

★ TOEFL ★

READING  
COMPREHENSION  
AND VOCABULARY  
WORKBOOK

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COMPREHENSION  
AND VOCABULARY  
WORKBOOK**



**ARCO**  
**New York**

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# CONTENTS

Preface .....	1
General Information .....	1
Why Use This Book? .....	1
Tips for Taking Tests .....	2
Reading Comprehension and Vocabulary Pretest .....	5
Part I. Developing Reading Comprehension Skills .....	13
Finding Main Ideas and Supporting Details .....	13
Skimming for Specific Information .....	16
Defining Words from Context .....	22
Making Inferences .....	25
Understanding Advertisements .....	46
Part II. How Thoughts Are Related .....	69
Part III. Understanding Contemporary Reading Passages .....	105
Part IV. Tactics for Reading from History Textbooks .....	130
Part V. Interpretation of Scientific Reading Materials .....	159
Answer Sheets for Practice Tests .....	181
Reading Comprehension and Vocabulary Practice Test A .....	185
Reading Comprehension and Vocabulary Practice Test B .....	198
Reading Comprehension and Vocabulary Practice Test C .....	211
Word List .....	224
Answer Key .....	228

# PREFACE

## General Information

The Test of English as a Foreign Language (TOEFL) measures the English ability of people whose native language is not English. The test, which takes about three and one-half hours to administer, consists of three separately timed sections of multiple-choice questions:

1. Listening Comprehension, which evaluates proficiency in understanding spoken English
2. Structure and Written Expression, which evaluates proficiency in recognizing language appropriate for standard written English
3. Reading Comprehension and Vocabulary, which evaluates comprehension of non-technical reading material and knowledge of the meanings and uses of words and idiomatic phrases

The TOEFL is required for admission to more than 2,000 colleges and universities in the United States, Canada, and other places where English is the language of instruction. Government agencies, scholarship programs, and other institutions require the test. According to the *TOEFL Bulletin of Information*, last year more than 294,000 people applied to take the TOEFL. The TOEFL office does not decide what scores are acceptable; each institution or agency makes its own decision.

The *TOEFL Bulletin* describes the test and provides information you need about registering for and taking the test. All candidates should read the *TOEFL Bulletin of Information* for the most up-to-date information about the test. To obtain a copy, write to TOEFL, Box 899, Princeton, New Jersey 08541, United States.

## Why Use This Book?

This workbook will prepare you for the Reading Comprehension and Vocabulary section of the TOEFL. This section, one of the three parts that make up the entire exam, consists of ninety multiple-choice questions testing your knowledge of word meanings and your ability to comprehend a variety of reading materials.

Start your preparation for the TOEFL Reading and Vocabulary Test by taking the Pretest on page 5. This test is only one-third as long as the actual TOEFL section, but the instructions are exactly as you will find them on the TOEFL, and the questions are very similar to those on the exam. Thus you may familiarize yourself with the TOEFL instructions and the kinds of questions you will face. After taking the Pretest, check your answers with the explanations that follow each type of question to see where you need to concentrate your efforts in order to improve your score.

This book has been designed to teach reading skills and increase vocabulary by means of reading passages with both comprehension and vocabulary exercises. The reading passages progress from relatively simple to relatively difficult as you continue through the book. Various skills, such as finding the main idea and supporting details, are taught. Following the reading and vocabulary lessons you will find three complete Comprehension and Vocabulary Tests. These tests consist of ninety questions similar to those on the TOEFL. They will show you how well you have mastered the reading and vocabulary skills presented in this book. Should you score well on these tests, you may face the TOEFL with high expectations of a good score. If your score is lower than you would like it to be, isolate the types of material on which you scored badly and go back to the sections of this book that provide instruction in those areas.

## Tips for Taking Tests

1. Review before the test, but do *not* cram the night before the test. Get a good night's sleep and try to feel confident and calm as you go to the test location.
2. Arrive at the test center with your registration confirmation ticket and proper identification—your passport if you take the test outside your country or either your passport or whatever identification requirements are printed on your reservation confirmation ticket if you take the test within your country. *Without acceptable identification you will not be admitted to the test center.*
3. Listen carefully to all verbal instructions.
4. Read all written instructions carefully. Do *not* rush to the questions. Be sure you understand the instructions before you begin the test. Look at the examples given on the test.
5. You are given 65 minutes to complete the Reading Comprehension and Vocabulary section of the test. Answer the easy questions first; then go back to the more difficult questions. Avoid hurrying to finish.
6. Stop and rest a few times during the 65 minutes.
7. On your answer sheet, blacken the circle for the answer completely. A partially filled circle may not record on the computer that scores your test.
8. If you are not sure of an answer, try an intelligent guess. You are scored on the basis of the number of correct answers, so you should answer every question.
9. You should choose the *best answer*. Vocabulary is presented in context. The best answer, therefore, is the meaning of the word as it is used in the sentence given in the test. Words may have several meanings, but only the meaning in the context of the given sentence is correct.
10. Work quickly but carefully. Keep your eye on the time as you work.

# Pretest Answer Sheet

- |           |            |            |            |            |
|-----------|------------|------------|------------|------------|
| 1 A B C D | 7 A B C D  | 13 A B C D | 19 A B C D | 25 A B C D |
| 2 A B C D | 8 A B C D  | 14 A B C D | 20 A B C D | 26 A B C D |
| 3 A B C D | 9 A B C D  | 15 A B C D | 21 A B C D | 27 A B C D |
| 4 A B C D | 10 A B C D | 16 A B C D | 22 A B C D | 28 A B C D |
| 5 A B C D | 11 A B C D | 17 A B C D | 23 A B C D | 29 A B C D |
| 6 A B C D | 12 A B C D | 18 A B C D | 24 A B C D | 30 A B C D |





# READING COMPREHENSION AND VOCABULARY PRETEST

This test is designed to measure your ability to understand various kinds of reading materials, as well as your ability to understand the meaning and use of words. There are two types of questions in this section, with special directions for each type.

## PART A. VOCABULARY

*Directions:* In Questions 1–15 each sentence has a word or phrase underlined. Below each sentence there are four other words or phrases, marked (A), (B), (C), and (D). You are to choose the one word or phrase that *best keeps the meaning* of the original sentence if it is substituted for the underlined word or phrase. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter you have chosen so that the letter inside the oval cannot be seen.

*Example:*

His students think he is odd.

- (A) dangerous  
(B) friendly

- ✓ (C) strange  
(D) humorous

The best answer is (C) because the sentence, "His students think he is strange," is closest in meaning to, "His students think he is odd." Therefore, you should mark (C) on your answer sheet.

As soon as you understand the directions, begin work on the problems.

- Oil is one of the principal sources of energy.  
(A) most expensive (C) most difficult  
(B) most important (D) most popular
- No one can survive for very long without water.  
(A) reproduce (C) transcend  
(B) prosper (D) exist
- The assignment was to write a synopsis of our favorite novel.  
(A) evaluation (C) critique  
(B) summary (D) dramatization
- It is futile to go shopping when you don't have any money.  
(A) useless (C) idiotic  
(B) brilliant (D) challenging

5. The actress had to raise her voice in order to be audible in the balcony.  
 (A) musical (C) heard  
 (B) dramatic (D) appreciated
6. Dictators do not tolerate opposition of any kind.  
 (A) understand (C) justify  
 (B) permit (D) execute
7. Earthquakes occur frequently in parts of California.  
 (A) instantly (C) spontaneously  
 (B) annually (D) often
8. Martin Luther King fought to put an end to racial segregation in the United States.  
 (A) integration (C) separation  
 (B) education (D) torture
9. The number of illiterates in this country continues to rise.  
 (A) people who cannot read and write  
 (B) people without children  
 (C) people who participate in sports  
 (D) people who purchase more than they can afford
10. Since his wound was superficial, only a Band-Aid was required.  
 (A) frivolous (C) deep  
 (B) on the surface (D) supercilious
11. The main road will be closed until the blizzard ends.  
 (A) snowstorm (C) tornado  
 (B) hurricane (D) thunderstorm
12. Tennis wear has become a very lucrative business for both manufacturers and tennis stars.  
 (A) illegal (C) expansive  
 (B) circumstantial (D) profitable
13. A familiar adage says that the early bird gets the worm.  
 (A) proverb (C) gentleman  
 (B) lady (D) book
14. A television ad shows a busy baker with a new computer that the advertiser claims will help him "make dough."  
 (A) a baking mixture (C) money  
 (B) more customers (D) bread
15. At every faculty meeting, Ms. Volatile always manages to put her foot in her mouth.  
 (A) trip over her big feet (C) move rapidly  
 (B) say the wrong thing (D) fall asleep

If you thought the fifteen vocabulary items in this Pretest were simple, don't think the TOEFL will be as easy. Check your answers against the following Explanation of Answers to see how well you did.

## EXPLANATION OF ANSWERS

1. The answer is (B), *most important*. If your answer is wrong, write the word on a 3 x 5-inch card. Include the synonyms *main*, *chief*, and *major*. As you continue to study in this book, add to your file all words that you discover you do not know. Keep the cards in alphabetical order for easy reference.
2. All four choices can be used to make a meaningful sentence. Therefore, you had to know that *survive* is the same as (D), *exist*. If you do not know the meaning of the words given as alternatives, add them to your card list.
3. The answer to this item is (B), *summary*. If you know that *critique* and *evaluation* have approximately the same meaning, *critical writing*, then you can assume that neither is the correct answer. *Dramatization* of a novel would certainly not be an assignment a teacher would give. By elimination and using your good sense, you get the correct answer.
4. In the context of this sentence, there is only one sensible answer, (A), *useless*. Neither *brilliant* nor *challenging* would describe the experience of shopping with no money. *Idiotic* might be a description of the shopper, but it is not a word used to describe the shopping experience.
5. All of the alternatives relate to an actress's experience on stage. The key word in this sentence is *balcony*. What would be necessary for an actress if there are people in the balcony? She would have to be (C), *heard*, not *musical*, *dramatic*, or *appreciated*.
6. The key words in this sentence are *dictators* and *opposition*. You know that dictators by nature do not (B), *permit* opposition, so the other three alternatives will not fit in with what you know about dictators.
7. The answer is (D), *often*. The word *frequently* is commonly used, so you should know its meaning.
8. The correct answer is (C), *separation*. Your knowing about Martin Luther King will help you answer this item correctly. The fact that *segregation* and *separation* both begin with *se* may lead you to the correct answer here. However, there is no guarantee that all words that begin with the same syllable will mean the same thing.
9. The word *illiterate* is composed of two parts—*il*, which is a prefix meaning *not*, and *literate*, which means *able to read and write*. Therefore, the answer is obviously (A), *people who cannot read and write*.
10. The prefix *super* means *above*, so the answer must be (B), *on the surface*. Another clue is that only a Band-Aid is needed, so the wound must not be *deep*. It is true that a *frivolous* person is *superficial*, but the word applies to people, not to inanimate things. *Supercilious* might be the correct answer, since it begins with the same prefix. You would have to know that *supercilious* means *haughty* and therefore applies only to people.
11. All four alternatives relate to a serious weather disturbance. You would have to know that only a *blizzard* creates the hazard of snow, so the answer is (A), *snowstorm*.
12. The only word that makes any sense as a synonym for *lucrative* is (D), *profitable*.
13. Familiarity with old sayings such as the one given in this sentence—the early bird gets the worm—will give you answer (A), *proverb*. The other alternatives are senseless in the context of this sentence.

14. This is a difficult item because the word *dough* is a slang expression for (C), *money*. The advertiser is making a play on words to get a humorous effect, since a baker necessarily makes dough, a mixture of flour and water. The computer will help the baker make more money, not more baking mix.
15. *To put your foot in your mouth* is an idiomatic expression that means (B), *to say the wrong thing*. Like most such expressions, this would be impossible to translate literally into another language. It has simply become a frequently used expression that is generally understood by native speakers. Another such expression is *to have a heart*, which means *to be sympathetic*. Can you think of more idioms?

## PART B. READING COMPREHENSION

*Directions:* The rest of this test is based on a variety of reading materials (single sentences, paragraphs, and the like) followed by questions about the meaning of the material. For questions 16–30, you choose the *one* best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have chosen. Answer all questions following a passage on the basis of what is *stated* or *implied* in that passage.

Read the following passage.

Nat Turner was born in Virginia in 1800. As a young man, he organized a group of fellow slaves in a violent uprising in which eighty-five whites were killed. Turner said that he had heard a voice in 1828 that told him "the last shall be first." He considered this experience and a solar eclipse three years later as signs to begin the insurrection for which he was tried, convicted, and hanged.

### Example 1:

Nat Turner was

- |                   |              |
|-------------------|--------------|
| (A) a politician  | (C) a slave  |
| (B) an astronomer | (D) a farmer |

### Example 2:

What happened to Turner in 1828?

- |                             |                                  |
|-----------------------------|----------------------------------|
| (A) He heard a voice.       | (C) He organized an uprising.    |
| (B) He saw a solar eclipse. | (D) He was convicted and hanged. |

### Example 3:

You can infer from this passage that Nat Turner was

- |                 |                   |
|-----------------|-------------------|
| (A) intelligent | (C) superstitious |
| (B) popular     | (D) creative      |

## EXPLANATION OF ANSWERS

For Example 1, the answer is (C), *slave*. The passage says *fellow slaves*.

For Example 2, the answer is (A), *He heard a voice*. The event given for 1828 is that one.

The answer to Example 3 is (C), *superstitious*. While it is possible that Turner was intelligent, popular, and/or creative, the passage emphasizes only the solar eclipse and the voice he heard, both indicating that he was guided by superstition.

When you understand the instructions, continue with the next problems.

Questions 16 and 17 relate to this passage.

Despite predictions that the Twenty-sixth Amendment to the United States Constitution would bring on radical changes in American politics, very little effect was felt, as few young people between the ages of 18 and 21 actually want to vote, and those who do vote show voting patterns similar to those of older voters.

16. It can be inferred from this passage that the Twenty-sixth Amendment
- (A) was ratified recently
  - (B) greatly affected politics
  - (C) gave young people the right to vote
  - (D) doubled the number of voters
17. The Twenty-sixth Amendment did not greatly affect American politics because large numbers of young people
- (A) vote differently from older people
  - (B) do not know how to vote
  - (C) do not understand the Constitution
  - (D) do not want to vote

Questions 18–21 relate to this passage.

The United States developed from a predominantly rural nation at the end of the Civil War in 1865 to the world's largest and wealthiest industrial power by the time it entered World War I in 1917. Among the key factors for this major transformation were a huge population increase, discovery and exploitation of enormous mineral resources, consolidation of the vast Great Plains and Western settlements, and the construction of the extensive railroad networks to service industrial, agricultural, and population growth.

18. This passage is mainly about
- (A) why the United States entered World War I
  - (B) how the United States became an industrial power
  - (C) how the Great Plains and the West were settled
  - (D) why the railroads were built
19. In 1917 the United States
- (A) became involved in a war
  - (B) discovered minerals in the Southwest
  - (C) ended its Civil War
  - (D) became a wealthy country
20. You can infer from this passage that between 1865 and 1917, many people
- (A) left the cities
  - (B) went to work by train
  - (C) died in the war
  - (D) moved to the cities
21. Which of the following words does *not* refer to size?
- (A) huge
  - (B) key
  - (C) enormous
  - (D) extensive

Questions 22–24 relate to this passage.

There is fear that short-term interest rates could rise in the next month as the Federal Reserve attempts to reduce growth in the money supply by reducing reserves in the banks. A crucial issue is whether money supply increases fore-

casted for September will be temporary or part of a fundamental increase in the public's demand for money. The former would improve the chances for renewed interest rate declines, whereas the latter would indicate stable or higher interest rates.

22. You may infer that this item appeared in  
 (A) the entertainment section of a newspaper  
 (B) the business section of a newspaper  
 (C) a television newscast  
 (D) a current textbook
23. Money supply increases will be temporary and would  
 (A) indicate higher interest rates  
 (B) improve the chances for interest rate declines  
 (C) create fear in the market  
 (D) increase public demand for money
24. The Federal Reserve reduces the money reserves in order to  
 (A) reduce money supply  
 (B) reduce interest rates  
 (C) forecast future events in the stock market  
 (D) increase public demand for money

Questions 25–27 refer to the following item.

The wild turkey existed in great numbers when the settlers first arrived in America. During the first half of this century, however, their numbers decreased so rapidly that they can no longer be found in some states. The ax, the plow, and the gun are blamed for the decline of the wild turkey. Recent game propagation laws prohibit the shooting of anything but the bearded birds, usually males, to protect the brooding hens.

25. The passage says that at present wild turkeys are  
 (A) decreasing in number  
 (B) easy to shoot  
 (C) bearded birds  
 (D) increasing in number
26. The decline of the wild turkey was a result of  
 (A) lumberjacks  
 (B) farmers  
 (C) hunters  
 (D) all of the above
27. The law allows hunters to kill  
 (A) brooding hens  
 (B) bearded birds  
 (C) wild turkeys  
 (D) anything they want

Questions 28–30 refer to the following passage.

I am convinced that we stand on the edge of a great intellectual period of history comparable to the epoch of the great mathematicians who formulated the laws of the universe. Explorations in the last twenty years pushed back the frontiers of human knowledge. New concepts have completely changed our ways of seeing the universe. I envisage space travel far beyond earth orbit and mastery of the solar system before 2061. Whole families will work on orbital stations in space.

28. When the author uses the expression *pushed back the frontiers of human knowledge*, the meaning is
- (A) human knowledge expanded
  - (B) there are borders beyond which human knowledge cannot go
  - (C) human knowledge was pushed beyond its frontiers
  - (D) frontiers pushed back human knowledge
29. The author *foresees*
- (A) families living in space
  - (B) a complete understanding of the solar system
  - (C) great intellectual development in the world
  - (D) all of the above
30. You can infer that the author is referring to *explorations*
- (A) in space
  - (B) over the frontier
  - (C) to the sun
  - (D) of the mind

#### EXPLANATION OF ANSWERS

16. The passage does not state explicitly that the Twenty-sixth Amendment (C) *gave young people the right to vote*. You can infer that (C) is the correct answer because of the supporting details—"people between the ages of 18 and 21," "little effect" because young people vote like older voters.
17. The answer is (D), *do not want to vote*. The passage says that "few young people . . . actually want to vote."
18. The answer is (B), *how the United States became an industrial power*. The main idea is given in the first sentence; supporting details follow in the second sentence.
19. The answer is (A), *became involved in a war*. You get this answer by skimming, that is, by looking for 1917 in the passage to see what occurred on that date. You do not have to read the whole passage to answer this type of question.
20. To arrive at the correct answer, (D), *moved to the cities*, you need to use your good sense. Industrialization by its nature would cause people to move to cities to find work or would create big cities from small towns.
21. The answer is (B), *key*. *Huge*, *enormous*, and *extensive* refer to size, whereas *key* in this context means *important*.
22. The answer is (B), *the business section of a newspaper*. This is obviously a news item, and it discusses current business matters, interest rates, and money supply. The matter is not suitable for a television report or the entertainment section of a newspaper. A current textbook would not include this type of daily report but would be more general about the state of the economy over a long period of time.
23. The answer, (B), *improve the chances for interest rate declines*, is in the last sentence. The word *former* refers to the previous sentence, which has two important facts. The *former* fact is the first, "money supply increases . . . will be temporary," and so you can connect the two items of information.
24. The answer to this item is in the first sentence. It says that "the Federal Reserve attempts to reduce growth in the money supply by reducing reserves in the banks." This sentence turned around to give cause and effect would give you the correct answer, (A), *reduce money supply*.

25. To get the answer, (D), *increasing in number*, you have to understand that *propagation laws* protect female wild turkeys so that the number of birds is increasing. They decreased in the past because both male and female birds were killed by hunters.
26. The answer is (D), *all of the above*. The ax, the plow, and the gun represent lumberjacks, farmers, and hunters.
27. The passage states clearly that hunters may shoot only at (B), *bearded birds*, usually males. Hens are protected so that the wild turkey numbers may increase. *Wild turkeys* is too general an answer since only some birds may be shot.
28. This type of expression relies on figurative language. There are no visible *frontiers* of human knowledge. The idea is answer (A), *human knowledge expanded*.
29. The supporting details in this passage state that the author envisages (A), (B), and (C), so the answer is (D), *all of the above*.
30. Since the author's emphasis is upon the universe and space travel, you may reasonably infer that explorations (A), *in space*, are what he refers to.



# PART I.

## DEVELOPING READING COMPREHENSION SKILLS

### Finding Main Ideas and Supporting Details

The most valuable reading comprehension skill is probably the ability to determine the most important thing an author is saying. Read the following paragraph to see if you can distinguish between essential and non-essential information and between the *main idea* and the *supporting details*. (Answers for all these questions are provided at the end of the book.)

#### Reading 1

Left-handed people suffer more from stress than their right-handed peers, according to a study of 1,100 adults by University of Michigan researchers. As a result, they smoke and drink more. Fifty-five percent of the lefties smoked, whereas fewer than half of the righties smoked. Furthermore, the lefties consumed more alcohol per year than their right-handed counterparts.

The main idea is left hand

Notice that in this paragraph, it was the first sentence that told you the main idea. This sentence, called a "topic sentence," usually appears at the beginning. Sometimes, however, the paragraph's main idea is expressed in the last sentence, and sometimes readers must determine the main idea of a paragraph by summarizing the author's message themselves.

Underline the main idea and circle the supporting details as you read the paragraph below. Then write them in note form in the space provided (page 14).

#### Reading 2

You ought to know what to do to help a person who is choking. First, you stand behind the choking victim and put your arms around his or her waist. Second, you make a fist and place the thumb side against the person's stomach just above the navel, but below the ribs. Third, grasp your fist with your other hand and press into the victim's abdomen with a quick upward thrust. Repeat this action if necessary.