

Second Edition



Building Skills for the TOEFL® iBT

Beginning

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Paul Edmunds • Nancie Mckinnon • Jeff Zeter

Building Skills for the TOEFL® iBT
Second Edition

Building Skills for the TOEFL® iBT Second Edition **Beginning**

Paul Edmunds · Nancie McKinnon · Jeff Zeter

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Introduction to the TOEFL® iBT

What to Expect on the TOEFL®

The TOEFL® (Test of English as a Foreign Language) is an Internet-based test designed to assess English proficiency in non-native speakers who want to achieve academic success and communicate effectively in English. Most people take the TOEFL® iBT to gain admission into universities and colleges where instruction is in English. Additionally, many employers and government agencies use the scores to determine a person's English ability. It is not meant to test academic knowledge or computer ability, and as such, questions are always based on information found in the test (computer tutorials are available for those not familiar with personal computers). We have designed this practice book to be as similar as possible to the actual TOEFL® iBT in format and appearance in order to better prepare you for the test.

The TOEFL® iBT is divided into four sections: reading, listening, speaking, and writing.

Major Changes to the Internet-Based TOEFL® (iBT)

● General

- ⇒ The test measures all four language skills equally; a speaking section is included.
- ⇒ The Test of Spoken English® (TSE®) will now be part of the TOEFL®. Test takers will no longer take the TSE® as a separate test.
- ⇒ Order of sections on the test:
 - Reading
 - Listening
 - (10-minute break)
 - Speaking
 - Writing
- ⇒ The test is approximately four hours long and is taken in one day.
- ⇒ Tests are administered through the Internet in Educational Testing Service (ETS) test centers around the world.
- ⇒ There is no structure section, as there was in previous tests.
- ⇒ Note-taking is allowed in every section, and is not marked.
- ⇒ The test is a linear exam, not computer adaptive; each test taker receives the same range of questions.
- ⇒ The scores will be viewed online.

● Reading / Listening

- ⇒ Passages for the reading and listening sections are longer than those in the computer-based test (CBT). Refer to the introduction of individual sections for further details.

● Speaking / Writing

- ⇒ Tasks for the speaking and writing sections include integrated questions that require more than one skill to complete, i.e., reading and/or listening, then speaking or writing.
- ⇒ For the speaking section, test takers speak into a microphone, and their responses are digitized and sent to the ETS Online Scoring Network.
- ⇒ For the writing section, test takers must type their responses.

The TOEFL® iBT Format

Section	Number of Questions	Time (minutes)	Score
Reading	3–5 passages <ul style="list-style-type: none"> • 12–14 questions each • 700 words per passage 	60–100	30 points
Listening	4–6 lectures <ul style="list-style-type: none"> • 6 questions each • 500–800 words (4–6 min.) 2–3 conversations <ul style="list-style-type: none"> • 5 questions each • 400–500 words (2–3 min.) 	60–90	30 points
BREAK		10	
Speaking	2 independent tasks <ul style="list-style-type: none"> • 1 personal experience • 1 preference/choice 2 integrated tasks (Read-Listen-Speak) <ul style="list-style-type: none"> • Reading 100 words • Conversation 200 words (1–2 min.) • Lecture 200–300 words (1–2 min.) 2 integrated tasks (Listen-Speak) <ul style="list-style-type: none"> • Conversation 200 words (1–2 min.) • Lecture 200–300 words (1–2 min.) 	20	30 points
Writing	1 independent task 1 integrated task (Read-Listen-Write) <ul style="list-style-type: none"> - Reading 250–300 words - Lecture 250–300 words (2 min.) 	50	30 points

Study Tips

The only way to be certain of an excellent TOEFL® score is to be able to read, write, understand, and speak English like an educated native speaker. You have no doubt been developing your ability in these areas for many years now. Unfortunately, this is not something one can accomplish by studying in the traditional way. However, research conducted over the years by applied linguists, psychologists, and educators has yielded a considerable amount of information on the best methods for refining these skills for the purposes of standardized tests. By keeping the following study tips in mind, you can optimize your study habits and achieve the highest possible scores with the level of language proficiency you have obtained.

- Prepare a study area for yourself. This should include the following:
 - ⇒ A comfortable chair and spacious table or desk
 - ⇒ Suitable lighting
 - ⇒ Good ventilation and air quality — an open window or a house plant are good ideas
 - ⇒ An area free of distractions such as outside noise, television, or radio (unless you are using the television or radio to study)
 - ⇒ Proper space to keep all the materials you will need when studying, such as books, paper, pens, pencils, a tape recorder or other recording device, and if possible, a computer with Internet access
- Study regularly over a long period of time. Do not study to the point of exhaustion, as this has been shown to be ineffective in retaining information.
- “Cramming,” i.e., studying intensely for a day or two before an exam, is not effective, as it strains your general health and well-being and does not lead to good long-term retention of information or skills.
- Psychologists have discovered a principle called “state-specific memory.” This means you remember things better in the same conditions that you learned them. For example, if you always study math at night, you will do better on a math exam taken at night. Use this concept to your advantage. If you know when and under what conditions you will take the TOEFL®, simulate these in your study environment and habits. For instance, if you plan to take the TOEFL® on a Saturday afternoon, then make a point to study in the afternoons.

- Be well rested on the day of the exam. Do not stay up all night studying. Also, eat healthy foods including fruits and vegetables.
- Be relaxed and confident. Do the best that you can and do not worry excessively about any mistakes or uncertainties.

Registering For the TOEFL®

Students must get registration information for the TOEFL®. Registration information can be obtained online at the ETS website. The Internet address is www.ets.org/toefl. The website provides information such as testing locations, costs, and identification requirements. The website also provides other test-preparation material.

The registration information, such as the test center location, identification requirements, and costs, will vary depending on the country in which you take the test. Be sure to follow these requirements carefully. If you do not have the proper requirements in order, you may not be able to take the test. Remember that if you register online, you will need to have your credit card information ready.

What TOEFL® Scores Are Used For

The primary use of TOEFL® scores is for acceptance into universities, colleges, and other institutions where English is the main language of instruction. It is estimated that about 4,400 such institutions require TOEFL® scores for admission.

The highest possible score on the iBT is 120 points. Different institutions will have their own specific score requirements for admission. For that reason, it is very important to check with each institution individually to find out what its admission requirements are. For example, a passing score at one university may not be a passing score at another university. It is the responsibility of the student to find out what the requirements are for each institution.

Although TOEFL® scores are used primarily to satisfy the admissions requirements of universities, they are also necessary when applying for certain kinds of jobs. Many government agencies as well as multinational corporations require applicants to submit TOEFL® scores. Even English-teaching institutes may request TOEFL® scores in order to place students at the appropriate level of instruction.

Certainly, doing well on the TOEFL® can be very helpful for students in both their academic and professional careers. However, success requires consistent and dedicated practice. We hope that you will take full advantage of this practice book and study hard. Your hard work and dedication will provide you with the best opportunity to do well on the TOEFL® and meet your goals for the future.

Academic Subjects in the TOEFL®

The following is a list of academic subject areas typically seen in the TOEFL®:

Humanities	Social Sciences	Biological Sciences	Physical Sciences
Archaeology Architecture Art History Fine Arts Linguistics Literature Music Philosophy	Anthropology Business Economics Education Geography History Political Science Psychology Public Health Sociology Urban Studies	Agriculture Anatomy Biology Botany Entomology Environmental Science Medicine Zoology	Astronomy Chemistry Computer Science Engineering Geology Mathematics Oceanography Physics

Building Skills for the TOEFL® iBT

READING

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The TOEFL® iBT Reading Section

In the reading section of the TOEFL® iBT, you will be required to read three to five passages on varying topics. After each passage, you will answer twelve to fourteen questions that test your ability to understand vocabulary, sentence structure, and factual information, as well as implied information and the writer's intention. You will not see the questions until after you have read the passage. While answering the questions, you will be permitted to look back at the reading. You do not need any previous knowledge on the topic in order to answer the questions correctly.

• Passage Types

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

• Question Types

Questions in the reading section of the TOEFL® iBT are multiple choice and much like those found in older versions of the TOEFL®. The following list explains the question types and number of each type on the test. Questions will not necessarily appear in this order.

Question Type	Number	Task
Factual Information	3-6	Select details or facts provided in the passage.
Negative Factual Information	0-2	Identify something that is not in the passage or not true according to the passage.
Inference	0-2	Select an answer based on information not actually stated in the passage, but that is implied or can be inferred.
Rhetorical Purpose	0-2	Identify the author's method in explaining a point, or why the author has mentioned something.
Vocabulary	3-5	Choose the best synonym.
Pronoun Reference	0-2	Identify the noun to which a pronoun refers.
Sentence Simplification	0-1	Choose the best paraphrase of part of the passage or a sentence and analyze its meaning.

The other three question types found in the TOEFL® iBT are not multiple-choice and are types not found on older versions of the TOEFL®. One is a sentence insertion activity, and the last question can be one of two types of activities: either a summary question or a table/chart question.

Text Insertion Question

This question shows you a sentence that could be added to the passage. You must decide where the sentence would best fit in the passage. While you are reading, you will notice several icons that look like this ■ on the actual Internet-based test. You will be required to click on the square [■] where you feel the new sentence should be added. For the purposes of this book, simply choose the letter beside the appropriate square. This question tests how well you understand the organization of the passage, as well as grammatical connections between sentences.

Table/Chart Question

For passages on topics that explain groups or categories of information, you may be asked to demonstrate your understanding of the groups or categories mentioned by completing a chart. There will be two or three categories and either five or seven correct choices. Two of the answer choices will not be used. This question requires the ability to organize important information and to understand relationships between major ideas presented in the passage.

• Example:

Frogs	Toads	
_____	_____	(A) bumpy, dry skin
_____	_____	(B) eggs in a chain
_____	_____	(C) build nests
_____	_____	(D) shorter legs
_____	_____	(E) eggs in a bunch
		(F) have live babies
		(G) longer legs
		(H) smooth, wet skin
		(I) bulging eyes

• Correct answers:

Frogs	Toads
eggs in a bunch	bumpy, dry skin
longer legs	eggs in a chain
smooth, wet skin	shorter legs
bulging eyes	

• Not used: build nests, have live babies

The chart questions are worth up to three points if there are five correct answers and four points if there are seven correct answers. Partial credit is awarded for having some but not all correct answers.

Summary Question

In this type of question, you will be presented with an introductory sentence for a brief summary of the passage. You will then find six additional sentences. Three of the sentences express major ideas in the passage, and the others do not. Incorrect choices will be either minor ideas or ideas that are not presented in the passage. This question measures your ability to recognize important ideas from the passage and distinguish them from minor ideas or ideas that are not in the passage.

- **Example:**

First sentence of introduction:

Animals in the desert have different ways to live with little water.

- ⇒ Camels can live for a long time without water.
- ⇒ Desert plants do not need much water.
- ⇒ Desert reptiles and birds do not sweat.
- ⇒ Larger animals get the water they need from things they eat.
- ⇒ At night, desert temperatures can drop below ten degrees Celsius.
- ⇒ Some animals stay underground to keep water in their skin.

- **Correct answers:**

First sentence of introduction:

Animals in the desert have different ways to live with little water.

- ⇒ Desert reptiles and birds do not sweat.
- ⇒ Larger animals get the water they need from things they eat.
- ⇒ Some animals stay underground to keep water in their skin.

- **Not used:**

- ⇒ Camels can live for a long time without water. (minor detail)
- ⇒ Desert plants do not need much water. (incorrect information)
- ⇒ At night, desert temperatures can drop below ten degrees Celsius. (minor detail)

The summary question is worth up to 2 points. Partial credit is awarded for having some but not all correct answers.

Study Tips for Reading

- Practice reading passages of academic English regularly (the Internet can be a great source of practice materials).
- Become a master of vocabulary and constructions:
 - ⇒ Make it your goal to understand all the words you come across when studying.

- ⇒ Keep a vocabulary notebook listing new terms and their definitions. Write out the definitions in English. Only refer to bilingual dictionaries if you cannot understand a word used in context or its definition from an English-only dictionary. Set aside a period of time every week to review your new vocabulary. Practice it by writing out your own sentences using the words.
- ⇒ Master any and all grammatical and rhetorical constructions you encounter. Discover their meanings and uses by asking a teacher or doing an Internet search and viewing multiple examples of their use. You can keep a notebook of constructions as well.

- Learn how to take notes. You are permitted to take notes during the reading section of the TOEFL®. Note-taking is not writing down every word of the reading. A good idea is to note the main idea and then note the information that supports it. Note-taking must be learned, and it takes time. The better your note-taking skills, the easier you should find the TOEFL® reading section, as well as other sections of the TOEFL® iBT.
- Do not use a pencil or your finger when you are reading. Your eyes move faster than your finger, so you slow yourself down if you trace lines with a pencil or finger while reading.

Test Management

- Questions cannot be viewed until after the passage has been read.
- You will be allowed to study the reading as you answer the questions.
- Use the Review icon at the top of the screen to return to previous questions.
- There is a glossary available. Simply select the particular word with the cursor to find its meaning.
- When reading passages, ask yourself the following questions:
 - ⇒ What is the main idea of the passage?
 - ⇒ How is the main idea developed/supported in the passage?
- For each paragraph or new point in the passage, ask yourself why the author mentions it and how it relates to the main idea.
- Keep in mind that you have 60 to 100 minutes to read the passages and answer all of the questions in the reading section. This means that you can spend roughly 20 minutes on each set. Try to pace yourself accordingly. For each set, first answer the questions that you can answer easily. Then go back and answer more difficult questions. If you find that you have exceeded 20 minutes for a particular section, it is best to guess an answer and move on to the next section rather than remain on a particularly difficult question for several minutes.

Preview Test

Directions

You will read one passage and then answer reading comprehension questions about it. Most questions are worth one point, but the last question is worth more than one point. The directions indicate how many points you may receive.

You will have 20 minutes to read the passage and answer the questions.

You may see a word or phrase in the passage that is underlined in blue. Definitions or explanations for these words or phrases are provided at the end of the passage.

You can skip questions and return to them later as long as there is time remaining.

When you are ready, press **Continue**.

Track 1

Anthropomorphism

In literature, authors often use different techniques to express a certain idea to the reader. One technique that is commonly used by authors is called anthropomorphism. Anthropomorphism is the use of animals who display certain human characteristics. Another type of anthropomorphism uses non-human objects that are portrayed as humans. For example, an animal in a story may be able to speak and may wear human clothing. Similarly, an object or machine such as a train can be described as having human features like eyes or ears. Anthropomorphism is used widely in different kinds of literature to achieve different effects.

One has to look no farther than a children's book or story to find examples of anthropomorphism. Numerous fairy tales and bedtime stories involve animals that can talk. Authors use the technique because it helps children relate to the characters. By making the characters similar to humans in some ways, the author can help the child imagine the character becoming involved in human-like situations. This is important when the themes of the story may be hard for children to understand. In one tale, *The Tortoise and the Hare*, both of the main characters are animals. ■ **A)** The story is about a hare that ridicules the tortoise for being slow. ■ **B)** Since it appears to be a race easily won, the hare decides to take a nap before finishing. ■ **C)** When he wakes up, he realizes the tortoise has slowly reached the finish line and won the race. ■ **D)** The moral of the story is that it is important to take one's time when trying to achieve something. Though the morals may be a mature theme, the use of animals makes it easier for children to understand.

The technique is also used in literature for adults. Authors of books for adults use it to achieve many effects. It can be used to mock a government or politicians without directly identifying a real person. A famous example of this is George Orwell's satire, *Animal Farm*. In the book, Orwell presents many political figures as farm animals. His use of animals as characters helps him liken them to animals in their behavior and attitudes. For instance, Orwell portrays the leader of the revolution as a pig named Napoleon. In doing so, Orwell compares Napoleon to a pig. Thus, leaders like Napoleon are cast in a negative light.

▶ **moral**

a lesson learned from a story

▶ **mock**

to make fun of someone or something

▶ **satire**

a type of literature that pokes fun of something or somebody

- According to paragraph 1, which of the following is true about anthropomorphism?
 - It relies upon the use of humans that act like animals.
 - It depicts humans as having animal-like features.
 - It can be used in the portrayal of animals or objects.
 - It involves how authors describe human clothing.
- The author discusses trains in paragraph 1 in order to
 - explain that anthropomorphism can be used in various ways
 - suggest machines are common subjects for anthropomorphism
 - suggest that giving objects human qualities confuses readers
 - explain the various ways that machines are used in literature
- The word **numerous** in paragraph 2 is closest in meaning to
 - simple
 - old
 - frequent
 - many

- Which of the following best expresses the essential information in the highlighted sentence? *Incorrect* answer choices change the meaning in important ways or leave out essential information.
 - Children are unable to understand human-like situations unless animals are involved.
 - It is easier for a child to understand a story when animals are likened to humans.
 - After children imagine animals in human situations, they can make their own characters.
 - Authors help children be more imaginative about human situations by using animals.

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

The tortoise then challenges the hare to a race.

Where would the sentence best fit?

- First square
 - Second square
 - Third square
 - Fourth square
- The word **reached** in the passage is closest in meaning to
 - touched
 - arrived at
 - taken
 - gone toward

- Which of the following can be inferred about morals?
 - They can contain lessons that are not appropriate for children.
 - They teach children how they should behave in public.
 - They are often difficult for children to understand.
 - Children enjoy stories more when they contain morals.
- According to the passage, which of the following is NOT true about the use of anthropomorphism in children's literature?
 - It helps children understand a story's themes.
 - Children can imagine animals in human situations.
 - It is used to make fun of animals or people.
 - It's used to help children better relate to characters.
- The word **them** in paragraph 3 refers to
 - political figures
 - farm animals
 - characters
 - attitudes
- According to paragraph 3, why do authors use anthropomorphism in adult literature?
 - To inspire readers to take action in social issues
 - To suggest that humans and animals are alike
 - To mock individuals or situations indirectly
 - To pressure governments to make changes

- The word **cast** in the passage is closest in meaning to
 - placed
 - listed
 - honored
 - saved

- Directions: Complete the table by matching the phrases below. Select the appropriate phrases regarding the uses of anthropomorphism and match them to the type of literature to which they relate. TWO of the answer choices will NOT be used.

This question is worth 3 points.

Type of Literature	Statements
Children's Literature	<ul style="list-style-type: none"> • • •
Literature for Adults	<ul style="list-style-type: none"> • •

Answer Choices

- helps the reader understand mature messages
- can allow the reader to relate to the characters
- often presents a moral to the reader
- can provide the reader information about types of animals
- can refer to people without mentioning them by name
- can be used to compare people to animals in negative ways
- used by politicians and governments

Necessary Skills

- Identifying important information and facts stated in a passage
- Locating a specific piece of information in a passage quickly
- Understanding the distinction between main ideas and supporting details
- Focusing on facts, details, definitions, or other information presented in a passage

Example Questions

- According to the passage, who/when/where/what/how/why _____?
- According to paragraph X, which of the following is true of _____?
- The author's description of _____ mentions which of the following?
- According to paragraph X, _____ occurred because _____
- According to the passage, why did X do Y?

Strategies

- Look for transitional expressions to locate details such as examples, steps, time, reasons, or results.
- Pay attention to examples and descriptions that provide information and details.
- Eliminate choices presenting information that contradicts what is provided in the passage.
- Answer the specific question being asked. Do not select an answer just because it is mentioned in the passage.

Read the following passage. Then fill in the diagram with the information that you read. **Track 2**

Invasive Species

Invasive species are plants or animals that come into an area and threaten to kill or drive out the local species.

The first characteristic of an invasive species is that it does not naturally occur in the area. In other words, it is not part of a normal ecosystem but invaders from an outside area. In many cases, the invasive species is brought in by humans. The Russian olive tree, for instance, now threatens the forests of North America. People using it for landscaping brought the species to the continent from Europe. After it was introduced, the Russian olive, well-suited to its new environment, overwhelmed nearby natural environments.

Invasive species are also defined by the way they upset an ecosystem. When particular species are put into an area, they invade the habitats of, and even kill, native species. Asian clams, for instance, were introduced to the coast of the Americas. In these areas, they have no natural predators. They also reproduce quickly. As a result, Asian clams are threatening to overtake many coastal areas. They do so by taking over the space and using the nutrients that local species would normally use. Clams consume plankton for nutrients—the same foods that many smaller fish eat. Thus, lacking nutrients, many fish species have died in areas invaded by the clams.

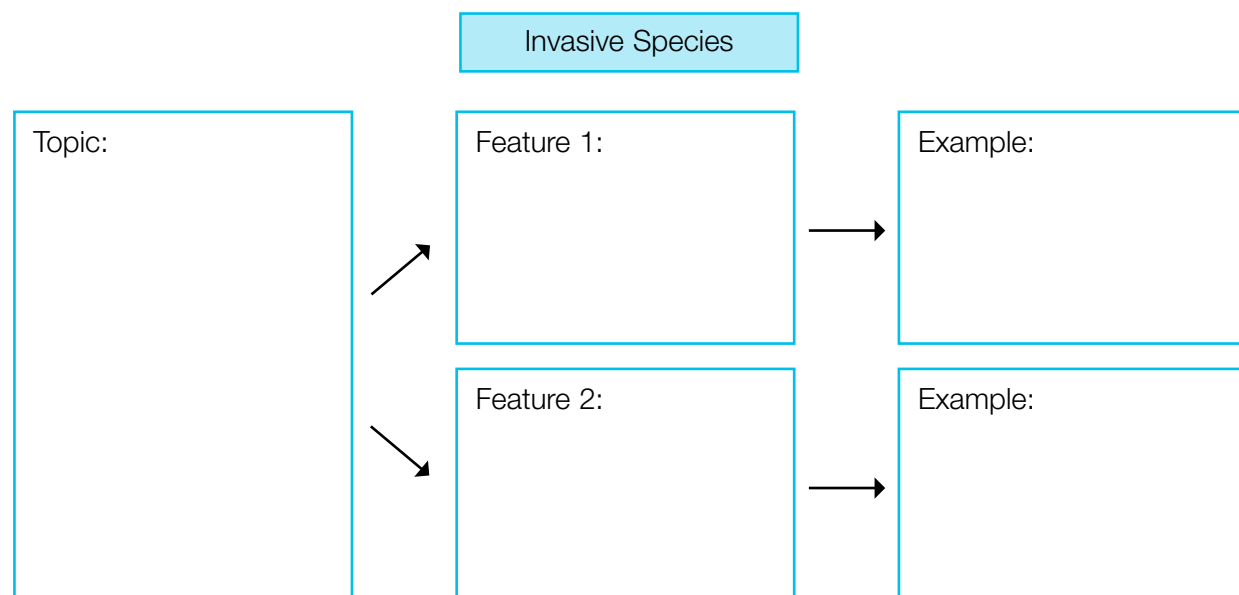
species:
a group of plants or animals that are similar to one another

ecosystem:
all of the plants and animals in an area

continent:
a large, continuous piece of land

native:
existing naturally in an environment

nutrient:
a substance that acts as food for an animal or plant



- How does an invasive species differ from a native species, according to paragraph 2?
 - It is more suited to live in an environment than native species.
 - It requires a different set of nutrients than the native species.
 - It is introduced from outside of the normal environment.
 - It does not contribute to the health of the ecosystem.
- According to paragraph 2, how did the Russian olive species first appear in North America?
 - Its seeds were mistakenly planted by explorers.
 - It was used to landscape areas by humans.
 - It was brought from America to Europe by humans.
 - It evolved from native species in North America.
- How do invasive species threaten local species, according to paragraph 3?
 - They reproduce more quickly than predators in an area.
 - They crowd out the natural predators in an area.
 - They feed upon a specific native species and use them for nutrients.
 - They take space and nutrients from local species.

Fill in the blanks to complete the summary.

Plants and animals transported from a different _____ often threaten local environments. They are considered an invasive _____ because they upset the normal ecosystem. Some may reproduce fast, thus invading the space of the _____ species. When this happens, local species are deprived of _____ needed to survive. Russian olive trees and Asian clams are examples of invasive species.

02 Archeology

Read the following passage. Then fill in the diagram with the information that you read. **Track 3**

Humans in North America

Scientists have long debated the way that humans first colonized the Americas. It is widely believed that humans crossed the Pacific Ocean from Asia.

Scientists support this theory with anthropological evidence. To find similarities between the two cultures, scientists have studied teeth. Because teeth remain for a very long time, they provide accurate records of the past. Researchers have found that the structure of Native Americans' teeth is more similar to those of Asians than any other culture in the world. One study of over 15,000 cranial remains found that the teeth of Native Americans and Asians fell into a group of similar tooth patterns called sinodonty.

In addition, scientists have found archaeological evidence to support the theory. This evidence comes in the form of human remains found in a cave in Southeast Alaska. After researchers analyzed the remains, they found that he mainly survived on a diet of marine life such as fish. Fish, however, was not a diet that would have been readily available in that location. During that period of history, many coastal Asian cultures had diets of mainly marine life. Thus, the man only would have had access to fish if he had come from Asia.

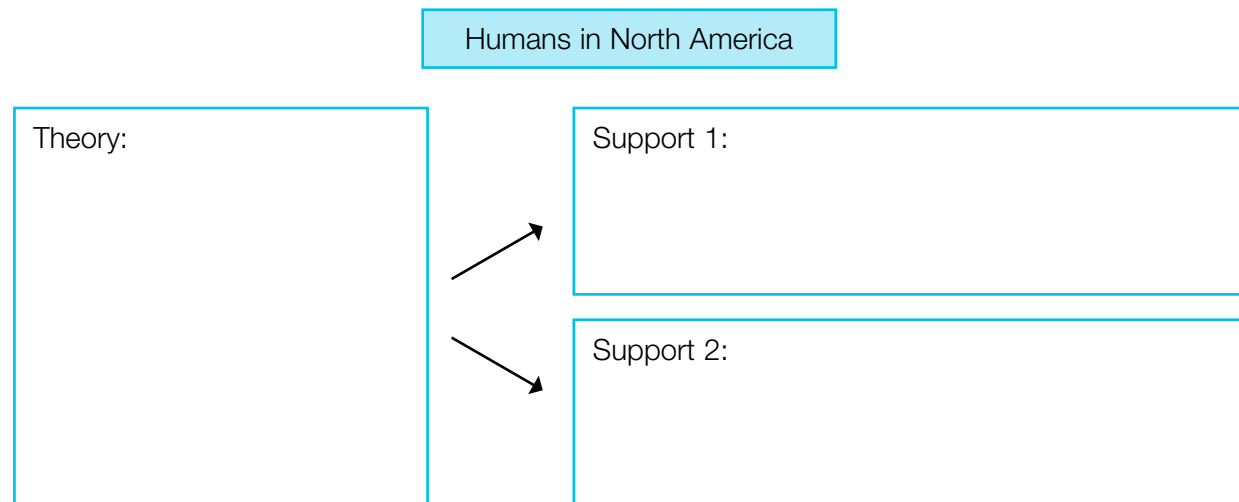
colonize:
to take control of an area of land and settle on it

record:
information about the past; to set down in writing

structure:
the way that something is arranged

cranial:
relating to the skull

remains:
the body of a person or animal that has died



- Why do teeth provide accurate information about past cultures?
 - They retain DNA evidence after a person has died.
 - They remain long after a body has decayed.
 - They show traits unique to different individuals.
 - They can be used to determine a person's diet.
- According to paragraph 2, sinodonty is
 - a group of cultures with similar teeth
 - the study of cranial and dental remains
 - a category used to describe dental remains
 - a method of analyzing the remains of teeth
- What have scientists learned from the remains of a human found in Southeast Alaska?
 - He survived on marine life found nearby.
 - He died from a lack of food.
 - He could not properly digest fish.
 - He ate a diet common to Asia.

Fill in the blanks to complete the summary.

Scientists studied the way humans first came to _____ the Americas. Based on human _____ found in caves, they believe people came from Asia. Scientists were able to study the _____ of the teeth they found. They were able to _____ their findings and compare them with Native Americans. Scientists found many similarities in the tooth patterns between Native Americans and Asians.

Read the following passage. Then fill in the diagram with the information that you read. **Track 4**

Companion Planting

Companion planting is a technique that uses the relationships between plants to allow plants to grow more easily.

The physical interaction of plants is the most apparent benefit of companion planting. The physical traits of each plant complement one another and lead to healthier plants. In nurse cropping, one plant is planted next to another to keep weeds out. Oats, for instance, are often planted along with hay. The oats crowd out weeds that would normally steal the nutrients that the hay needs to survive. However, the oats do not take nutrients and can be harvested along with the hay. In this case, the physical relationship between the hay and the oats results in a strong crop yield with fewer weeds.

The other type of relationship used in companion planting is chemical interaction. In this case, the chemical traits of one plant can be used to benefit other plants in the area. For example, legumes—plants such as beans and peas—can take nitrogen out of the air and put it into the soil for their benefit. This process helps other plants, too. Other plants can use the nitrogen brought into the soil by the legumes. In another case of chemical interaction, the African marigold can be planted in gardens. The marigold releases a chemical into the air that keeps pests away and serves to protect other plants in the area.

complement:

to add to something in a way that improves it

weed:

a type of plant that is unwanted in an area

yield:

the amount of something gained after it is made or grown

interaction:

a way in which two objects relate to one another

pest:

a destructive insect or animal that attacks crops or food

- Physical relationships between plants are used in companion planting to
 - reduce the amount of time needed for harvesting
 - transfer nutrients from the soil directly to the roots
 - use the chemicals released by one plant to keep pests away
 - use the physical traits of plants to benefit others in an area
- According to paragraph 3, what is a benefit of companion planting?
 - Replacing the nutrients in the soil
 - Keeping weeds away from plants
 - Allowing nearby plants to receive nutrients
 - Preventing plants from releasing chemicals
- Which of the following plants could be used to keep away unwanted insects?
 - Oats
 - Hay
 - Beans
 - Marigolds

Fill in the blanks to complete the summary.

There are a number of benefits of companion planting which _____ healthier crops. When planted side by side, the traits of each plant _____ each other. The physical and chemical _____ between plants can prevent weeds or provide nutrients in the soil. The chemical traits of some plants keep _____ away from other plants. The chemical interaction of the marigold is an example of companion planting.

Companion Planting

Topic:	
Type 1:	Type 2:
↓	↓
Example:	Example:

04 Fine Arts

Read the following passage. Then fill in the diagram with the information that you read. **Track 5**

Ansel Adams

Ansel Adams was an American photographer that lived from 1902 until 1984. He is best known for his many photographs of the American West. Some of his many contributions to landscape photography become apparent through an examination of the two major stages of his career.

Adams's early career was defined by pictorialism—an effort to make photographs look more pleasing by changing their appearances. Adams was inspired by the Impressionist movement in painting. Such painters attempted to use extremely vivid colors that often mixed together in unexpected ways. This created a somewhat blurry appearance. Adams strove for similar effects. Though photography was limited to black and white, photographs were often altered after development to make them appear more artistic. One such technique, soft focus, alters the focus of the camera to make the subject of the photograph appear slightly blurred. This achieved an effect similar to Impressionist painting. During this period, he created a photograph titled “Monolith.” A photograph of a rock formation in the Sierra Nevada mountains of California, “Monolith” used a red lens filter that made the sky appear black.

During Adams's later career, he abandoned many of his pictorialist leanings when he joined a group of photographers called Group f/64. This group encouraged “pure” photography. Rather than struggling to imitate other art forms, they wanted photography to be presented without any alteration. In addition, they stressed that photography should have no technique. It should, thus, be simply a way to capture and represent a moment in time. Adams's photography during this period is also his most famous. Perhaps his most famous photograph is of the moon rising above a small village in New Mexico. This photograph, rather than attempting to make the scene more beautiful through artistic alterations, simply captures the natural beauty of the moment.

vivid:
very clear and bright

blurry:
not clear; difficult to see clearly

strive:
to try hard to do something

alter:
to change

development:
the process of treating film with chemicals to create a photograph

leaning:
a tendency to do or like something

The Photography of Ansel Adams

Stage 1:

Stage 2:

Explanation:

Explanation:

- According to paragraph 2, which of the following is a quality of Impressionism?
 - Altering artwork after it is finished
 - Mixing colors in unusual ways
 - Limiting color use to black and white
 - Changing the colors of objects in nature
- Why did pictorialist photographers use various lenses to alter their work?
 - To make photographs appear realistic
 - To blur the photograph's background
 - To change the color of a photograph
 - To make photograph development easier
- How did Group f/64 affect Ansel Adams's photography style?
 - It taught him to leave his photographs unchanged.
 - It encouraged him to photograph landscapes.
 - It provided him with new developing techniques.
 - It demonstrated the importance of artistic filters.

Fill in the blanks to complete the summary.

In his early career, Ansel Adams would _____ his photographs for more appeal. His inspiration came from Impressionist artists who used _____ colors in their paintings. In later years, he abandoned his _____ toward imitating other art forms. He joined a group that _____ to present pure, unaltered photography. His photography during this time is considered to be his best work.

05 Environmental Science

Read the following passage. Then fill in the diagram with the information that you read. **Track 6**

Urban Heat Islands

Urban heat islands are city zones that are significantly hotter than the area surrounding them. This is the result of many factors that cause the city to retain heat that would otherwise be lost. In many cases, urban heat islands—or UHIs for short—are several degrees warmer than nearby, non-city areas.

The most common cause of UHIs is the fact that the ground area has been paved over in cities. By and large, pavement soaks up far more heat than dirt on the ground or organic matter. As a result, the cities cool down far less than other areas during the night. During the same nighttime period, most natural, unpaved regions lose most of the heat that they have absorbed during the day; paved areas do not. Because of this, areas containing significant pavement are often warmer at night by three to four degrees Celsius.

In addition, the low number of plants in cities contributes to UHIs. Through a process called evapotranspiration, plants release water into the air when they are heated. This moisture is often much cooler than the surrounding air temperature. The moist air, in turn, causes the nearby area to become cooler. Since most of the ground in cities is paved or built over, there is little room for plants to grow. As a result, the natural cooling effect of plants is not as present in cities as it is in other areas. The heat of the area cannot benefit from the cooling effects of many plants.

Finally, UHIs are caused by the heat released by human activity within the city. The operation of cars and day-to-day urban activities in a city create a large amount of heat. This excess heat is called “waste heat” and may be more of a factor in UHIs than scientists first thought. In fact, many cities remain warm even on cloudy days due to waste heat being released. Thus, due to the high concentration of cars and people, heat is constantly generated.

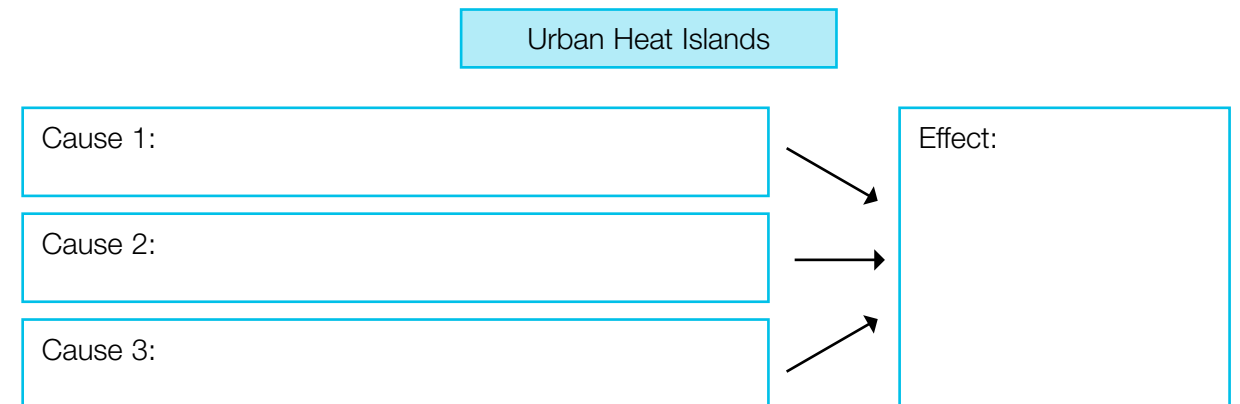
retain:
to keep something

urban:
relating to a city or town

pave:
to cover an area with pavement, as in a road

absorb:
to take in or soak up something

activity:
busy action or movement



- How does pavement affect the heat present in a city?
 - It continues to generate heat at night.
 - Paved areas absorb and retain heat.
 - It stops the transfer of heat from the air to the ground.
 - It reflects the heat generated by sunlight.
- Why do plants cause the area around them to be cooler?
 - They absorb heat before it reaches the ground.
 - They remove moisture from the air.
 - They release oxygen to stop heat transfer.
 - They release moisture into the air.
- According to paragraph 4, waste heat is
 - heat created by action within cities
 - heat that is lost in the atmosphere
 - the transfer of heat into the soil
 - heat trapped by heavy cloud cover

Fill in the blanks to complete the summary.

_____ heat islands are city areas that are warmer than surrounding areas. Several factors cause the city to _____ heat that would otherwise be lost. The paved streets _____ and hold heat which results in warmer nights. The operation of cars and daily human _____ create excessive heat in cities. Unfortunately, the natural cooling effect of plants is not present in cities.

Read the following passage. Then fill in the diagram with the information that you read. **Track 7**

Art Nouveau

Art Nouveau was an artistic trend that began near the turn of the 20th century. The style was distinct from the styles before it, especially the “academic” art that had been popular in the 19th century. Both the approach and style of Art Nouveau established it as a unique movement that is still celebrated today.

Art Nouveau began with very non-traditional approaches. It split from the fine art of the 19th century that focused heavily on accurate portrayals of reality. It did not seek to create art that exactly represented reality. Rather, Art Nouveau sought to add to reality and make normal, everyday things beautiful with decoration. In this way, Art Nouveau was more functional than the art before it. Moreover, it did not focus only on classical types of fine art, such as statue and painting, but was a “total style”; that is, it applied artistic ideas to nearly everything. While some Art Nouveau artists did create images, one could just as easily produce tea cups, jewelry, or architecture in the style of decorative art. Alphonse Mucha, one of the most famous figures of Art Nouveau, became popular by producing posters that advertised stage productions. In Prague, Brussels, and several other places across Europe, the Art Nouveau style swept the city. It could be seen in buildings, train stations, and parks. In this way, Art Nouveau’s approach was much different than art before it; rather than making “pure” art for museums, Art Nouveau was beautiful and served a purpose.

The style of Art Nouveau was a huge departure from the art before it. Once again, accurate depictions of reality were abandoned in favor of a decorative style. Most Art Nouveau images are two-dimensional. They cast aside rules of perspective that were so present in 19th century art. In addition, large amounts of decoration are added to a picture. In many of the poster images prepared by Mucha, for instance, several vine-like, curved lines frame his pieces. Over the entrances to the metro in Paris, ornate panes of glass expand outward from the entrance. In both cases, the decoration has no function other than adding a sense of beauty to what is otherwise very plain.

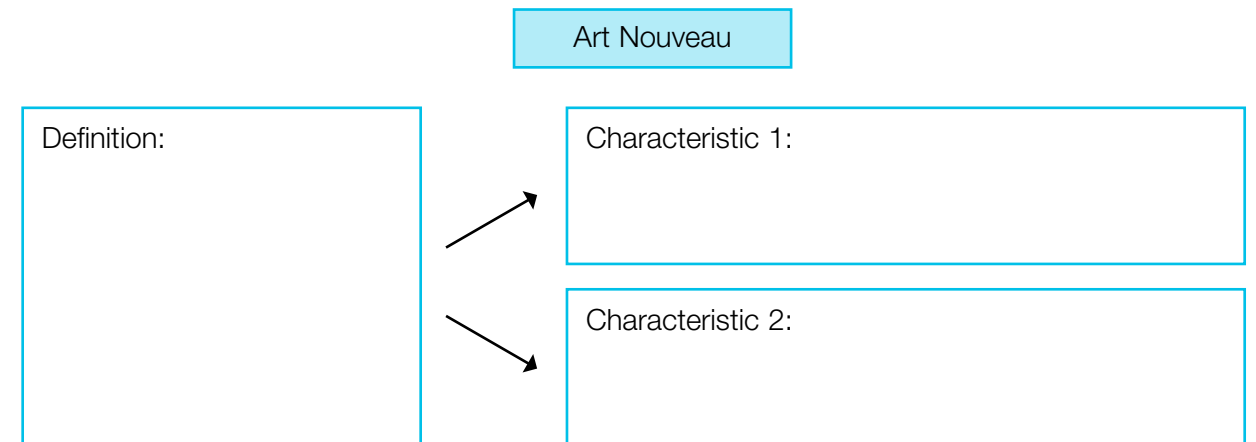
movement:
a drastic change in an art form

functional:
designed to be useful

departure:
a movement away from something

perspective:
a way to create art that gives the impression of distance or depth; a mental view or outlook

ornate:
decorated with complex shapes or patterns



- How did Art Nouveau differ from the art before it?
 - It attempted to make painting and sculpture more popular.
 - It made normal, everyday objects more beautiful.
 - It tried to make art that appealed to everyone.
 - It made formal artistic techniques available to everyone.
- According to paragraph 2, what was Alphonse Mucha well known for?
 - Architecture
 - Stage productions
 - Posters
 - Jewelry
- Which of the following was a trait of Art Nouveau?
 - It used large amounts of decoration.
 - It was focused mostly on architecture.
 - It paid special attention to perspective.
 - It depicted subjects in unrealistic ways.

Fill in the blanks to complete the summary.

Art Nouveau was an art form that was a _____ from traditional art. It added a new _____ to the traditional art of the past. Art Nouveau was more _____ because it made everyday things more decorative. Traditional European window panes and doorways were more _____ and more beautiful. Even today, the unique style of Art Nouveau is widespread throughout the world.