansion of desert-like conditions into areas where they did not previously exist is called desertification. It has been estimated that an additional one-fourth of the Earth's

land surface is threatened by this process.

The word “threatened” in the passage is closest in meaning to

- ☐ restricted
- ☐ endangered
- ☐ prevented
- ☐ rejected

Example 3

Paragraph 3: Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumiere, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison's former assistant, William Dickson) perfected projection devices. These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience.

The word “assistance” in the passage is closest in meaning to

- ☐ criticism
- ☐ leadership
- ☐ help
- ☐ approval

Example 4

Paragraph 1: Tunas, mackerels, and billfishes (marlins, sailfishes, and swordfish) swim continuously. Feeding, courtship, reproduction, and even "rest" are carried out while in constant motion. As a result, practically every aspect of the body form and function of these swimming "machines" is adapted to enhance their ability to swim.

The word “enhance” in the passage is closest in meaning to

- ☐ use
- ☐ improve
- ☐ counteract
- ☐ balance

总结:

Example 5

Paragraph 7: One potential problem is that opening the mouth to breathe detracts from the streamlining of these fishes and tends to slow them down. Some species of tuna have specialized grooves in their tongue. It is thought that these grooves help to **channel** water through the mouth and out the gill slits, thereby reducing water resistance.

The word “**channel**” in the passage is closest in meaning to

- ☐ reduce
- ☐ remove
- ☐ direct
- ☐ provide

Example 6

Paragraph 6: Ecologists are especially interested to know what factors contribute to the resilience of communities because climax communities all over the world are being severely damaged or destroyed by human activities. The destruction caused by the volcanic explosion of Mount St. Helens, in the northwestern United States, for example, **pales** in comparison to the destruction caused by humans. We need to know what aspects of a community are most important to the community's resistance to destruction, as well as its recovery.

The word “**pales**” in the passage is closest in meaning to

- ☐ increases proportionally

- ☐ differs
- ☐ loses significance
- ☐ is common

Example 7

Paragraph 3: At the upper timberline the trees begin to become twisted and deformed. This is particularly true for trees in the middle and upper latitudes, which tend to attain greater heights on ridges, whereas in the tropics the trees reach their greater heights in the valleys. This is because middle- and upper- latitude timberlines are strongly influenced by the duration and depth of the snow cover. As the snow is deeper and lasts longer in the valleys, trees tend to attain greater heights on the ridges, even though they are more exposed to high-velocity winds and poor, thin soils there. In the tropics, the valleys appear to be more favorable because they are less **prone** to dry out, they have less frost, and they have deeper soils.

The word “**prone**” in the passage is closest in meaning to

- ☐ adapted
- ☐ likely
- ☐ difficult
- ☐ resistant

Example 8

Paragraph 4: As oil becomes increasingly difficult to find, the search for it is extended into more-hostile environments. The development of the oil field on the North Slope of Alaska and the construction of the Alaska pipeline are examples of the great expense and difficulty involved in new oil discoveries. Offshore drilling platforms extend the search for oil to the ocean’s continental shelves—those gently **sloping** submarine regions at the edges of the continents. More than one-quarter of the world’s oil and almost one-fifth of the world’s natural gas come from offshore, even though offshore drilling is six to seven times more expensive than drilling on land. A significant part of this oil and gas comes from under the North Sea between Great Britain and Norway.

The word “sloping” in the passage is closest in meaning to

- ☐ shifting
- ☐ inclining
- ☐ forming
- ☐ rolling

总结:

Example 9

Paragraph 5: There is little doubt, however, that desertification in most areas results primarily from human activities rather than natural processes. The semiarid lands bordering the deserts exist in a delicate ecological balance and are limited in their potential to adjust to increased environmental pressures. Expanding populations are subjecting the land to increasing pressures to provide them with food and fuel. In wet periods, the land may be able to respond to these stresses. During the dry periods that are common phenomena along the desert margins, though, the pressure on the land is often far in excess of its diminished capacity, and desertification results.

The word “delicate” in the passage is closest in meaning to

- ☐ fragile
- ☐ predictable
- ☐ complex
- ☐ valuable

Example 10

Paragraph 8: One cognitive theory suggests that aggravating and painful events trigger unpleasant feelings. These feelings, in turn, can lead to aggressive action, but not automatically. Cognitive factors intervene. People decide whether they will act aggressively or not on the basis of factors such as their experiences with aggression and their interpretation of other people's motives. Supporting evidence comes from research showing that aggressive people often distort other people's motives. For example, they assume that other people mean them harm when they do not.

The word “**distort**” in the passage is closest in meaning to

- ☐ mistrust
- ☐ misinterpret
- ☐ criticize
- ☐ resent

Example 11

Paragraph 1: Growth, reproduction, and daily metabolism all require an organism to expend energy. The expenditure of energy is essentially a process of budgeting, just as finances are budgeted. If all of one’s money is spent on clothes, there may be none left to buy food or go to the movies. Similarly, a plant or animal cannot **squander** all its energy on growing a big body if none would be left over for reproduction, for this is the surest way to extinction.

The word “**squander**” in the passage is closest in meaning to

- ☐ extend
- ☐ transform
- ☐ activate
- ☐ waste

Example 12

Paragraph 6: Moreover, getting petroleum out of the ground and from under the sea and to the consumer can create environmental problems anywhere along the line. Pipelines carrying oil can be broken by faults or landslides, causing serious oil spills. Spillage from huge oil-carrying cargo ships, called tankers, involved in collisions or accidental groundings (such as the one off Alaska in 1989) can create oil slicks at sea. Offshore platforms may also lose oil, creating oil slicks that drift ashore and **foul** the beaches, harming the environment. Sometimes, the ground at an oil field may subside as oil is removed. The Wilmington field near Long Beach, California, has subsided nine meters in 50 years; protective barriers have had to be built to prevent seawater from flooding the area. Finally, the refining and burning of petroleum and its products can cause air pollution. Advancing technology and strict laws, however, are helping control some of these adverse environmental effects.

The word “**foul**” in the passage is closest in meaning to

- ☐ reach

- ☐ flood
- ☐ pollute
- ☐ alter

总结:

Example 13

Paragraph 5: In this newly emerging economic order, workers sometimes organized to protect their rights and traditional ways of life. Craft workers such as carpenters, printers, and tailors formed unions, and in 1834 individual unions came together in the National Trades' Union. The labor movement **gathered some momentum** in the decade before the Panic of 1837, but in the depression that followed, labor's strength collapsed. During hard times, few workers were willing to strike* or engage in collective action. And skilled craft workers, who spearheaded the union movement, did not feel a particularly strong bond with semiskilled factory workers and unskilled laborers. More than a decade of agitation did finally bring a workday shortened to 10 hours to most industries by the 1850's, and the courts also recognized workers' right to strike, but these gains had little immediate impact.

The phrase "**gathered some momentum**" in the passage is closest in meaning to

- ☐ made progress
- ☐ became active
- ☐ caused changes
- ☐ combined forces

Example 14

Paragraph 1: Joy and sadness are experienced by people in all cultures around the world, but how can we tell when other people are happy or **despondent**? It turns out that the expression of many emotions may be universal. Smiling is apparently a universal sign of friendliness and approval. Baring the teeth in a hostile way, as noted by Charles Darwin in the nineteenth century, may be a universal sign of anger. As the originator of the theory of evolution, Darwin believed that the universal recognition of facial expressions would have survival value. For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

The word “despondent” in the passage is closest in meaning to

- ☐ curious
- ☐ unhappy
- ☐ thoughtful
- ☐ uncertain

Example 15

Paragraph 3: At the upper timberline the trees begin to become twisted and deformed. This is particularly true for trees in the middle and upper latitudes, which tend to attain greater heights on ridges, whereas in the tropics the trees reach their greater heights in the valleys. This is because middle- and upper- latitude timberlines are strongly influenced by the duration and depth of the snow cover. As the snow is deeper and lasts longer in the valleys, trees tend to attain greater heights on the ridges, even though they are more exposed to high-velocity winds and poor, thin soils there. In the tropics, the valleys appear to be more favorable because they are less prone to dry out, they have less frost, and they have deeper soils.

The word “attain” in the passage is closest in meaning to

- ☐ require
- ☐ resist
- ☐ achieve
- ☐ endure

Example 16

Paragraph 4: As he collected fossils from strata throughout England, Smith began to see that the fossils told a different story from the rocks. Particularly in the younger strata, the rocks were often so similar that he had trouble distinguishing the strata, but he never had trouble telling the fossils apart. While rock between two consistent strata might in one place be shale and in another sandstone, the fossils in that shale or sandstone were always the same. Some fossils endured through so many millions of years that they appear in many strata, but others occur only in a few strata, and a few species had their births and extinctions within one particular stratum. Fossils are thus identifying markers for particular periods in Earth's history.

The word “endured” in the passage is closest in meaning to

- ☐ vanished
- ☐ developed
- ☐ varied
- ☐ survived

总结:

四、注意事项:

- (一)、看词性 (正/负)
- (二)、看逻辑
- (三)、带入验证

Handout5 – week2 Wed. Homework exercises on vocabulary questions

词汇题练习题

Exercise 1

Paragraph 1: Most people consider the landscape to be unchanging, but Earth is a dynamic body, and its surface is continually altering—slowly on the human time scale, but **relatively** rapidly when compared to the great age of Earth (about 4,500 billion years). There are two principal influences that shape the terrain: constructive processes such as uplift, which create new landscape features, and destructive forces such as erosion, which gradually wear away exposed landforms.

The word “**relatively**” in the passage is closest in meaning to

- ☐ unusually
- ☐ comparatively
- ☐ occasionally
- ☐ naturally

Exercise 2

Paragraph 1: The transition from forest to treeless tundra on a mountain slope is often a **dramatic** one. Within a vertical distance of just a few tens of meters, trees disappear as a life-form and are replaced by low shrubs, herbs, and grasses. This rapid zone of transition is called the upper timberline or tree line. In many semiarid areas there is also a lower timberline where the forest passes into steppe or desert at its lower edge, usually because of a lack of moisture.

The word “**dramatic**” in the passage is closest in meaning to

- ☐ gradual
- ☐ complex
- ☐ visible
- ☐ striking

Exercise 3

Paragraph 1: Plant communities assemble themselves flexibly, and their **particular** structure depends on the specific history of the area. Ecologists use the term “succession” to refer to the changes that happen in plant communities and ecosystems over time. The first community in a succession is called a pioneer community, while the long-lived community at the end of succession is called a climax community. Pioneer and successional plant communities are said to change over periods from 1 to 500 years. These changes—in plant numbers and the mix of species—are cumulative. Climax communities themselves change but over periods of time greater than about 500 years.

The word “**particular**” in the passage is closest in meaning to

- ☐ natural
- ☐ final
- ☐ specific
- ☐ complex

Exercise 4

Paragraph 3: Much of the research on nutrient deficiencies is based on growing plants

hydroponically, that is, in soilless liquid nutrient solutions. This technique allows researchers to create solutions that selectively omit certain nutrients and then observe the resulting effects on the plants. Hydroponics has applications beyond basic research, since it facilitates the growing of greenhouse vegetables during winter. Aeroponics, a technique in which plants are suspended and the roots misted with a nutrient solution, is another method for growing plants without soil.

The word “facilitates” in the passage is closest in meaning to

- ☐ slows down
- ☐ affects
- ☐ makes easier
- ☐ focuses on

Exercise 5

Paragraph 6: Ekman’s observation may be relevant to the British expression “keep a stiff upper lip” as a recommendation for handling stress. It might be that a “stiff” lip suppresses emotional response—as long as the lip is not quivering with fear or tension. But when the emotion that leads to stiffening the lip is more intense, and involves strong muscle tension, facial feedback may heighten emotional response.

The word “relevant” in the passage is closest in meaning to

- ☐ contradictory
- ☐ confusing
- ☐ dependent
- ☐ applicable

Exercise 6

Paragraph 4: This impact released an enormous amount of energy, excavating a crater about twice as large as the lunar crater Tycho. The explosion lifted about 100 trillion tons of dust into the atmosphere, as can be determined by measuring the thickness of the sediment layer formed when this dust settled to the surface. Such a

quantity of material would have blocked the sunlight completely from reaching the surface, plunging Earth into a period of cold and darkness that lasted at least several months. The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that sprayed out over much of Earth, starting widespread fires that must have **consumed** most terrestrial forests and grassland. Presumably, those environmental disasters could have been responsible for the mass extinction, including the death of the dinosaurs.

6. The word “**consumed**” in the passage is closest in the meaning to

- ☐ changed
- ☐ exposed
- ☐ destroyed
- ☐ covered

Exercise 7

Paragraph 6: The technology is in place for a major expansion of wind power worldwide. Wind power is a virtually unlimited source of energy at favorable sites, and even excluding environmentally sensitive areas, the global potential of wind power is much higher than the current world electricity use. In theory, Argentina, Canada, Chile, China, Russia, and the United Kingdom could use wind to meet all of their energy needs. Wind power experts **project** that by the middle of the twenty-first century wind power could supply more than 10 percent of the world’s electricity and 10-25 percent of the electricity used in the United States.

The word “**project**” in the passage is closest in meaning to

- ☐ estimate
- ☐ respond
- ☐ argue
- ☐ plan

Exercise 8

Paragraph 1: The earliest discovered traces of art are beads and carvings, and then paintings, from sites dating back to the Upper Paleolithic period. We might expect that early artistic efforts would be crude, but the cave paintings of Spain and southern France show a **marked** degree of skill. So do the naturalistic paintings on slabs of

stone excavated in southern Africa. Some of those slabs appear to have been painted as much as 28,000 years ago, which suggests that painting in Africa is as old as painting in Europe. But painting may be even older than that. The early Australians may have painted on the walls of rock shelters and cliff faces at least 30,000 years ago, and maybe as much as 60,000 years ago.

The word “marked” in the passage is closest in meaning to

- ☐ considerable
- ☐ surprising
- ☐ limited
- ☐ adequate

Exercise 9

Paragraph 5: Scientists have known for some time that certain plants, called hyperaccumulators, can concentrate minerals at levels a hundredfold or greater than normal. A survey of known hyperaccumulators identified that 75 percent of them amassed nickel, cobalt, copper, zinc, manganese, lead, and cadmium are other minerals of choice. Hyperaccumulators run the entire range of the plant world. They may be herbs, shrubs, or trees. Many members of the mustard family, spurge family, legume family, and grass family are top hyperaccumulators. Many are found in tropical and subtropical areas of the world, where accumulation of high concentrations of metals may afford some protection against plant-eating insects and microbial pathogens.

The word “afford” in the passage is closest in meaning to

- ☐ offer
- ☐ prevent
- ☐ increase
- ☐ remove

Exercise 10

Paragraph 3: The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity. The new methods of doing business

involved a new and stricter sense of time. Factory life necessitated a more regimented schedule, where work began at the sound of a bell and workers kept machines going at a constant pace. At the same time, workers were required to discard old habits, for industrialism demanded a worker who was alert, dependable, and self-disciplined. Absenteeism and lateness hurt productivity and, since work was specialized, disrupted the regular factory routine. Industrialization not only produced a fundamental change in the way work was organized; it transformed the very nature of work.

The word “disrupted” in the passage is closest in meaning to

- ☐ prolonged
- ☐ established
- ☐ followed
- ☐ upset

Exercise 11

Paragraph 4: In lowland country almost any spot on the ground may overlie what was once the bed of a river that has since become buried by soil; if they are now below the water's upper surface (the water table), the gravels and sands of the former riverbed, and its sandbars, will be saturated with groundwater.

The word “overlie” in the passage is closest in meaning to

- ☐ cover
- ☐ change
- ☐ separate
- ☐ surround

Exercise 12

Paragraph 1: In seeking to describe the origins of theater, one must rely primarily on speculation, since there is little concrete evidence on which to draw. The most widely accepted theory, championed by anthropologists in the late nineteenth and early twentieth centuries, envisions theater as emerging out of myth and ritual. The process perceived by these anthropologists may be summarized briefly. During the early

stages of its development, a society becomes aware of forces that appear to influence or control its food supply and well-being. Having little understanding of natural causes, it attributes both desirable and undesirable occurrences to supernatural or magical forces, and it searches for means to win the favor of these forces. Perceiving an apparent connection between certain actions performed by the group and the result it desires, the group repeats, refines and formalizes those actions into fixed ceremonies, or rituals.

The word “championed” in the passage is closest in meaning to

- ☐ changed
- ☐ debated
- ☐ created
- ☐ supported

Exercise 13

Paragraph 6: But neither the human imitative instinct nor a penchant for fantasy by itself leads to an autonomous theater. Therefore, additional explanations are needed. One necessary condition seems to be a somewhat detached view of human problems. For example, one sign of this condition is the appearance of the comic vision, since comedy requires sufficient detachment to view some deviations from social norms as ridiculous rather than as serious threats to the welfare of the entire group. Another condition that contributes to the development of autonomous theater is the emergence of the aesthetic sense. For example, some early societies ceased to consider certain rites essential to their well-being and abandoned them, nevertheless, they retained as parts of their oral tradition the myths that had grown up around the rites and admired them for their artistic qualities rather than for their religious usefulness.

The word “penchant” in the passage is closest in meaning to

- ☐ compromise
- ☐ inclination
- ☐ tradition
- ☐ respect

Exercise 14

Paragraph 3: The first wells were drilled into the Ogallala during the drought years of the early 1930s. The ensuing rapid expansion of irrigation agriculture, especially from the 1950s onward, transformed the economy of the region. More than 100,000 wells now tap the Ogallala. Modern irrigation devices, each capable of spraying 4.5 million liters of water a day, have produced a landscape dominated by geometric patterns of circular green islands of crops. Ogallala water has enabled the High Plains region to supply significant amounts of the cotton, sorghum, wheat, and corn grown in the United States. In addition, 40 percent of American grain-fed beef cattle are fattened here.

The word “ensuing” in the passage is closest in meaning to

- ☐ continuing
- ☐ surprising
- ☐ initial
- ☐ subsequent

Exercise 15

Paragraph 5: The causes of this population rebound are consequences of other human actions. First, the major predators of deer—wolves, cougar, and lynx—have been greatly reduced in numbers. Second, conservation has been insured by limiting times for and types of hunting. But the most profound reason for the restoration of high population numbers has been the fate of the forests. Great tracts of lowland country deforested by logging, fire, or both have become ideal feeding grounds of deer. In addition to finding an increase of suitable browse, like huckleberry and vine maple, Arthur Einarsen, longtime game biologist in the Pacific Northwest, found quality of browse in the open areas to be substantially more nutritive. The protein content of shade-grown vegetation, for example, was much lower than that for plants grown in clearings.

The word “rebound” in the passage is closest in meaning to

- ☐ decline
- ☐ recovery
- ☐ exchange
- ☐ movement

Lesson Plan4 – Insert text questions

Week3 Sat.

Teaching Aim:

1. Review the reading skills and strategies mentioned in the last class.
2. Students get to know the insert text questions and how to answer the insert text questions

Learning Objectives:

1. Review the previous lesson and answer students' question on their homework.
2. Identify insert text questions.
3. Use the active reading skills—finding the structure of the text and other strategies to answer insert text questions:
Identify logical connections within a passage.
Recognizing transitional words that show the connections among sentences
Using pronouns to figure out the order of ideas and sentences
4. Exercises on the insert text questions.

Materials:

Handout6 – week3 Sat. Insert text Questions

Handout7 – week3 Sat. Homework exercises on Insert Text questions.

Procedure and Purpose

Step1. Students work in groups answering each other's questions first and then instructor answer students' questions on their homework exercise.	<p>1. By first learning from each other, students are engaged in solving the problems by their own.</p> <p>2. Instructor answers the puzzles students still have in the end; they will have a deeper understanding of the thinking process and procedure to answer the questions.</p>
Step2. Warm up activity: use one Chinese text as an example to introduce the insert	Using one Chinese text to let the students make an analogy to answer the same type

<p>text questions. Let students analyze the procedure of how they work out the Chinese text and make analogy to the strategies and skills recommended to answer the TOEFL insert questions.</p>	<p>of question on TOEFL reading can first evoke students' interest, since Chinese is their native language; it is easy for them to understand the structure of the text. Second, they can change their position from a test taker to a test designer, understanding more deeply what skills are tested in the insert text questions as a test designer.</p>
<p>Step3. Students use the skills and strategies they found to do few sample exercises, checking whether it can work out well in the questions.</p>	<p>The skills and strategies students come up with might not be the most appropriate one to answer the insert text questions. However, by letting students firstly try the skills they have found can help learn with their own puzzles from the instructor.</p>
<p>Step4. Instructor presents the active reading skills – finding the structure of the text (already briefly mentioned in the first lesson), and several strategies to answer the insert questions using other sample texts from the handout: Identify logical connections within a passage; recognizing transitional words that show the connections among sentences; using pronouns to figure out the order of ideas and sentences.</p>	<p>When students learn from the instructor's presentation of the skills and strategies, they will make comparison and contrast during the process and memorize the right procedure to answer the insert text questions by their own.</p>
<p>Step5. Instructor answers students' questions and assigns the homework for the insert text questions.</p>	<ol style="list-style-type: none"> 1. As students compared the skills and strategies they use with the instructor's, they might have some questions in their mind. 2. Assigning students homework exercises to do will help students remember and memorize the procedure of answering this type of question.

Handout6 – week3 Sat. Insert text Questions

句子插入题 Insert Text question

一、认识题型：

(一)、识别：

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

给出句：Where would the sentence best fit?

(二)、考察目标：_____

二、解题技巧：

(一)、解题步骤：

- 1、看给出句，在给出句中找线索词。
- 2、读黑方块所在段，分析给出句和上下文的关系，找匹配词
- 3、代入验证，承上启下，前后匹配

(二)、解题原则：

线索词：指代线索（代词）+逻辑线索（逻辑词）+词汇线索

1、指代线索：

- 1) this、these、it、he、other、another、such+N，向前找相同的名词短语或
其同义改写。

- 2) The 用于重复上文提到的事物。

2、逻辑线索：

- 1)、表因果、转折等关系的过渡词：therefore, so, as a result, consequently, on the contrary, however 等；

四、表递进关系的过渡词：furthermore, also, as well, too, in addition, moreover, besides, even, additionally 等；

五、表顺序的过渡词：first, second, third 等。

3、词汇线索：

- 1)、原词重现（关键同义词，重复出现的形容词，副词和名词）

2)、上下义词

3)、隐含同义

三、Examples:

Example 1

Paragraph 7: ■The raising of livestock is a major economic activity in semiarid lands, where grasses are generally the dominant type of natural vegetation. ■The consequences of an excessive number of livestock grazing in an area are the reduction of the vegetation cover and the trampling and pulverization of the soil. ■This is usually followed by the drying of the soil and accelerated erosion. ■

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

This economic reliance on livestock in certain regions makes large tracts of land susceptible to overgrazing.

Where would the sentence best fit?

The sentence provided, "**This economic reliance on livestock in certain regions makes large tracts of land susceptible to overgrazing.**" is best inserted at Square 2. The inserted sentence refers explicitly to relying on "livestock in certain regions." Those regions are the ones described in the sentence preceding square 2, which states that raising livestock is "a major economic activity in semiarid lands." The inserted sentence then explains that this reliance "makes large tracts of land susceptible to overgrazing." The sentence that follows square 2 goes on to say that "The consequences of an excessive number of livestock grazing in an area are. . ." Thus, the inserted sentence contains references to both the sentence before square 2 and the sentence after square 2. This is not true of any of the other possible insert points, so square 2 is correct.

Example 2

Paragraph 5: Opportunists must constantly invade new areas to compensate for being displaced by more competitive species. Human landscapes of lawns, fields, or

flowerbeds provide settings with bare soil and a lack of competitors that are perfect habitats for colonization by opportunists. ■ Hence, many of the strongly opportunistic plants are the common weeds of fields and gardens. ■

Paragraph 6: Because each individual is short-lived, the population of an opportunist species is likely to be adversely affected by drought, bad winters, or floods. ■ If their population is tracked through time, it will be seen to be particularly unstable—soaring and plummeting in irregular cycles. ■

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

Such episodic events will cause a population of dandelions, for example, to vary widely.

Where would the sentence best fit?

Example 3

Paragraph 5: ■ Modern architectural forms generally have three separate components comparable to elements of the human body; a supporting skeleton or frame, an outer skin enclosing the interior spaces, and equipment, similar to the body's vital organs and systems. ■ The equipment includes plumbing, electrical wiring, hot water, and air-conditioning. ■ Of course in early architecture—such as igloos and adobe structures—there was no such equipment, and the skeleton and skin were often one. ■

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

However, some modern architectural designs, such as those using folded plates of concrete or air-inflated structures, are again unifying skeleton and skin.

Where would the sentence best fit?

总结:

1、

Example 4

Paragraph 6: ■Because they are always swimming, tunas simply have to open their mouths and water is forced in and over their gills. ■Accordingly, they have lost most of the muscles that other fishes use to suck in water and push it past the gills. ■In fact, tunas must swim to breathe. ■They must also keep swimming to keep from sinking, since most have largely or completely lost the swim bladder, the gas-filled sac that helps most other fish remain buoyant.

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

Consequently, tunas do not need to suck in water.

Where would the sentence best fit?

Example 5

Paragraph 6: Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. ■In dry areas the wind is the principal agent of erosion. ■It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. ■Even living things contribute to the formation of landscapes. ■Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

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

Under different climatic conditions, another type of destructive force contributes to erosion.

Where would the sentence best fit?

Example 6

Paragraph 5: Above the tree line there is a zone that is generally called alpine tundra. ■Immediately adjacent to the timberline, the tundra consists of a fairly complete cover of low-lying shrubs, herbs, and grasses, while higher up the number and diversity of species decrease until there is much bare ground with occasional mosses and lichens and some prostrate cushion plants. ■Some plants can even survive in favorable microhabitats above the snow line. The highest plants in the world occur at around 6,100 meters on Makalu in the Himalayas. ■At this great height, rocks, warmed by the sun, melt small snowdrifts. ■

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

This explains how, for example, alpine cushion plants have been found growing at an altitude of 6,180 meters.

Where would the sentence best fit?

Example 7

Paragraph 5: The reaction of farmers to the inevitable depletion of the Ogallala varies. Many have been attempting to conserve water by irrigating less frequently or by switching to crops that require less water. ■Others, however, have adopted the philosophy that it is best to use the water while it is still economically profitable to do so and to concentrate on high-value crops such as cotton. ■The incentive of the farmers who wish to conserve water is reduced by their knowledge that many of their neighbors are profiting by using great amounts of water, and in the process are drawing down the entire region's water supplies. ■

Paragraph 6: In the face of the upcoming water supply crisis, a number of grandiose schemes have been developed to transport vast quantities of water by canal or pipeline from the Mississippi, the Missouri, or the Arkansas rivers. ■Unfortunately, the cost of water obtained through any of these schemes would increase pumping costs at least tenfold, making the cost of irrigated agricultural products from the region uncompetitive on the national and international markets. Somewhat more promising have been recent experiments for releasing capillary water (water in the soil) above the water table by injecting compressed air into the ground. Even if this process proves successful, however, it would almost triple water costs. Genetic engineering

also may provide a partial solution, as new strains of drought-resistant crops continue to be developed. Whatever the final answer to the water crisis may be, it is evident that within the High Plains, irrigation water will never again be the abundant, inexpensive resource it was during the agricultural boom years of the mid-twentieth century.

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

But even if uncooperative farmers were to join in the conservation efforts, this would only delay the depletion of the aquifer.

Where would the sentence best fit? Click on a square to add the sentence to the passage.

总结：2、

1)、表因果、转折等关系的过渡词：therefore, so, as a result, consequently, on the contrary, however 等；

2)、表递进关系的过渡词：furthermore, also, as well, too, in addition, moreover, besides, even, additionally 等

3)、表顺序的过渡词：first, second, third 等

Example 8

Extinct but already fully marine cetaceans are known from the fossil record. ■How was the gap between a walking mammal and a swimming whale bridged? ■Missing until recently were fossils clearly intermediate, or transitional, between land mammals and cetaceans. ■Very exciting discoveries have finally allowed scientists to reconstruct the most likely origins of cetaceans. ■In 1979, a team looking for fossils in northern Pakistan found what proved to be the oldest fossil whale. The fossil was officially named Pakicetus in honor of the country where the discovery was made. Pakicetus was found embedded in rocks formed from river deposits that were 52 million years old. The river that formed these deposits was actually not far from an ancient ocean known as the Tethys Sea.

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

This is a question that has puzzled scientists for ages.

Where would the sentence best fit?

Example 9

Paragraph 5: The Psychodynamic Approach. Theorists adopting the psychodynamic approach hold that inner conflicts are crucial for understanding human behavior, including aggression. Sigmund Freud, for example, believed that aggressive impulses are inevitable reactions to the frustrations of daily life. Children normally desire to vent aggressive impulses on other people, including their parents, because even the most attentive parents cannot gratify all of their demands immediately. ■ Yet children, also fearing their parents' punishment and the loss of parental love, come to repress most aggressive impulses. ■ The Freudian perspective, in a sense: sees us as "steam engines." ■ By holding in rather than venting "steam," we set the stage for future explosions. ■ Pent-up aggressive impulses demand outlets. They may be expressed toward parents in indirect ways such as destroying furniture, or they may be expressed toward strangers later in life.

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

According to Freud, however, impulses that have been repressed continue to exist and demand expression.

Where would the sentence best fit?

Example 10

Paragraph 5: Scientists have known for some time that certain plants, called hyper-accumulators, can concentrate minerals at levels a hundredfold or greater than normal. ■ A survey of known hyper-accumulators identified that 75 percent of them amassed nickel, cobalt, copper, zinc, manganese, lead, and cadmium are other minerals of choice. ■ Hyper-accumulators run the entire range of the plant world. ■ They may be herbs, shrubs, or trees. ■ Many members of the mustard family, spurge family, legume family, and grass family are top hyper-accumulators. Many are found in tropical and subtropical areas of the world, where accumulation of high concentrations of metals may afford some protection against plant-eating insects and microbial pathogens.

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

Certain minerals are more likely to be accumulated in large quantities than others.

Where could the sentence best fit?

总结：3、

1)、原词重现（关键同义词）

2)、上下义词

3)、同义词

四、注意事项：

（一）、插入句中出现插入语或从句，重点读主干。

（二）、一般不可置顶句：This+N；However、Nevertheless、Yet 开头句。

Handout7 – week3 Sat. Homework exercises on Insert Text questions.

插入句子题练习题

Exercise 1

Paragraph 3: ■Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. ■About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumiere, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison's former assistant, William Dickson) perfected projection devices. ■These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience. ■

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

When this widespread use of projection technology began to hurt his Kinetoscope business, Edison acquired a projector developed by Armat and introduced it as “Edison’s latest marvel, the Vitascope.”

Where would the sentence best fit?

Exercise 2

Paragraph 1: Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. ■As master craft workers, they imparted the knowledge of their trades to apprentices and journeymen. ■In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. ■After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. ■Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

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

This new form of manufacturing depended on the movement of goods to distant locations and a centralized source of laborers.

Where would the sentence best fit?

Exercise 3

Paragraph 2: ■Most investigators concur that certain facial expressions suggest the same emotions in all people. ■Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. ■In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. ■He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups,

including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

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

This universality in the recognition of emotions was demonstrated by using rather simple methods.

Where would the sentence best fit?

Exercise 4

Paragraph 2: During Jackson's second term, his opponents had gradually come together to form the Whig party. ■Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. ■The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. ■This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. ■The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

12. Look at the four squares II that indicate where the following sentence can be added to the passage.

This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy.

Where would the sentence best fit?

Exercise 5

Paragraph 6: ■Ecologists are especially interested to know what factors contribute to the resilience of communities because climax communities all over the world are being severely damaged or destroyed by human activities. ■The destruction caused by the volcanic explosion of Mount St. Helens, in the northwestern United States, for example, pales in comparison to the destruction caused by humans. ■We need to know what aspects of a community are most important to the community's resistance to destruction, as well as its recovery. ■

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

In fact, damage to the environment by humans is often much more severe than damage by natural events and processes.

Where would the sentence best fit? Click on a square to add the sentence to the passage.

Exercise 6

Paragraph 2: One of the most puzzling aspects of the paintings is their location. Other rock paintings—for example, those of Bushmen in South Africa—are either located near cave entrances or completely in the open. ■Cave paintings in France and Spain, however, are in recesses and caverns far removed from original cave entrances. ■This means that artists were forced to work in cramped spaces and without sources of natural light. ■It also implies that whoever made them did not want them to be easily found. ■Since cave dwellers normally lived close to entrances, there must have been some reason why so many generations of Lascaux cave dwellers hid their art.

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

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

Where would the sentence best fit?

Exercise 7

Paragraph 1: Since 1980, the use of wind to produce electricity has been growing rapidly. ■In 1994 there were nearly 20,000 wind turbines worldwide, most grouped in

clusters called wind farms that collectively produced 3,000 megawatts of electricity. ■Most were in Denmark (which got 3 percent of its electricity from wind turbines) and California (where 17,000 machines produced 1 percent of the state's electricity, enough to meet the residential needs of a city as large as San Francisco). ■In principle, all the power needs of the United States could be provided by exploiting the wind potential of just three states—North Dakota, South Dakota, and Texas. ■

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

Some companies in the power industry are aware of this wider possibility and are planning sizable wind-farm projects in states other than California.

Where would the sentence best fit?

Exercise 8

Paragraph 3: The subjects of the paintings are mostly animals. The paintings rest on bare walls, with no backdrops or environmental trappings. Perhaps, like many contemporary peoples, Upper Paleolithic men and women believed that the drawing of a human image could cause death or injury, and if that were indeed their belief, it might explain why human figures are rarely depicted in cave art. Another explanation for the focus on animals might be that these people sought to improve their luck at hunting. ■This theory is suggested by evidence of chips in the painted figures, perhaps made by spears thrown at the drawings. ■But if improving their hunting luck was the chief motivation for the paintings, it is difficult to explain why only a few show signs of having been speared. ■Perhaps the paintings were inspired by the need to increase the supply of animals. Cave art seems to have reached a peak toward the end of the Upper Paleolithic period, when the herds of game were decreasing. ■

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

Therefore, if the paintings were connected with hunting, some other explanation is needed.

Where would the sentence best fit?

Exercise 9

Paragraph 8: Much of the water in a sample of water-saturated sediment or rock will drain from it if the sample is put in a suitable dry place. ■ But some will remain, clinging to all solid surfaces. ■ It is held there by the force of surface tension without which water would drain instantly from any wet surface, leaving it totally dry. ■ The total volume of water in the saturated sample must therefore be thought of as consisting of water that can, and water that cannot, drain away. ■

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

What, then, determines what proportion of the water stays and what proportion drains away?

Where would the sentence best fit?

Exercise 10

Paragraph 6: Impacts by meteorites represent one mechanism that could cause global catastrophes and seriously influence the evolution of life all over the planet. ■ According to some estimates, the majority of all extinctions of species may be due to such impacts. ■ Such a perspective fundamentally changes our view of biological evolution. ■ The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments. ■ Yet an equally important criterion is the ability of a species to survive random global ecological catastrophes due to impacts.

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

This is the criterion emphasized by Darwin's theory of evolution by natural selection.

Where would the sentence best fit?

Exercise 11

Paragraph 2: Speculation on the origin of these Pacific islanders began as soon as outsiders encountered them, in the absence of solid linguistic, archaeological, and biological data, many fanciful and mutually exclusive theories were devised. Pacific islanders are variously thought to have come from North America, South America,

Egypt, Israel, and India, as well as Southeast Asia. ■ Many older theories implicitly deprecated the navigational abilities and overall cultural creativity of the Pacific islanders. ■ For example, British anthropologists G. Elliot Smith and W. J. Perry assumed that only Egyptians would have been skilled enough to navigate and colonize the Pacific. ■ They inferred that the Egyptians even crossed the Pacific to found the great civilizations of the New World (North and South America). ■ In 1947 Norwegian adventurer Thor Heyerdahl drifted on a balsa-log raft westward with the winds and currents across the Pacific from South America to prove his theory that Pacific islanders were Native Americans (also called American Indians). Later Heyerdahl suggested that the Pacific was peopled by three migrations: by Native Americans from the Pacific Northwest of North America drifting to Hawaii, by Peruvians drifting to Easter Island, and by Melanesians. In 1969 he crossed the Atlantic in an Egyptian-style reed boat to prove Egyptian influences in the Americas. Contrary to these theorists, the overwhelming evidence of physical anthropology, linguistics, and archaeology shows that the Pacific islanders came from Southeast Asia and were skilled enough as navigators to sail against the prevailing winds and currents.

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

Later theories concentrate on journeys in the other direction.

Where could the sentence best fit?

Exercise 12

Paragraph 3: One interpretation regarding the absence of fossils during this important 100-million-year period is that early animals were soft bodied and simply did not fossilize. ■ Fossilization of soft-bodied animals is less likely than fossilization of hard-bodied animals, but it does occur. ■ Conditions that promote fossilization of soft-bodied animals include very rapid covering by sediments that create an environment that discourages decomposition. ■ In fact, fossil beds containing soft-bodied animals have been known for many years. ■

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

It is relatively rare because the fossilization of soft-bodied animals requires a

special environment. Where could the sentence best fit?

Exercise 13

Paragraph 5: Not only could Smith identify rock strata by the fossils they contained, he could also see a pattern emerging: certain fossils always appear in more ancient sediments, while others begin to be seen as the strata become more recent. ■By following the fossils, Smith was able to put all the strata of England's earth into relative temporal sequence. ■About the same time, Georges Cuvier made the same discovery while studying the rocks around Paris. ■Soon it was realized that this principle of faunal (animal) succession was valid not only in England or France but virtually everywhere. ■It was actually a principle of floral succession as well, because plants showed the same transformation through time as did fauna. Limestone may be found in the Cambrian or—300 million years later—in the Jurassic strata, but a trilobite—the ubiquitous marine arthropod that had its birth in the Cambrian—will never be found in Jurassic strata, nor a dinosaur in the Cambrian.

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

The findings of these geologists inspired others to examine the rock and fossil records in different parts of the world.

Where would the sentence best fit?

4.5 Lesson Plan5 – Factual information questions

Lesson Plan5 – Factual information questions

Week4 Sat.

Teaching Aim:

1. Review the reading skills and test taking strategies mentioned in the previous lesson.
2. Students get to know how to answer factual information questions.

Learning Objectives:

2. Students understand the purpose of the answering the question -- Factual information questions ask test takers to find the answer choice that uses basically the same idea, but with similar or synonymous language in the text.
3. Students learn to comprehend importance information and facts that are stated in a passage
4. Students learn to locate a specific piece of information in the passage quickly, using examples and descriptions to find information
5. Students learn to use transitional expressions to locate details such as examples, time, reasons, or results and understand the distinction between main ideas and supporting details.
6. Students learn to eliminate the distracter choices

Materials:

Handout8 – Week4 Sat. Factual information questions

Handout9 – Week4 Sat. Homework exercises on factual information questions

Procedure and Purpose

<p>Step1. Review the previous lesson and Students work in groups answering each other's questions first and then instructor answer students' questions on their homework exercise.</p>	<ol style="list-style-type: none"> 1. By first learning from each other, students are engaged in solving the problems by their own. 2. Instructor answers the puzzles students still have in the end; they will have a deeper understanding of the thinking process and procedure to answer the questions.
<p>Step2. 1Instructor presents the definition, purpose of the factual information question -- The correct answer in the factual information question is usually a restatement or paraphrase of the information in the text, not an exact repeat of it. Factual information questions ask test takers to find the answer choice that uses basically the same idea, but with similar or synonymous language instead</p>	<ol style="list-style-type: none"> 1. Chinese students are familiar with this kind of detailed questions in reading comprehension, however, the instructors should still make it clear the purpose of the question that are tested in TOEFL reading. 2. The purpose of this activity is to let students know that the right answer is always the restatement or paraphrase of the original information in the text since this type of question asks test takers to

<p>of words that are exactly the same</p> <p>2. Instructor asks students to answer the first sample question and let students come up with the answer without looking at the four choices in the stem.</p> <p>3. Instructor asks students to answer the second sample question and let students compete with each other to see who first locate the specific piece of information in the passage. Student who first wins the competition will get a gift from the instructor.</p>	<p>identify factual information that is stated directly in the passage. Usually the information is only given once in the passage. The question will not ask about a general theme or idea.</p> <p>3. Locating the specific pieces of information quickly is one of the skills required to answer the factual question. And it is always a tough and frustrating process for students to locate key information in the text, so the small competition will motivate the students and keep their interest.</p>
<p>Step3. Group discussion: how to identify the key idea/ words of the question? How to locate specific pieces of information in the text? Do we need to make inferences of the original text in answering these questions?</p>	<p>The key information to answer the factual information question is to know how to identify the key idea/ words and scan for the specific information in the text. And because the common mistake students have is to make inference in answering his question, instructor should address</p>
<p>Step4. Instructor presents the skills and strategies to answer the factual information questions using other sample texts in the handout.</p>	<p>When students learn from the instructor's presentation of the skills and strategies, they will make comparison and contrast during the process and memorize the right procedure to answer the questions</p>
<p>Step5. Instructor answers students' questions on the factual information questions and assigns the homework for the insert text questions.</p>	<p>1. As students compared the skills and strategies they use with the instructor's, they might have some questions in their mind.</p> <p>2. Assigning students homework exercises to do will help students remember and memorize the procedure of answering this type of question.</p>

Handout8 – Week5 Wed. Factual information questions

细节题 Factual Information questions

一、认识题型：

(一)、识别:

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

According to the paragraph, X occurred because...

According to the paragraph, X did Y because...

According to the paragraph, why did X do Y?

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

(二)、考察目标: _____

二、解题技巧:

解题原则: 从问题当中找到关键词!!!

三、解题步骤:

(一)、根据题目中的关键词进行定位 (笔记——原文);

(二)、Scanning:

{ 在原文中寻找该关键词或其同义替换词;
寻找关键词的上下义词;
寻找关键词及其相关概念的第一次出现位置;

(三)、根据所读内容形成答案判断;

(四)、验证选项, 选择与答案判断一致的选项;

(五)、若无匹配选项则检查读题、定位、理解正确性。

四、错误选项特征:

(一)、非——原文表达但不在原文考点区间

(二)、反——与原文矛盾选项

(三)、无——原文未提及

A、极端词：

明显最高级/绝对化关系的特色词汇: -est, best, most, least / 比较级

隐含最高级/绝对化关系的特色词汇：

- a. 自身含有最高级含义: maximum, minimum, outstanding, extreme.
- b. 否定加比较: nothing can better than that
- c. 程度较深的词: surprisingly, amazingly, prohibitively(表示价格的极高)
- d. 自身含唯一含义的词: Only, the one, 序数词
- e. 所有/所有都不: must, all most, all/ none, never

B、虚假比较：

- 1) 比较主体必须在原文中出现；
- 2) 比较点和原文描述对应；
- 3) 比较结果符合原文描述

五、Examples:

三种题型：

Example 1

Paragraph 3: Whigs, on the other hand, were more comfortable with the market. For them, commerce and economic development were agents of civilization. Nor did the Whigs envision any conflict in society between farmers and workers on the one hand and businesspeople and bankers on the other. Economic growth would benefit everyone by raising national income and expanding opportunity. The government's responsibility was to provide a well-regulated economy that guaranteed opportunity for citizens of ability.

5. According to paragraph 3, which of the following describes the Whig Party's view of the role of government?

- ☐ To regulate the continuing conflict between farmers and businesspeople

- ☐ To restrict the changes brought about by the market
- ☐ To maintain an economy that allowed all capable citizens to benefit
- ☐ To reduce the emphasis on economic development

Example 2

Paragraph 5: There is little doubt, however, that desertification in most areas results primarily from human activities rather than natural processes. The semiarid lands bordering the deserts exist in a delicate ecological balance and are limited in their potential to adjust to increased environmental pressures. Expanding populations are subjecting the land to increasing pressures to provide them with food and fuel. In wet periods, the land may be able to respond to these stresses. During the dry periods that are common phenomena along the desert margins, though, the pressure on the land is often far in excess of its diminished capacity, and desertification results.

4. According to paragraph 5, in dry periods, border areas have difficulty

- ☐ Adjusting to stresses created by settlement
- ☐ Retaining their fertility after desertification
- ☐ Providing water for irrigating crops
- ☐ Attracting populations in search of food and fuel

Example 3

Paragraph 3: Even in the areas that retain a soil cover, the reduction of vegetation typically results in the loss of the soil's ability to absorb substantial quantities of water. The impact of raindrops on the loose soil tends to transfer fine clay particles into the tiniest soil spaces, sealing them and producing a surface that allows very little water penetration. Water absorption is greatly reduced; consequently runoff is increased, resulting in accelerated erosion rates. The gradual drying of the soil caused by its diminished ability to absorb water results in the further loss of vegetation, so that a cycle of progressive surface deterioration is established.

2. According to paragraph 3, the loss of natural vegetation has which of the following consequences for soil?

- ☐ Increased stony content

- ☐ Reduced water absorption
- ☐ Increased numbers of spaces in the soil
- ☐ Reduced water run off

Example 4

Paragraph 2: Sensitivity to physical laws is thus an important consideration for the maker of applied-art objects. It is often taken for granted that this is also true for the maker of fine-art objects. This assumption misses a significant difference between the two disciplines. Fine-art objects are not constrained by the laws of physics in the same way that applied-art objects are. Because their primary purpose is not functional, they are only limited in terms of the materials used to make them. Sculptures must, for example, be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be taut, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under that hoof. This was done because the cannonball was needed to support the weight of the leg. In other words, the demands of the laws of physics, not the sculptor's aesthetic intentions, placed the ball there. That this device was a necessary structural compromise is clear from the fact that the cannonball quickly disappeared when sculptors learned how to strengthen the internal structure of a statue with iron braces (iron being much stronger than bronze).

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

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

Example 5

Paragraph 6: Thus a proportion of the total volume of any sediment, loose or cemented, consists of empty space. Most crystalline rocks are much more solid; a common exception is basalt, a form of solidified volcanic lava, which is sometimes full of tiny bubbles that make it very porous.

Paragraph 7: The proportion of empty space in a rock is known as its porosity. But note that porosity is not the same as permeability, which measures the ease with which water can flow through a material; this depends on the sizes of the individual cavities and the crevices linking them.

10. According to paragraphs 6 and 7, why is basalt unlike most crystalline forms of rock?

- ☐ It is unusually solid
- ☐ It often has high porosity.
- ☐ It has a low proportion of empty space.
- ☐ It is highly permeable.

总结：（一）、

Example 6

Paragraph 5: In this newly emerging economic order, workers sometimes organized to protect their rights and traditional ways of life. Craft workers such as carpenters, printers, and tailors formed unions, and in 1834 individual unions came together in the National Trades' Union. The labor movement gathered some momentum in the decade before the Panic of 1837, but in the depression that followed, labor's strength collapsed. During hard times, few workers were willing to strike* or engage in collective action. And skilled craft workers, who spearheaded the union movement, did not feel a particularly strong bond with semiskilled factory workers and unskilled laborers. More than a decade of agitation did finally bring a workday shortened to 10 hours to most industries by the 1850's, and the courts also recognized workers' right to strike, but these gains had little immediate impact.

8. Which of the following statements about the labor movement of the 1800's is supported by paragraph 5?

- ☐ It was most successful during times of economic crisis.
- ☐ Its primary purpose was to benefit unskilled laborers.
- ☐ It was slow to improve conditions for workers.
- ☐ It helped workers of all skill levels form a strong bond with each other.

Example 7

Even development in architecture has been the result of major technological changes. Materials and methods of construction are integral parts of the design of architecture structures. In earlier times it was necessary to design structural systems suitable for the materials that were available, such as wood, stone, brick. Today technology has progressed to the point where it is possible to invent new building materials to suit the type of structure desired. Enormous changes in materials and techniques of construction within the last few generations have made it possible to enclose space with much greater ease and speed and with a minimum of material. Progress in this area can be measured by the difference in weight between buildings built now and those of comparable size built one hundred ago.

6. According to paragraph 4, which of the following is true about materials used in the construction of buildings?

- ☐ Because new building materials are hard to find, construction techniques have changed very little from past generations.
- ☐ The availability of suitable building materials no longer limits the types of structures that may be built.
- ☐ The primary building materials that are available today are wood, stone, and brick.
- ☐ Architects in earlier times did not have enough building materials to enclose large spaces.

Example 8

The vast grasslands of the High Plains in the central United States were settled by farmers and ranchers in the 1880's. This region has a semiarid climate, and for 50 years after its settlement, it supported a low-intensity agricultural economy of cattle

ranching and wheat farming. In the early twentieth century, however, it was discovered that much of the High Plains was underlain by a huge aquifer (a rock layer containing large quantities of groundwater). This aquifer was named the Ogallala aquifer after the Ogallala Sioux Indians, who once inhabited the region.

1. According to paragraph 1, which of the following statements about the High Plains is true?

- ☐ Until farmers and ranchers settled there in the 1880's, the High Plains had never been inhabited.
- ☐ The climate of the High Plains is characterized by higher-than-average temperatures.
- ☐ The large aquifer that lies underneath the High Plains was discovered by the Ogallala Sioux Indians.
- ☐ Before the early 1900's there was only a small amount of farming and ranching in the High Plains.

总结：（二）、

Example 9

Paragraph 3: At the upper timberline the trees begin to become twisted and deformed. This is particularly true for trees in the middle and upper latitudes, which tend to attain greater heights on ridges, whereas in the tropics the trees reach their greater heights in the valleys. This is because middle- and upper- latitude timberlines are strongly influenced by the duration and depth of the snow cover. As the snow is deeper and lasts longer in the valleys, trees tend to attain greater heights on the ridges, even though they are more exposed to high-velocity winds and poor, thin soils there. In the tropics, the valleys appear to be more favorable because they are less prone to dry out, they have less frost, and they have deeper soils.

6. According to paragraph 3, which of the following is true of trees in the middle and upper latitudes?

- ☐ Tree growth is negatively affected by the snow cover in valleys.
- ☐ Tree growth is greater in valleys than on ridges.
- ☐ Tree growth on ridges is not affected by high-velocity winds.

- Tree growth lasts longer in those latitudes than it does in the tropics.

Example 10

Paragraph 1: In seeking to describe the origins of theater, one must rely primarily on speculation, since there is little concrete evidence on which to draw. The most widely accepted theory, championed by anthropologists in the late nineteenth and early twentieth centuries, envisions theater as emerging out of myth and ritual. The process perceived by these anthropologists may be summarized briefly. During the early stages of its development, a society becomes aware of forces that appear to influence or control its food supply and well-being. Having little understanding of natural causes, it attributes both desirable and undesirable occurrences to supernatural or magical forces, and it searches for means to win the favor of these forces. Perceiving an apparent connection between certain actions performed by the group and the result it desires, the group repeats, refines and formalizes those actions into fixed ceremonies, or rituals.

4. According to paragraph 1, why did some societies develop and repeat ceremonial actions?

- ☐ To establish a positive connection between the members of the society
- ☐ To help society members better understand the forces controlling their food supply
- ☐ To distinguish their beliefs from those of other societies
- ☐ To increase the society's prosperity

总结：（三）

Handout9 – Week4 Wed. Homework exercises on factual information questions

细节题练习题

Exercise 1

Paragraph 6: Four specific activities have been identified as major contributors to the desertification processes: over cultivation, overgrazing, firewood gathering, and over irrigation. The cultivation of crops has expanded into progressively drier regions as population densities have grown. These regions are especially likely to have periods of severe dryness, so that crop failures are common. Since the raising of most crops

necessitates the prior removal of the natural vegetation, crop failures leave extensive tracts of land devoid of a plant cover and susceptible to wind and water erosion.

6. According to paragraph 6, which of the following is often associated with raising crops?

- ☐ Lack of proper irrigation techniques
- ☐ Failure to plant crops suited to the particular area
- ☐ Removal of the original vegetation
- ☐ Excessive use of dried animal waste

Exercise 2

Paragraph 3: An offshoot of the biological approach called sociobiology suggests that aggression is natural and even desirable for people. Sociobiology views much social behavior, including aggressive behavior, as genetically determined. Consider Darwin's theory of evolution. Darwin held that many more individuals are produced than can find food and survive into adulthood. A struggle for survival follows. Those individuals who possess characteristics that provide them with an advantage in the struggle for existence are more likely to survive and contribute their genes to the next generation. In many species, such characteristics include aggressiveness. Because aggressive individuals are more likely to survive and reproduce, whatever genes are linked to aggressive behavior are more likely to be transmitted to subsequent generations.

2. According to Darwin's theory of evolution, members of a species are forced to struggle for survival because

- ☐ not all individuals are skilled in finding food
- ☐ individuals try to defend their young against attackers
- ☐ many more individuals are born than can survive until the age of reproduction
- ☐ individuals with certain genes are more likely to reach adulthood

Exercise 3

Paragraph 3: The Earth's crust is thought to be divided into huge, movable segments, called plates, which float on a soft plastic layer of rock. Some mountains were formed as a result of these plates crashing into each other and forcing up the rock at the plate margins. In this process, sedimentary rocks that originally formed on the seabed may be folded upwards to altitudes of more than 26,000 feet. Other mountains may be raised by earthquakes, which fracture the Earth's crust and can displace enough rock to produce block mountains. A third type of mountain may be formed as a result of volcanic activity which occurs in regions of active fold mountain belts, such as in the Cascade Range of western North America. The Cascades are made up of lavas and volcanic materials. Many of the peaks are extinct volcanoes.

5. According to paragraph 3, one cause of mountain formation is the

- ☐ effect of climatic change on sea level
- ☐ slowing down of volcanic activity
- ☐ force of Earth's crustal plates hitting each other
- ☐ replacement of sedimentary rock with volcanic rock

Exercise 4

Paragraph 4: This unprecedented development of a finite groundwater resource with an almost negligible natural recharge rate—that is, virtually no natural water source to replenish the water supply—has caused water tables in the region to fall drastically. In the 1930s, wells encountered plentiful water at a depth of about 15 meters; currently, they must be dug to depths of 45 to 60 meters or more. In places, the water table is declining at a rate of a meter a year, necessitating the periodic deepening of wells and the use of ever-more-powerful pumps. It is estimated that at current withdrawal rates, much of the aquifer will run dry within 40 years. The situation is most critical in Texas, where the climate is driest, the greatest amount of water is being pumped, and the aquifer contains the least water. It is projected that the remaining Ogallala water will, by the year 2030, support only 35 to 40 percent of the irrigated acreage in Texas that is supported in 1980.

9. According to paragraph 4, compared with all other states that use Ogallala water for irrigation, Texas

- ☐ has the greatest amount of farmland being irrigated with Ogallala water
- ☐ contains the largest amount of Ogallala water underneath the soil
- ☐ is expected to face the worst water supply crisis as the Ogallala runs dry

- ☐ uses the least amount of Ogallala water for its irrigation needs

Exercise 5

Paragraph 5: The reaction of farmers to the inevitable depletion of the Ogallala varies. Many have been attempting to conserve water by irrigating less frequently or by switching to crops that require less water. Others, however, have adopted the philosophy that it is best to use the water while it is still economically profitable to do so and to concentrate on high-value crops such as cotton. The incentive of the farmers who wish to conserve water is reduced by their knowledge that many of their neighbors are profiting by using great amounts of water, and in the process are drawing down the entire region's water supplies.

11. Paragraph 5 mentions which of the following as a source of difficulty for some farmers who try to conserve water?

- ☐ Crops that do not need much water are difficult to grow in the High Plains.
- ☐ Farmers who grow crops that need a lot of water make higher profits.
- ☐ Irrigating less frequently often leads to crop failure.
- ☐ Few farmers are convinced that the aquifer will eventually run dry.

Exercise 6

Paragraph 3: The numbers of deer have fluctuated markedly since the entry of Europeans into Puget Sound country. The early explorers and settlers told of abundant deer in the early 1800s and yet almost in the same breath bemoaned the lack of this succulent game animal. Famous explorers of the North American frontier, Lewis and Clark had experienced great difficulty finding game west of the Rockies and not until the second of December did they kill their first elk. To keep 40 people alive that winter, they consumed approximately 150 elk and 20 deer. And when game moved out of the lowlands in early spring, the expedition decided to return east rather than face possible starvation. Later on in the early years of the nineteenth century, when Fort Vancouver became the headquarters of the Hudson's Bay Company, deer populations continued to fluctuate. David Douglas, Scottish botanical explorer of the 1830s. Found a disturbing change in the animal life around the fort during the period between his first visit in 1825 and his final contact with the fort in 1832. A recent Douglas biographer states: "The deer which once picturesquely dotted the meadows around the fort were gone [in 1832], hunted to extermination in order to protect the crops."

6. According to paragraph 3, how had Fort Vancouver changed by the time David Douglas returned in 1832?

- ☐ The fort had become the headquarters for the Hudson's Bay Company.
- ☐ Deer had begun populating the meadows around the fort.
- ☐ Deer populations near the fort had been destroyed.
- ☐ Crop yields in the area around the fort had decreased.

Exercise 7

Paragraph 4 : The particular symbolic significance of the cave paintings in southwestern France is more explicitly revealed, perhaps, by the results of a study conducted by researchers Patricia Rice and Ann Paterson. The data they present suggest that the animals portrayed in the cave paintings were mostly the ones that the painters preferred for meat and for materials such as hides. For example, wild cattle (bovines) and horses are portrayed more often than we would expect by chance, probably because they were larger and heavier (meatier) than other animals in the environment. In addition, the paintings mostly portray animals that the painters may have feared the most because of their size, speed, natural weapons such as tusks and horns, and the unpredictability of their behavior. That is, mammoths, bovines, and horses are portrayed more often than deer and reindeer. Thus, the paintings are consistent with the idea that the art is related to the importance of hunting in the economy of Upper Paleolithic people. Consistent with this idea, according to the investigators, is the fact that the art of the cultural period that followed the Upper Paleolithic also seems to reflect how people got their food. But in that period, when getting food no longer depended on hunting large game animals (because they were becoming extinct), the art ceased to focus on portrayals of animals.

11. According to paragraph 4, what change is evident in the art of the period following the Upper Paleolithic?

- ☐ This new art starts to depict small animals rather than large ones.
- ☐ This new art ceases to reflect the ways in which people obtained their food.
- ☐ This new art no longer consists mostly of representations of animals.
- ☐ This new art begins to show the importance of hunting to the economy.

Exercise 8

Paragraph 1: Most people consider the landscape to be unchanging, but Earth is a dynamic body, and its surface is continually altering—slowly on the human time scale, but relatively rapidly when compared to the great age of Earth (about 4,500 billion years). There are two principal influences that shape the terrain: constructive processes such as uplift, which create new landscape features, and destructive forces such as erosion, which gradually wear away exposed landforms.

1. According to paragraph 1, which of the following statements is true of changes in Earth's landscape?

- ☐ They occur more often by uplift than by erosion
- ☐ They occur only at special times.
- ☐ They occur less frequently now than they once did.
- ☐ They occur quickly in geological terms.

Exercise 9

Paragraph 2: Most investigators concur that certain facial expressions suggest the same emotions in all people. Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

5. According to paragraph 2, which of the following was true of the Fore people of New Guinea?

- ☐ They did not want to be shown photographs.
- ☐ They were famous for their story-telling skills.
- ☐ They knew very little about Western culture.
- ☐ They did not encourage the expression of emotions.

Exercise 10

Paragraph 5: Modern architectural forms generally have three separate components comparable to elements of the human body; a supporting skeleton or frame, an outer skin enclosing the interior spaces, and equipment, similar to the body's vital organs and systems. The equipment includes plumbing, electrical wiring, hot water, and air-conditioning. Of course in early architecture—such as igloos and adobe structures—there was no such equipment, and the skeleton and skin were often one.

9. Which of the following correctly characterizes the relationship between the human body and architecture that is described in paragraph 5?

- ☐ Complex equipment inside buildings is the one element in modern architecture that resembles a component of the human body.
- ☐ The components in early buildings were similar to three particular elements of the human body.
- ☐ Modern buildings have components that are as likely to change as the human body is.
- ☐ In general, modern buildings more closely resemble the human body than earlier buildings do.

Exercise 11

Paragraph 1: Petroleum, consisting of crude oil and natural gas, seems to originate from organic matter in marine sediment. Microscopic organisms settle to the seafloor and accumulate in marine mud. The organic matter may partially decompose, using up the dissolved oxygen in the sediment. As soon as the oxygen is gone, decay stops and the remaining organic matter is preserved.

2. According to paragraph 1, which of the following is true about petroleum formation?

- ☐ Microscopic organisms that live in mud produce crude oil and natural gas.
- ☐ Large amounts of oxygen are needed for petroleum formation to begin.
- ☐ Petroleum is produced when organic material in sediments combines with decaying marine organisms.
- ☐ Petroleum formation appears to begin in marine sediments where organic matter is present.

Exercise 12

Paragraph 2: An ecologist who studies a pond today may well find it relatively unchanged in a year's time. Individual fish may be replaced, but the number of fish will

tend to be the same from one year to the next. We can say that the properties of an ecosystem are more stable than the individual organisms that compose the ecosystem.

3. According to paragraph 2, which of the following principles of ecosystems can be learned by studying a pond?

- ☐ Ecosystem properties change more slowly than individuals in the system.
- ☐ The stability of an ecosystem tends to change as individuals are replaced.
- ☐ Individual organisms are stable from one year to the next.
- ☐ A change in the members of an organism does not affect an ecosystem's properties.

Exercise 13

Paragraph 6: With the advent of projection, the viewer's relationship with the image was no longer private, as it had been with earlier peepshow devices such as the Kinetoscope and the Mutoscope, which was a similar machine that reproduced motion by means of successive images on individual photographic cards instead of on strips of celluloid. It suddenly became public—an experience that the viewer shared with dozens, scores, and even hundreds of others. At the same time, the image that the spectator looked at expanded from the minuscule peepshow dimensions of 1 or 2 inches (in height) to the life-size proportions of 6 or 9 feet.

10. According to paragraph 6, the images seen by viewers in the earlier peepshows, compared to the images projected on the screen, were relatively

- ☐ Small in size
- ☐ Inexpensive to create
- ☐ Unfocused
- ☐ Limited in subject matter

Exercise 14

Paragraph 3: At one time, ecologists believed that species diversity made ecosystems stable. They believed that the greater the diversity the more stable the ecosystem. Support for this idea came from the observation that long-lasting climax communities usually have more complex food webs and more species diversity than pioneer

communities. Ecologists concluded that the apparent stability of climax ecosystems depended on their complexity. To take an extreme example, farmlands dominated by a single crop are so unstable that one year of bad weather or the invasion of a single pest can destroy the entire crop. In contrast, a complex climax community, such as a temperate forest, will tolerate considerable damage from weather to pests.

4. According to paragraph 3, ecologists once believed that which of the following illustrated the most stable ecosystems?

- ☐ Pioneer communities
- ☐ Climax communities
- ☐ Single-crop farmlands
- ☐ Successional plant communities

4.6 Lesson Plan6 –Final Practice test

Lesson Plan6 – Final Practice Test

Week6 Sat.

Teaching Aim:

1. Review the reading skills and test taking strategies mentioned in the previous lesson.
2. Students take the final practice test on the TOEFL iBT reading section in the computer lab.

Learning Objectives:

1. Students apply the reading skills and test taking strategies they learned in the previous lessons into real stimuli test
2. Students write their suggestions to the course.

Materials:

Handout10 – Week4 Wed. Final Practice Test

(There is no handout in the real lesson. The stimuli test will be taken in a computer lab.)

Procedure and Purpose

Step1. Review the previous lesson and Students work in groups answering each other's questions first and then instructor answer students' questions on their homework exercise.	1. By first learning from each other, students are engaged in solving the problems by their own. 2. Instructor answers the puzzles students still have in the end; they will have a deeper understanding of the thinking process and procedure to answer the questions.
Step2. Students take the practice test in the computer lab.	By taking the practice test, students can apply what they have learned in the previous lessons. It is also self assessment for their learning during the whole course.
Step3. Students write about what they have learned in the course, what and how much they have improved by taking the course. Students are also expected to provide suggestions on the course and the instructor's teaching.	Observing students do the practice test and gather all the comments and suggestions students provide will help the instructor improve the designing of the course and the way of teaching as well.
Step4. Instructor make conclusion of the whole course and wish all students good luck for their future test and academic life	After taking the course, students' journey to their dreams has just started. The best thing the instructor can provide at the end of the course is to encourage all the students and wish them success in their future academic life. And as the whole class share the same QQ chat group on internet, students and instructor can still keep in touch with each other and sharing more about their study and life in the future.

Handout10 – Week4 Wed. Final Practice Test

The Geologic History of the Mediterranean

In 1970 geologists Kenneth J. Hsu and William B.F. Ryan were collecting research

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

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

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

The time had come to formulate a hypothesis. The investigators theorized that about 20 million years ago, the Mediterranean was a broad seaway linked to the Atlantic by two narrow straits. Crustal movements closed the straits, and the landlocked Mediterranean began to evaporate. Increasing salinity caused by the evaporation resulted in the extermination of scores of invertebrate species. Only a few organisms

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

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

gypsum: a mineral made of calcium sulfate and water

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

1. The word “objective” in the passage is closest in meaning to

- ☐ achievement
- ☐ requirement
- ☐ purpose
- ☐ feature

2. Which of the following is NOT mentioned in paragraph 1 as a change that occurred in the fauna of the Mediterranean?

- ☐ Most invertebrate species disappeared during a wave of extinctions.
- ☐ A few hardy species wiped out many of the Mediterranean's invertebrates.
- ☐ Some invertebrates migrated to Atlantic Ocean.
- ☐ New species of fauna populated the Mediterranean when the old migrants returned.

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

3. What does the author imply by saying "Not a single pebble was found that might have indicated that the pebbles came from the nearby continent" ?

- ☐ The most obvious explanation for the origin of the pebbles was not supported by the evidence.
- ☐ The geologists did not find as many pebbles as they expected.
- ☐ The geologists were looking for a particular kind of pebble.
- ☐ The different pebbles could not have come from only one source.

4. Which of the following can be inferred from paragraph 3 about the solid gypsum layer?

- ☐ It did not contain any marine fossil.
- ☐ It had formed in open-ocean conditions.

- ☐ It had once been soft, deep-sea mud.
- ☐ It contained sediment from nearby deserts.

5. Select the TWO answer choice from paragraph 3 that identify materials discovered in the deepest part of the Mediterranean basin. To receive credit you must select TWO answers.

- ☐ Volcanic rock fragments.
- ☐ Thin silt layers
- ☐ Soft, deep-sea mud
- ☐ Crystalline salt

6. What is the main purpose of paragraph 3?

- ☐ To describe the physical evidence collected by Hsu and Ryan
- ☐ To explain why some of the questions posed earlier in the passage could not be answered by the findings of the Glomar Challenger
- ☐ To evaluate techniques used by Hsu and Ryan to explore the sea floor
- ☐ To describe the most difficult problems faced by the Glomar Challenger expedition

Paragraph 4: The time had come to formulate a hypothesis. The investigators theorized that about 20 million years ago, the Mediterranean was a broad seaway linked to the Atlantic by two narrow straits. Crustal movements closed the straits, and the landlocked Mediterranean began to evaporate. Increasing salinity caused by the evaporation resulted in the extermination of scores of invertebrate species. Only a few organisms especially tolerant of very salty conditions remained. As evaporation continued, the remaining brine (salt water) became so dense that the calcium sulfate of the hard layer was precipitated. In the central deeper part of the basin, the last of the brine evaporated to precipitate more soluble sodium chloride (salt). Later, under the weight of overlying sediments, this salt flowed plastically upward to form salt domes. Before this happened, however, the Mediterranean was a vast desert 3,000 meters deep. Then, about 5.5 million years ago came the deluge. As a result of crustal adjustments and faulting, the Strait of Gibraltar, where the Mediterranean now connects to the Atlantic, opened, and water cascaded spectacularly back into the Mediterranean. Turbulent waters tore into the hardened salt flats, broke them up, and ground them into the pebbles observed in the first sample taken by the Challenger. As the basin was refilled, normal marine organisms returned. Soon layer of oceanic ooze began to accumulate above the old hard layer.

7. According to paragraph 4, which of the following was responsible for the evaporation of the Mediterranean's waters?

- ☐ The movements of Earth's crust
- ☐ The accumulation of sediment layers
- ☐ Changes in the water level of the Atlantic Ocean
- ☐ Changes in Earth's temperature

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

- ☐ members
- ☐ large numbers
- ☐ populations
- ☐ different types

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

- ☐ The evaporation of chemicals necessary for their survival
- ☐ Crustal movements that connected the Mediterranean to the saltier Atlantic
- ☐ The migration of new species through the narrow straits
- ☐ Their inability to tolerate the increasing salt content of the Mediterranean

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

- ☐ The strait of Gibraltar reopened when the Mediterranean and the Atlantic became connected and the cascades of water from one sea to the other caused crustal adjustments and faulting.
- ☐ The Mediterranean was dramatically refilled by water from the Atlantic when crustal adjustments and faulting opened the Strait of Gibraltar, the place where the two seas are joined.
- ☐ The cascades of water from the Atlantic to the Mediterranean were not as spectacular as the crustal adjustments and faulting that occurred when the Strait of Gibraltar was connected to those seas.
- ☐ As a result of crustal adjustments and faulting and the creation of the Strait of Gibraltar, the Atlantic and Mediterranean were connected and became a single sea with spectacular cascades of water between them.

11. The word "Turbulent" in the passage is closest in meaning to

- ☐ Fresh

- ☐ Deep
- ☐ Violent
- ☐ Temperate

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

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

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

Where would the sentence best fit?

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

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

-
-
-

Answer choices

- ☐ The Glomar Challenger expedition investigated changes in invertebrate fauna and some unusual geologic features.
- ☐ Researchers collected fossils to determine which new species migrated from the Atlantic with older species.

- Scientists aboard the Glomar Challenger were the first to discover the existence of domelike masses underneath the seafloor.
- Samples recovered from the expedition revealed important differences in chemical composition and fossil distribution among the sediment layers.
- Evidence collected by the Glomar Challenger supports geologists' beliefs that the Mediterranean had evaporated and become a desert, before it refilled with water.
- Mediterranean salt domes formed after crustal movements opened the straits between the Mediterranean and the Atlantic, and the Mediterranean refilled with water.

Ancient Rome and Greece

There is a quality of cohesiveness about the Roman world that applied neither to Greece nor perhaps to any other civilization, ancient or modern. Like the stone of Roman wall, which were held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls. The physical bonds included the network of military garrisons, which were stationed in every province, and the network of stone-built roads that linked the provinces with Rome. The organizational bonds were based on the common principles of law and administration and on the universal army of officials who enforced common standards of conduct. The psychological controls were built on fear and punishment—on the absolute certainty that anyone or anything that threatened the authority of Rome would be utterly destroyed.

The source of Roman obsession with unity and cohesion may well have lain in the pattern of Rome's early development. Whereas Greece had grown from scores of scattered cities, Rome grew from one single organism. While the Greek world had expanded along the Mediterranean seas lanes, the Roman world was assembled by territorial conquest. Of course, the contrast is not quite so stark: in Alexander the Great the Greeks had found the greatest territorial conqueror of all time; and the Romans, once they moved outside Italy, did not fail to learn the lessons of sea power.

Yet the essential difference is undeniable. The key to the Greek world lay in its high-powered ships; the key to Roman power lay in its marching legions. The Greeks were wedded to the sea; the Romans, to the land. The Greek was a sailor at heart; the Roman, a landsman.

Certainly, in trying to explain the Roman phenomenon, one would have to place great emphasis on this almost instinct for the territorial imperative. Roman priorities lay in the organization, exploitation, and defense of their territory. In all probability it was the fertile plain of Latium, where the Latins who founded Rome originated, that created the habits and skills of landed settlement, landed property, landed economy, landed administration, and a land-based society. From this arose the Roman genius for military organization and orderly government. In turn, a deep attachment to the land, and to the stability which rural life engenders, fostered the Roman virtues: *gravitas*, a sense of responsibility, *peitas*, a sense of devotion to family and country, and *iustitia*, a sense of the natural order.

Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. At the same time, there is a solid body of opinion that dislikes Rome. For many, Rome is at best the imitator and the continuator of Greece on a larger scale. Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. "Had the Greeks held novelty in such disdain as we," asked Horace in his epistle, "what work of ancient date would now exist?"

Rome's debt to Greece was enormous. The Romans adopted Greek religion and moral philosophy. In literature, Greek writers were consciously used as models by their Latin successors. It was absolutely accepted that an educated Roman should be fluent in Greek. In speculative philosophy and the sciences, the Romans made virtually no advance on early achievements.

Yet it would be wrong to suggest that Rome was somehow a junior partner in

Greco-Roman civilization. The Roman genius was projected into new spheres—especially into those of law, military organization, administration, and engineering. Moreover, the tensions that arose within the Roman state produced literary and artistic sensibilities of the highest order. It was no accident that many leading Roman soldiers and statesmen were writers of high caliber.

Paragraph 1: There is a quality of cohesiveness about the Roman world that applied neither to Greece nor perhaps to any other civilization, ancient or modern. Like the stone of Roman wall, which were held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls. The physical bonds included the network of military garrisons, which were stationed in every province, and the network of stone-built roads that linked the provinces with Rome. The organizational bonds were based on the common principles of law and administration and on the universal army of officials who enforced common standards of conduct. The psychological controls were built on fear and punishment—on the absolute certainty that anyone or anything that threatened the authority of Rome would be utterly destroyed.

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

- ☐ The regularity and power of stone walls inspired Romans attempting to unify the parts of their realm.
- ☐ Although the Romans used different types of designs when building their walls, they used regular controls to maintain their realm.
- ☐ Several types of control united the Roman realm, just as design and cement held Roman walls together.
- ☐ Romans built walls to unite the various parts of their realm into a single entity, which was controlled by powerful laws.

2. According to paragraph 1, all of the following are controls that held together the

Roman world EXCEPT

- ☐ administrative and legal systems
- ☐ the presence of the military
- ☐ a common language
- ☐ transportation networks

Paragraph 2: The source of Roman obsession with unity and cohesion may well have lain in the pattern of Rome's early development. Whereas Greece had grown from scores of scattered cities, Rome grew from one single organism. While the Greek world had expanded along the Mediterranean seas lanes, the Roman world was assembled by territorial conquest. Of course, the contrast is not quite so stark: in Alexander the Great the Greeks had found the greatest territorial conqueror of all time; and the Romans, once they moved outside Italy, did not fail to learn the lessons of sea power. Yet the essential difference is undeniable. The key to the Greek world lay in its high-powered ships; the key to Roman power lay in its marching legions. The Greeks were wedded to the sea; the Romans, to the land. The Greek was a sailor at heart; the Roman, a landsman.

3. The phrase "obsession with" in the passage is closest in meaning to

- ☐ thinking about
- ☐ fixation on
- ☐ interest in
- ☐ attitude toward

4. According to paragraph 2, which of the following was NOT characteristic of Rome's early development?

- ☐ Expansion by sea invasion
- ☐ Territorial expansion
- ☐ Expansion from one original settlement
- ☐ Expansion through invading armies

5. Why does the author mention "Alexander the Great" in the passage?

- ☐ To acknowledge that Greek civilization also expanded by land conquest
- ☐ To compare Greek leaders to Roman leaders

- ☐ To give an example of Greek leader whom Romans studied
- ☐ To indicate the superior organization of the Greek military

Paragraph 3: Certainly, in trying to explain the Roman phenomenon, one would have to place great emphasis on this almost instinct for the territorial imperative. Roman priorities lay in the organization, exploitation, and defense of their territory. In all probability it was the fertile plain of Latium, where the Latins who founded Rome originated, that created the habits and skills of landed settlement, landed property, landed economy, landed administration, and a land-based society. From this arose the Roman genius for military organization and orderly government. In turn, a deep attachment to the land, and to the stability which rural life engenders, fostered the Roman virtues: gravitas, a sense of responsibility, pietas, a sense of devotion to family and country, and iustitia, a sense of the natural order.

6. The word “fostered” in the passage is closest in meaning to

- ☐ accepted
- ☐ combined
- ☐ introduced
- ☐ encouraged

7. Paragraph 3 suggests which of the following about the people of Latium?

- ☐ Their economy was based on trade relations with other settlements.
- ☐ They held different values than the people of Rome.
- ☐ Agriculture played a significant role in the society.
- ☐ They possessed unusual knowledge of animal instincts.

Paragraph 4: Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. At the same time, there is a solid body of opinion that dislikes Rome. For many, Rome is at best the imitator and the continuator of Greece on a larger scale. Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual

Romans. “Had the Greeks held novelty in such disdain as we,” asked Horace in his epistle, “what work of ancient date would now exist?”

8. Paragraph 4 indicates that some historians admire Roman civilization because of

- ☐ the diversity of cultures within Roman society
- ☐ its strength
- ☐ its innovative nature
- ☐ the large body of literature that it developed

9. In paragraph 4, the author develops a description of Roman civilization by

- ☐ comparing the opinions of Roman intellectuals to Greek intellectuals
- ☐ identifying which characteristics of Roman civilization were copied from Greece
- ☐ explaining how the differences between Roman and Greece developed as time passed
- ☐ contrasting characteristics of Roman civilization with characteristics of Greek civilization

10. According to paragraph 4, intellectual Romans such as Horace held which of the following opinions about their civilization?

- ☐ Ancient works of Greece held little value in the Roman world.
- ☐ The Greek civilization had been surpassed by the Romans.
- ☐ Roman civilization produced little that was original or memorable.
- ☐ Romans valued certain types of innovations that had been ignored by ancient Greeks.

Paragraph 5: Rome's debt to Greece was enormous. The Romans adopted Greek religion and moral philosophy. In literature, Greek writers were consciously used as models by their Latin successors. It was absolutely accepted that an educated Roman should be fluent in Greek. In speculative philosophy and the sciences, the Romans made virtually no advance on early achievements.

Paragraph 6: Yet it would be wrong to suggest that Rome was somehow a junior partner in Greco-Roman civilization. The Roman genius was projected into new spheres—especially into those of law, military organization, administration, and engineering. Moreover, the tensions that arose within the Roman state produced literary and artistic sensibilities of the highest order. It was no accident that many leading Roman soldiers and statesmen were writers of high caliber.

11. The word “spheres” in the passage is closest in meaning to

- ☐ abilities
- ☐ areas
- ☐ combinations
- ☐ models

12. Which of the following statements about leading Roman soldiers and statesmen is supported by paragraphs 5 and 6?

- ☐ They could read and write the Greek language.
- ☐ They frequently wrote poetry and plays.
- ☐ They focused their writing on military matters.
- ☐ They wrote according to the philosophical laws of the Greeks.

Paragraph 4: Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. ■ As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. ■ At the same time, there is a solid body of opinion that dislikes Rome. ■ For many, Rome is at best the imitator and the continuator of Greece on a larger scale. ■ Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. “Had the Greeks held novelty in such disdain as we,” asked Horace in his epistle, “what work of ancient date would now exist?”

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage. They esteem symbols of Roman power, such as the massive Colosseum. Where would the sentence best fit?

14. Direction: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the

summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question worth 2 points.

The Roman world drew its strength from several important sources.



Answer choices

- ☐ Numerous controls imposed by Roman rulers held its territory together.
- ☐ The Roman military was organized differently from older military organizations.
- ☐ Romans valued sea power as did the Latins, the original inhabitants of Rome.
- ☐ Roman values were rooted in a strong attachment to the land and the stability of rural life.
- ☐ Rome combined aspects of ancient Greek civilization with its own contributions in new areas.
- ☐ Educated Romans modeled their own literature and philosophy on the ancient Greeks.

Agriculture, Iron, and the Bantu Peoples

There is evidence of agriculture in Africa prior to 3000 B.C. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major centers of the Near East and Mediterranean world. The drying up of what is now the Sahara desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting-and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins are not African but west Asian. Once the idea of planting diffused, Africans began to develop their own crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extends from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia.

Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780-1560 B.C.) and then spread across the Sudan to West Africa. Rock paintings in the Sahara indicate that horses and chariots were used to traverse the desert and that by 300-200 B.C., there were trade routes across the Sahara. Horses were adopted by peoples of the West African savannah, and later their powerful cavalry forces allowed them to carve out large empires. Finally, the camel was introduced around the first century A.D. This was an important innovation, because the camel's abilities to thrive in harsh desert conditions and to carry large loads cheaply made it an effective and efficient means of transportation. The camel transformed the desert from a barrier into a still difficult, but more accessible, route of trade and communication.

Iron came from West Asia, although its routes of diffusion were somewhat different than those of agriculture. Most of Africa presents a curious case in which societies moved directly from a technology of stone to iron without passing through the intermediate stage of copper or bronze metallurgy, although some early copper-working sites have been found in West Africa. Knowledge of iron making penetrated into the forest and savannahs of West Africa at roughly the same time that iron making was reaching Europe. Evidence of iron making has been found in Nigeria, Ghana, and Mali.

This technological shift caused profound changes in the complexity of African societies. Iron represented power. In West Africa the blacksmith who made tools and weapons had an important place in society, often with special religious powers and functions. Iron hoes, which made the land more productive, and iron weapons, which made the warrior more powerful, had symbolic meaning in a number of West African societies. Those who knew the secrets of making iron gained ritual and sometimes political power.

Unlike in the Americas, where metallurgy was a very late and limited development, Africans had iron from a relatively early date, developing ingenious furnaces to produce the high heat needed for production and to control the amount of air that reached the carbon and iron ore necessary for making iron. Much of Africa moved right into the Iron Age, taking the basic technology and adapting it to local conditions

and resources.

The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. They spoke a language, proto-Bantu (“Bantu” means “the people”), which is the parent tongue of a language of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion.

Paragraph 1: There is evidence of agriculture in Africa prior to 3000 B.C. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major centers of the Near East and Mediterranean world. The drying up of what is now the Sahara desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting-and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins are not African but west Asian. Once the idea of planting diffused, Africans began to develop their own crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extends from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia.

1. The word “diffused” in the passage is closest in meaning to

- ☐ emerged
- ☐ was understood
- ☐ spread
- ☐ developed

2. According to paragraph 1, why do researchers doubt that agriculture developed independently in Africa?

- ☐ African lakes and rivers already provided enough food for people to survive without agriculture.
- ☐ The earliest examples of cultivated plants discovered in Africa are native to Asia.
- ☐ Africa's native plants are very difficult to domesticate.
- ☐ African communities were not large enough to support agriculture.

3. In paragraph 1, what does the author imply about changes in the African environment during this time period?

- ☐ The climate was becoming milder, allowing for a greater variety of crops to be grown.
- ☐ Although periods of drying forced people south, they returned once their food supply was secure.
- ☐ Population growth along rivers and lakes was dramatically decreasing the availability of fish.
- ☐ A region that had once supported many people was becoming a desert where few could survive.

Paragraph 2: Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780-1560 B.C.) and then spread across the Sudan to West Africa. Rock paintings in the Sahara indicate that horses and chariots were used to traverse the desert and that by 300-200 B.C., there were trade routes across the Sahara. Horses were adopted by peoples of the West African savannah, and later their powerful cavalry forces allowed them to carve out large empires. Finally, the camel was introduced around the first century A.D. This was an important innovation, because the camel's abilities to thrive in harsh desert conditions and to carry large loads cheaply made it an effective and efficient means of transportation. The camel transformed the desert from a barrier into a still difficult, but more accessible, route of trade and communication.

4. According to paragraph 2, camels were important because they

- ☐ were the first domesticated animal to be introduced to Africa
- ☐ allowed the people of the West African savannahs to carve out large empires

- ☐ helped African peoples defend themselves against Egyptian invaders
- ☐ made it cheaper and easier to cross the Sahara

5. According to paragraph 2, which of the following were subjects of rock paintings in the Sahara?

- ☐ Horses and chariots
- ☐ Sheep and goats
- ☐ Hyksos invaders from Egypt
- ☐ Camels and cattle

Paragraph 3: Iron came from West Asia, although its routes of diffusion were somewhat different than those of agriculture. Most of Africa presents a curious case in which societies moved directly from a technology of stone to iron without passing through the intermediate stage of copper or bronze metallurgy, although some early copper-working sites have been found in West Africa. Knowledge of iron making penetrated into the forest and savannahs of West Africa at roughly the same time that iron making was reaching Europe. Evidence of iron making has been found in Nigeria, Ghana, and Mali.

六、What function does paragraph 3 serve in the organization of the passage as a whole?

- ☐ It contrasts the development of iron technology in West Asia and West Africa.
- ☐ It discusses a non-agricultural contribution to Africa from Asia.
- ☐ It introduces evidence that a knowledge of copper working reached Africa and Europe at the same time.
- ☐ It compares the rates at which iron technology developed in different parts of Africa.

Paragraph 4: This technological shift cause profound changes in the complexity of African societies. Iron represented power. In West Africa the blacksmith who made tools and weapons had an important place in society, often with special religious powers and functions. Iron hoes, which made the land more productive, and iron weapons, which made the warrior more powerful, had symbolic meaning in a number of West Africa societies. Those who knew the secrets of making iron gained ritual and sometimes political power.

7. The word “profound” in the passage is closest in meaning to

- ☐ fascinating
- ☐ far-reaching
- ☐ necessary
- ☐ temporary

8. The word “ritual” in the passage is closest in meaning to

- ☐ military
- ☐ physical
- ☐ ceremonial
- ☐ permanent

9. According to paragraph 4, all of the following were social effects of the new metal technology in Africa EXCEPT:

- ☐ Access to metal tools and weapons created greater social equality.
- ☐ Metal weapons increased the power of warriors.
- ☐ Iron tools helped increase the food supply.
- ☐ Technical knowledge gave religious power to its holders.

Paragraph 5: Unlike in the Americas, where metallurgy was a very late and limited development, Africans had iron from a relatively early date, developing ingenious furnaces to produce the high heat needed for production and to control the amount of air that reached the carbon and iron ore necessary for making iron. Much of Africa moved right into the Iron Age, taking the basic technology and adapting it to local conditions and resources.

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

- ☐ While American iron makers developed the latest furnaces, African iron makers continued using earlier techniques.
- ☐ Africans produced iron much earlier than Americans, inventing technologically sophisticated heating systems.
- ☐ Iron making developed earlier in Africa than in the Americas because of the ready availability of carbon and iron ore.
- ☐ Both Africa and the Americas developed the capacity for making iron early, but African metallurgy developed at a slower rate.

Paragraph 6: The diffusion of agriculture and later of iron was accompanied by a great

movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. They spoke a language, proto-Bantu (“Bantu” means “the people”), which is the parent tongue of a language of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion.

11. The word “fleeing” in the passage is closest in meaning to

- ☐ afraid of
- ☐ displaced by
- ☐ running away from
- ☐ responding to

12. Paragraph 6 mentions all of the following as possible causes of the “Bantu explosion” EXCEPT

- ☐ superior weapons
- ☐ better hunting skills
- ☐ peaceful migration
- ☐ increased population

Paragraph 6: The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. ■ Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. ■ They spoke a language, proto-Bantu (“Bantu” means “the people”), which is the parent tongue of a language of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. ■ Still, the process is uncertain, and

peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion. ■

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

These people had a significant linguistic impact on the continent as well.

Where would the sentence best fit?

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

Agriculture and iron working probably spread to Africa from neighboring regions.

-
-
-

Answer choices

- ☐ Once Africans developed their own crops, they no longer borrowed from other regions.
- ☐ The harshness of the African climate meant that agriculture could not develop until after the introduction of iron tools.
- ☐ The use of livestock improved transportation and trade and allowed for new forms of political control.
- ☐ As the Sahara expanded, the camel gained in importance, eventually coming to have religious significance.
- ☐ The spread of iron working had far-reaching effects on social, economic, and political organization in Africa.

Today's Bantu-speaking peoples are descended from a technologically advanced people who spread throughout Africa.

5. Post-project reflection

This course development project really offered me a good chance to apply what I have

learned in the 493 Teaching ESL course in the intensive TOEFL iBT reading course I would like to teach in the future. It's the first time I changed my role as language learner to a language teacher, developing a whole course myself.

I was so excited to develop a TOEFL reading course into a student-centered course. I really value the process that students learn from their own and sharing with others. Compared the other TOEFL reading course in china, with only the instructor lecturing all the time, I designed many activities which I hope would work to help students understand the content in a more interesting and engaging way. In addition, as most Chinese students are used to the learning style which teachers usually provide the right answer to them without let them to explore, I also expect them to learn to think more critically and creatively, especially when they do the reading section in TOEFL test. Students should be aware of asking why when they answer each question. And even though sometimes teachers have to tell students answers, they should explain the steps how they work out the answer. Moreover, as the students are all going to apply for the America universities, letting students become friends can also help them on their application, future life in US as well. It would be better to have them work in groups rather than individually on the tough tasks, here in particular, the TOEFL reading section.