

Decoding^{the} TOEFL[®] iBT

托福考试 专项高分突破

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Decoding the TOEFL[®] iBT READING:

- can be used by learners who are taking classes and also by individuals who are studying by themselves
- contains ten chapters, each of which focuses on a different reading question, and one actual test
- contains passages of varying lengths, including full-length passages
- is composed of passages and question types that are the same difficulty levels as those found on the TOEFL[®] iBT

READING
阅读



中国宇航出版社

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Decoding the TOEFL iBT Reading Advanced

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Introduction

For many learners of English, the TOEFL® iBT will be the most important standardized test they ever take. Unfortunately for a large number of these individuals, the material covered on the TOEFL® iBT remains a mystery to them, so they are unable to do well on the test. We hope that by using the *Decoding the TOEFL® iBT* series, individuals who take the TOEFL® iBT will be able to excel on the test and, in the process of using the book, may unravel the mysteries of the test and therefore make the material covered on the TOEFL® iBT more familiar to themselves.

The TOEFL® iBT covers the four main skills that a person must learn when studying any foreign language: reading, listening, speaking, and writing. The *Decoding the TOEFL® iBT* series contains books that cover all four of these skills. The *Decoding the TOEFL® iBT* series contains books with three separate levels for all four of the topics as well as the *Decoding the TOEFL® iBT Actual Test* books. These books are all designed to enable learners to utilize them to become better prepared to take the TOEFL® iBT. This book, *Decoding the TOEFL® iBT Reading Advanced*, covers the reading aspect of the test. It is designed to help learners prepare for the Reading section of the TOEFL® iBT.

Decoding the TOEFL® iBT Reading Advanced can be used by learners who are taking classes and also by individuals who are studying by themselves. It contains ten chapters, each of which focuses on a different reading question, and one actual test at the end of the book. Each chapter contains explanations of the questions and how to answer them correctly. It also contains passages of varying lengths, including full-length passages, and it focuses on the types of questions that are covered in the chapter. The passages and question types in *Decoding the TOEFL® iBT Reading Advanced* are the same difficulty levels as those found on the TOEFL® iBT. Individuals who use *Decoding the TOEFL® iBT Reading Advanced* will therefore be able to prepare themselves not only to take the TOEFL® iBT but also to perform well on the test.

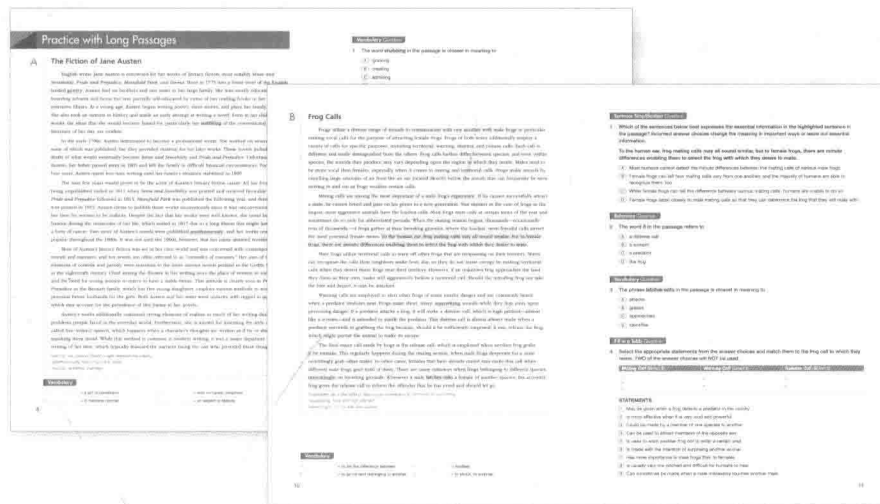
We hope that everyone who uses *Decoding the TOEFL® iBT Reading Advanced* will be able to become more familiar with the TOEFL® iBT and will additionally improve his or her score on the test. As the title of the book implies, we hope that learners can use it to crack the code on the TOEFL® iBT, to make the test itself less mysterious and confusing, and to get the highest grade possible. Finally, we hope that both learners and instructors can use this book to its full potential. We wish all of you the best of luck as you study English and prepare for the TOEFL® iBT, and we hope that *Decoding the TOEFL® iBT Reading Advanced* can provide you with assistance during the course of your studies.

Michael A. Putlack
Stephen Poirier
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Decoding the TOEFL® iBT Reading Advanced is designed to be used either as a textbook in a classroom environment or as a study guide for individual learners. There are 10 chapters in this book. Each chapter provides comprehensive information about one type of reading question. There are 4 sections in each chapter, which enable you to build up your skills on a particular reading question. At the end of the book, there is one actual test of the Reading section of the TOEFL® iBT.

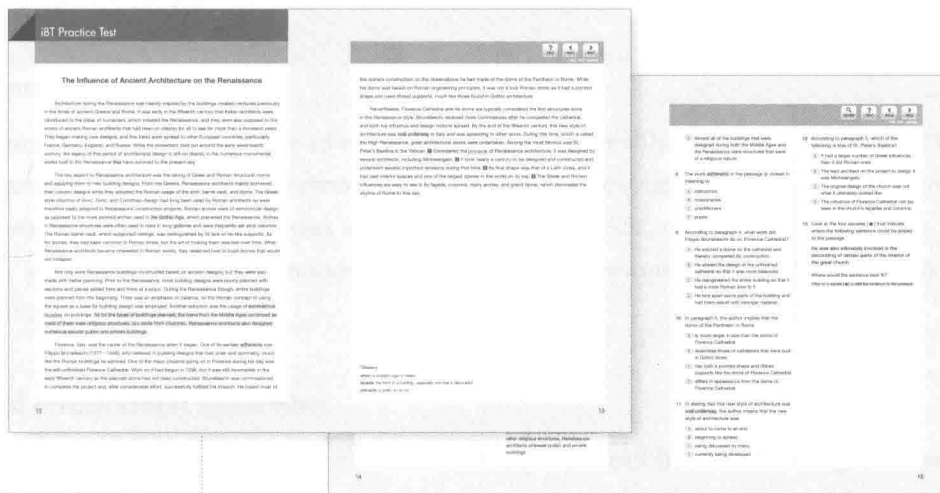
This section provides a short explanation of the question type. It contains examples of typical questions so that you can identify them more easily and hints on how to answer the questions. There is also a short reading passage with one sample question and explanation.

Workers sometimes have to deal with these different types of _____ in the
 their workers (1) _____ something when it's the (2)
 to come to places where there is work. This also happens because workers cannot get their homes
 in need of help to come to new cases. (3) _____ something happens when
 workers lack (4) _____ to work in new locations. Individuals do not have the
 proper skills and so do not work most of the time. (5) _____
 (6) _____ sometimes when workers lack the skills to



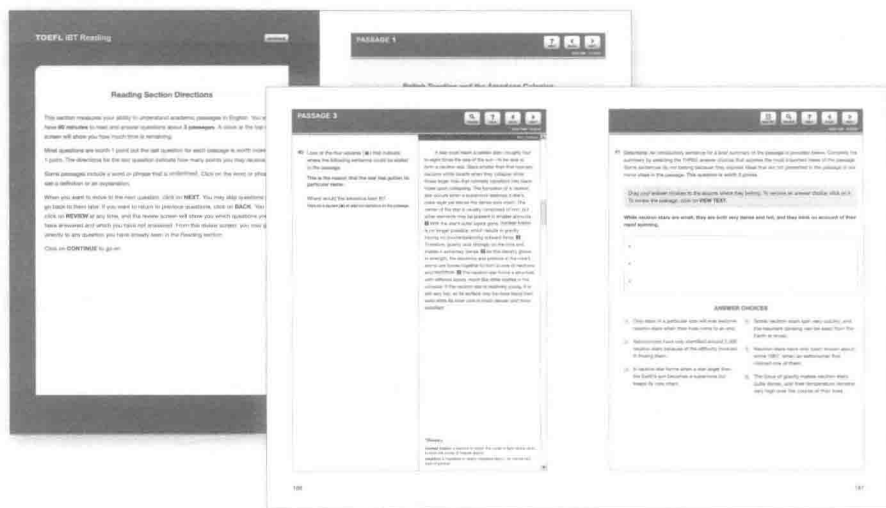
Practice with Long Passages

This section has two reading passages that are between 500 and 600 words long. Each reading passage contains four questions. There is one question about the type of question covered in the chapter. The other three questions are of various types. There is also a short vocabulary section after each passage to test your knowledge.



iBT Practice Test

This part has one full-length reading passage with either 13 or 14 questions.



■ **Actual Test** (at the end of the book)

This section has 3 full-length reading passages with either 13 or 14 questions each.

About the TOEFL® iBT Reading Section

How the Section Is Organized

There are three or four reading passages, each one of which is roughly 700 words long, in the Reading section. The time given for the Reading section is 60 minutes if there are three passages and 80 minutes if there are four passages. The TOEFL® iBT tests held in Korea commonly have three passages.

There are 12 to 14 questions for each reading passage. Most of the questions are worth 1 point, but the last question in each passage is worth more than 1 point. The last question is always either a Prose Summary or Fill in a Table question. A Prose Summary question is worth 2 points while a Fill in a Table question can be worth 3 or 4 points depending on the number of answer choices given. Of the two question types, the Prose Summary question appears more often.

Question Types

Type 1 Vocabulary Questions

Vocabulary questions require the test taker to understand specific words and phrases that are used in the passage. Each of these questions asks the test taker to select another word or phrase that is the most similar in meaning to a word or phrase that is highlighted. The vocabulary words that are highlighted are often important words, so knowing what these words mean can be critical for understanding the entire passage. The highlighted words typically have several different meanings, so test takers need to be careful to avoid selecting an answer choice simply because it is the most common meaning of the word or phrase.

Type 2 Reference Questions

Reference questions require the test taker to understand the relationships between words and their referents in the passage. These questions most frequently ask the test taker to identify the antecedent of a pronoun. In many instances, the pronouns are words such as *he*, *she*, or *they* or *its*, *his*, *hers*, or *theirs*. However, in other instances, relative pronouns such as *which* or demonstrative pronouns such as *this* or *that* may be asked about instead.

Type 3 Factual Information Questions

Factual Information questions require the test taker to understand and be able to recognize facts that are mentioned in the passage. These questions may be about any facts or information that is explicitly covered in the passage. They may appear in the form of details, definitions, explanations, or other kinds of data. The facts which the questions ask about are typically found only in one part of the passage—often just in a sentence or two in one paragraph—and do not require a comprehensive understanding of the passage as a whole.

Type 4 Negative Factual Information Questions

Negative Factual Information questions require the test taker to understand and be able to recognize facts that are mentioned in the passage. These questions may be about any facts or information that is explicitly covered in the passage. However, these questions ask the test taker to identify the incorrect information in the answer choices. Three of the four answer choices therefore contain correct information that is found in the passage. The answer the test taker must choose therefore either has incorrect information or information that is not mentioned in the passage.

Type 5 Sentence Simplification Questions

Sentence Simplification questions require the test taker to select a sentence that best restates one that has been highlighted in the passage. These questions ask the test taker to recognize the main points in the sentence and to make sure that they are mentioned in the rewritten sentence. These rewritten sentences use words, phrases, and grammar that are different from the highlighted sentence. Sentence Simplification questions do not always appear in a passage. When they are asked, there is only one Sentence Simplification question per passage.

Type 6 Inference Questions

Inference questions require the test taker to understand the argument that the passage is attempting to make. These questions ask the test taker to consider the information that is presented and then to come to a logical conclusion about it. The answers to these questions are never explicitly stated in the passage. Instead, the test taker must infer what the author means. These questions often deal with cause and effect or comparisons between two different things, ideas, events, or people.

Type 7 Rhetorical Purpose Questions

Rhetorical Purpose questions require the test taker to understand why the author mentioned or wrote about something in the passage. These questions ask the test taker to consider the reasoning behind the information being presented in the passage. For these questions, the function—not the meaning—of the material is the most important aspect for the test taker to be aware of. The questions often focus on the relationship between the information mentioned or covered either in paragraphs or individual sentences in the passage and the purpose or intention of the information that is given.

Type 8 Insert Text Questions

Insert Text questions require the test taker to determine where in the passage another sentence should be placed. These questions ask the test taker to consider various aspects, including grammar, logic, connecting words, and flow, when deciding where the new sentence best belongs. Insert Text questions do not always appear in a passage. When they are asked, there is only one Insert Text question per passage. This question always appears right before the last question.

Type 9 Prose Summary Questions

Prose Summary questions require the test taker to understand the main point of the passage and then to select sentences which emphasize the main point. These questions present a sentence which is essentially a thesis statement for the entire passage. The sentence synthesizes the main points of the passage. The test taker must then choose three out of six sentences that most closely describe points mentioned in the introductory sentence. As for the other three choices, they describe minor points, have incorrect information, or contain information that does not appear in the passage, so they are all therefore incorrect. This is always the last question asked about a Reading passage, but it does not always appear. Instead, a Fill in a Table question may appear in its place.

Type 10 Fill in a Table Questions

Fill in a Table questions require the test taker to have a comprehensive understanding of the entire passage. These questions typically break the passage down into two—or sometimes three—main points or themes. The test taker must then read a number of sentences or phrases and determine which of the points or themes the sentences or phrases refer to. These questions may ask the test taker to consider cause and effect, to compare and contrast, or to understand various theories or ideas covered. This is always the last question asked about a Reading passage, but it does not always appear. Instead, a Prose Summary question may appear in its place.

Contents

Chapter 01	Vocabulary	1
Chapter 02	Reference	17
Chapter 03	Factual Information	33
Chapter 04	Negative Factual Information	49
Chapter 05	Sentence Simplification	65
Chapter 06	Inference	81
Chapter 07	Rhetorical Purpose	97
Chapter 08	Insert Text	113
Chapter 09	Prose Summary	129
Chapter 10	Fill in a Table	145
Actual Test		161
Answers & Explanations		189

Chapter 01



Vocabulary

About the Question

Vocabulary questions focus on words or phrases that appear in the passage. You are asked to select a word or phrase that has a meaning similar to that of the highlighted word or phrase in the passage. These questions require you to know the meanings of words or phrases that are necessary to having an overall understanding of the passage. There are 3-5 Vocabulary questions for each passage.

Recognizing Vocabulary questions:

- The word X in the passage is closest in meaning to
- In stating X, the author means that

Helpful hints for answering the questions correctly:

- You should be able to substitute the correct word or phrase in place of the highlighted word in the passage, and the passage will read grammatically correctly. Read the relevant sentence and substitute each answer choice to help determine the answer.
- Most of the words or phrases that are highlighted have more than one meaning in English. In many cases, the correct meaning of the word or phrase in the passage is not the most common one, so be careful of answer choices that appear too obvious.
- Look for context clues in the passage. Context clues frequently appear in the sentences immediately preceding or following the one with the highlighted word or phrase. They can provide hints that can make determining the meaning of the word or phrase easier.

Sample Question

Molly Pitcher

The Battle of Monmouth, which took place during the American Revolution, was fought between American and British troops on June 28, 1778. In the middle of the fighting, one of the soldiers, named William Hays, suddenly collapsed from either the intense heat or an injury he incurred. His wife, Mary Hays, happened to see her husband fall since she was busy bringing pitchers of water to soldiers to help cool them off and to keep the cannons from overheating. Mary immediately took her husband's place and helped load the cannon herself for the remainder of the battle. According to some stories, George Washington, who was at Monmouth, witnessed her brave actions and made her a noncommissioned officer once the battle ended. Mary then began calling herself Sergeant Molly, and, over time, she became known as Molly Pitcher in American folklore. She, along with Betsy Ross, who sewed the first American flag, became one of the most **celebrated** women of the American Revolution.

The word **celebrated** in the passage is closest in meaning to

- ☐ A decorated
- ☐ B famous
- ☐ C amusing
- ☐ D interesting

| Answer Explanation |

Choice **(B)** is the correct answer. When a person is celebrated, it means that the person is well known or famous. A context clue in the passage is that Mary Hays "became known a Molly Pitcher in American folklore." A person known in the folklore of a country is famous.

Practice with Short Passages

A

Nomadic Wanderings in Eurasia

For much of its history, the landmass of **Eurasia** has been home to numerous tribes of nomadic people, such as the Mongols, Goths, and Huns. One prevailing theme of Eurasian nomadic history has been the westward expansion of these tribes into Europe. Some, including the Mongols, moved vast distances and conquered many people while changing the course of European history.

The nomadic tribes in the past and present have mostly resided in the enormous **steppe** region stretching from Mongolia to Eastern Europe. Much of the Steppes, as this area is called, is flat and windblown and receives intermittent rainfall, making it unsuitable for intensive agriculture. It does, however, support seas of grasslands suitable for grazing animals. Thus, historically, the majority of nomads' lives centered on the raising of herds of livestock, particularly horses, cattle, sheep, and goats. While their horses served as beasts of burden and a means of transportation, the other animals provided meat and milk for **sustenance** and wool and hides for clothing.

Historically, the nomadic tribes wandered for two primary reasons. First, because of their dependence on animals as a means of survival, they roamed in search of fresh grasslands for their herds. This was especially true when there were periods of drought, so the nomads were forced to move to seek better grazing. Second, the tribes had to deal with population pressures. During times of abundance, tribal populations increased dramatically, which had a ripple effect across the Steppes. As larger tribes sought new grazing lands, warfare with their neighbors frequently broke out. The losers then migrated westward to seek unoccupied lands.

In time, pressure from warfare and the desire for new grazing lands spread the nomads across nearly the entire length of Eurasia. Eventually, they encountered the more civilized regions of Europe and **clashed** with the people living there. The most famed of these incursions are those that led to the fall of Rome in the fifth century and the Mongol invasions of the thirteenth century.

*Eurasia: the land covered by both Europe and Asia

*steppe: a very large plain covered with grass and few trees

1 The word **sustenance** in the passage is closest in meaning to

- (A) survival
- (B) nourishment
- (C) enhancement
- (D) protein

2 The word **clashed** in the passage is closest in meaning to

- (A) integrated
- (B) traded
- (C) fought
- (D) mingled

Vocabulary

* _____ = sporadic; happening off and on

* _____ = animals raised on farms

* _____ = to wander

* _____ = an invasion

B The Origins of Black Holes

Black holes, which are regions of space that have such a strong gravitational pull that nothing—not even light—can escape from them, are among the most unusual phenomena found anywhere in outer space. Their strong gravitational fields are the results of each of them possessing a mass as large as ten suns compressed into a space no larger than that of a large metropolis such as New York City. Astronomers have difficulty detecting black holes since they emit no electronic radiation; therefore, their presence is inferred by the absence of such radiation or by the drawing of material from a nearby cloud of interstellar matter toward the black hole.

Every black hole begins as a star that dies and promptly collapses on itself, but not all stars that perish become black holes. Stars three times as large as the sun or smaller become white dwarf stars when they die while those between four and eight times the size of the sun usually transform into neutron stars. To become a black hole, a star must be even greater in size. When one of these giant stars exhausts its hydrogen and helium fuel through the course of nuclear reactions, its outer shell weakens and collapses, resulting in a massive explosion called a supernova.

The core of the star remains at the center of the explosion. As the star falls inward, a gargantuan amount of material gets squeezed into a tiny area through the force of gravity. This is the beginning of a black hole. Next, something unusual happens: The collapsing star's material reaches what is known as the event horizon. This is the region on the boundary of the black hole where time seems to slow to a standstill to observers located far away. As the material reaches the event horizon, it can no longer escape from the black hole since both matter and light are drawn inward. But because of how time slows so much, distant observers will never actually witness the material cross the event horizon and enter the black hole. As a result, astronomers do not know what happens to the material drawn into a black hole.

*emit: to send out; to release

*interstellar: related to or located in the region in space between stars

- 1 The word **exhausts** in the passage is closest in meaning to
 - (A) renews
 - (B) tires
 - (C) finishes
 - (D) reduces

- 2 In stating that time seems to **slow to a standstill**, the author means that time seems to
 - (A) halt
 - (B) compress
 - (C) advance
 - (D) pass

Vocabulary

- * _____ = something impressive or unusual
- * _____ = condensed; pressed together

- * _____ = a star that has exploded
- * _____ = very large; huge

Labor Market Immobility

Among the chief difficulties in a labor market is its degree of **immobility**, which refers to the lack of mobility workers have with regard to making changes to the circumstances of their employment. There are three kinds of labor market immobility: geographical immobility, industrial immobility, and occupational immobility. As a result of any one of these three factors, workers may find themselves in undesirable jobs despite wishing to be in different situations.

Geographical immobility is the inability to move where there is work to be found. There are various reasons why this may occur. In some instances, workers may find better jobs in other cities yet cannot move to them because they own homes which cannot easily be sold. In other cases, workers may be unable to afford housing in new locations or may have family commitments preventing them from relocating.

Industrial immobility happens when workers lack the skills to work in new industries. For instance, those individuals who work in automobile factories as assembly line workers cannot easily switch jobs to become insurance underwriters who work in office environments. When workers in some industries get **laid off**, those now-unemployed workers do not possess the skill set necessary to work in other industries, even those desperate for workers.

Occupational immobility occurs when workers do not have the skills necessary to change jobs in the industries in which they are currently employed. For instance, law clerks cannot become lawyers unless they spend many years studying law and then pass the bar exam. In other cases, workers may want to acquire the skills they need to change jobs but cannot afford to leave their present jobs to undergo training. Remedies such as training programs exist and enable some people to overcome this **handicap**. Yet there is always a substantial percentage of the workforce that does not benefit from these **schemes** and gets stuck in jobs they no longer want to have.

*immobility: the inability to change one's position

*scheme: a plan

1 The phrase **laid off** in the passage is closest in meaning to

- (A) suspended
- (B) demoted
- (C) transferred
- (D) fired

2 The word **handicap** in the passage is closest in meaning to

- (A) injury
- (B) disadvantage
- (C) infirmity
- (D) disability

Vocabulary

• _____ = unwanted

• _____ = an obligation; a duty

• _____ = to change

• _____ = all of the abilities a person has