

# **KALLIS' iBT TOEFL® PATTERN**

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## Reading 3

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## KALLIS' iBT TOEFL® Pattern Reading 3

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**iBT TOEFL® Pattern - Reading III** is the third of our three-level iBT TOEFL® Reading Exam preparation book series.

Our **iBT TOEFL® Pattern Reading** series helps students understand the *context* of each question and provides numerous types of *practice* to master test-taking skills. **Hacking Strategies** and **Quick Looks** break down each question type seen on the official exam so that students have a better understanding of what they are asked to look for in each question. *Practice* includes **Warm Up** questions, **Quick Practice** for focusing on particular question types, and an **Actual Test** that combines all question types.

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**TOEFL<sup>®</sup> iBT**  
**PATTERN**  
**READING** **3**  
**SPECIALIST**

# Getting Started

A study guide should familiarize the reader with the material found on the test, develop unique methods that can be used to solve various question types, and provide practice questions to challenge future test-takers.

*KALLIS' iBT TOEFL® Pattern Series* aims to accomplish all these study tasks by presenting iBT TOEFL® test material in an organized, comprehensive, and easy-to-understand way.

*KALLIS' iBT TOEFL® Pattern Reading Series* presents the ten different types of questions that you can expect to encounter on the reading component of the iBT TOEFL test. An entire chapter is devoted to each type of question, allowing you to easily discover which question types you find most challenging and then develop an individual strategy for each type of question. Each chapter uses unique techniques of presenting the reading test material in order to make the practice questions as easy to understand as possible.

## Putting the Question into Context

- ▶ The beginning of each chapter provides a definition of the type of questions that you will learn to master throughout the chapter.
- ▶ The *Question Model* section located below the definition provides an example question that is then solved in a step-by-step process using the **Hacking Strategy**.
- ▶ The *Question Formats* section presents the specific wording used to ask each question.
- ▶ The *Tips* section provides helpful hints so that you know the features of a correct answer and how to identify incorrect answers.

### Hacking Strategy

- **Hacking Strategy** provides a step-by-step visualization of how to approach each question.
- Because dealing with so many different types of questions can be confusing, the **Example Breakdown** that follows the **Hacking Strategy** develops a common process to assist you in properly analyzing the text and selecting the most logical answer.

### Quick Look

- **Quick Look** provides necessary information to understand how to solve the practice questions.
- The hints given in **Quick Look** can be utilized to learn new aspects of English grammar, and they can be used to brush up on concepts that may already be familiar to you.
- For the more difficult types of questions that are presented in later chapters, **Quick Look** combines visual representations and written descriptions to illuminate what you need to find within each question.

# Enhancing Test-Taking Skills with Numerous Practice Questions

Though understanding test-taking strategies will greatly improve your success on the reading test, the best way to improve your skills is through practice. Thus, *KALLIS' iBT TOEFL® Pattern Reading Series* includes a variety of practice questions with varying levels of difficulty.

## Warm Up

- The **Warm Up** provides practice questions that are simplified versions of the problem types that you will spend much of your time solving on the actual iBT TOEFL test.

## Quick Practice

- Each chapter contains **Quick Practice**, which is composed of ten practice passages with questions that elaborate on the skills developed during the **Quick Look** and **Warm Up**.
- At the end of each chapter, you will be challenged with a **Pop Quiz** that tests your vocabulary skills using words found throughout the passages in the corresponding chapter.

## Actual Practice

- Located in Chapter 11, the **Actual Practice** provides passages with multiple question types that require the reader to combine skills developed throughout the book.
- This section is meant to be more challenging and should be attempted only after you understand the types of questions presented in Chapters 1 through 10.

## Actual Test

- The **Actual Test** will familiarize you with the format of the official TOEFL reading test and includes types of questions from each chapter.
- A scaled scoring chart is located at the beginning of the test so that you can grade yourself and get an idea of how you might score on the official TOEFL reading test.
- After the **Actual Test**, you will find **Actual TOEFL Vocabulary**, which contains hundreds of the most commonly employed vocabulary words from TOEFL reading tests.

## In Case You Need Help

- ▶ Toward the back of this book, you will find the **Answer Key**, which provides the correct answer to each question and includes explanations.
- ▶ If you do not want to repeatedly flip to the back of the book for answers, simply cut out the **Simple Answers** at the very back of the book. **Simple Answers** provides a quick reference so you can confirm that all your answers are correct.

*Are you ready  
to become  
a specialist?*

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# Specialist

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# I. What Is a Vocabulary Question?

## Vocabulary in Context

The vocabulary question asks you to define a vocabulary word or a phrase as it is used within a sentence. Everything surrounding the vocabulary word is called its *context*. Since many English words can have several meanings, the definition of the vocabulary word or the phrase is determined by its context.

### A. VOCABULARY QUESTION MODEL

The Roman emperor Diocletian had a massive palace complex built for himself on a peninsula in Croatia, where he retired in 304 CE. “Diocletian’s Palace,” as the complex is still known, was so well built that even 300 years after its construction, it served as a fortress for residents fleeing a military invasion. A small town emerged within the palace walls, and it has remained inhabited ever since. Today, the estate features **antiquated** structures from the Roman era, the Middle Ages, the Renaissance, and later periods.

1. The word “**antiquated**” in the passage means
  - (A) colorful
  - (B) aged
  - (C) sentimental
  - (D) special

### B. VOCABULARY QUESTION FORMATS

The word/phrase is closest in meaning to \_\_\_\_\_.

The word/phrase means \_\_\_\_\_.

The word/phrase \_\_\_\_\_ probably means \_\_\_\_\_.

What does the word/phrase \_\_\_\_\_ mean?

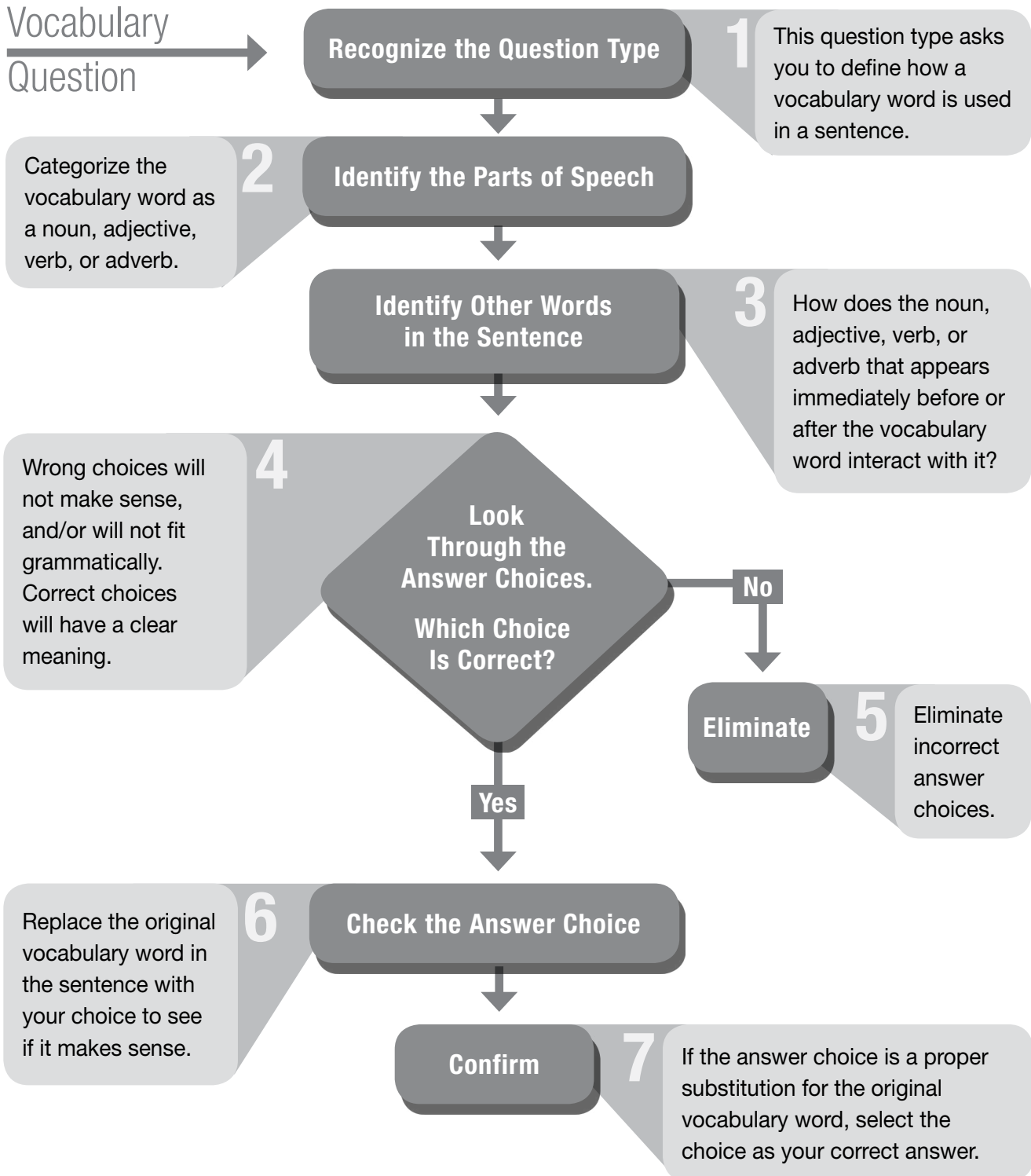
In stating \_\_\_\_\_, the author means that \_\_\_\_\_.

### C. TIPS

1. To identify the correct meaning of the word in context, take a close look at the sentence and grammatical structure, the usage of punctuation marks, and the meanings of surrounding words.
2. In some cases, you can figure out the meaning of a word simply based on your understanding of the passage’s main idea.
3. On the official TOEFL test, some unusual or technical terms have hyperlinked definitions. In this book, such terms are defined at the end of the passage. Because the definition is provided, these words will not appear as questions.



## II. Hacking Strategy



## EXAMPLE

1

The Roman emperor Diocletian had a massive palace complex built for himself on a peninsula in Croatia, where he retired in 304 CE. “Diocletian’s Palace,” as the complex is still known, was so well built that even 300 years after its construction, it served as a fortress for residents fleeing a military invasion. A small town emerged within the palace walls, and it has remained inhabited ever since. Today, the estate features **antiquated** structures from the Roman era, the Middle Ages, the Renaissance, and later periods.

The word “**antiquated**” in the passage means

- (A) colorful
- (B) aged
- (C) sentimental
- (D) special

2

**Antiquated** is an adjective describing *structures*.

3

Today, the estate features **antiquated** structures from the *Roman era*, *the Middle Ages*, *the Renaissance*, and later periods.

The sentence mentions different periods that are now represented architecturally by the structures. Because the time periods are in past centuries, the word **antiquated** must be a synonym for *old*.

4

- (A) colorful
- (B) aged
- (C) sentimental
- (D) special

The correct choice will be an adjective and probably means *old*.

5

- Eliminate **Choice A** because *colorful* has nothing to do with age, and we are looking for a synonym for *old*.
- Eliminate **Choice C** because *sentimental* has to do with emotion, so it is not a synonym for *old*.
- Eliminate **Choice D** because *special* has nothing to do with age or being *old*.

6

Today, the estate features *aged* structures from the Roman era, the Middle Ages, the Renaissance, and later periods.

This makes sense because *aged* is a synonym for *old*, or **antiquated**.

7

Select the correct answer — **Choice B**.

### III. Quick Look

## Word Prefixes, Suffixes, Roots

Prefix, Suffix or Root	Meaning	Example and Definition
<b>agri, agro</b>	pertaining to fields or soil	<b>agriculture:</b> agri (field) + culture (tend to) = <i>the production of crops</i> <b>agroindustry:</b> agro (field) + industry = <i>the large-scale production of food</i>
<b>ambi</b>	both	<b>ambidextrous:</b> ambi (both) + dexter (right-handed) + ous (relating to) = <i>able to use both hands well</i> <b>ambilateral:</b> ambi (both) + lateral (side) = <i>relating to both sides</i>
<b>ante</b>	before	<b>anteroom:</b> ante (before) + room (chamber) = <i>waiting room</i> <b>antedate:</b> ante (earlier) + date = <i>precede in time</i>
<b>anti, antico</b>	old	<b>antique:</b> anti (old) + que (suffix) = <i>an old and collectible thing</i> <b>antiquate:</b> anti (old) + quate (to make) = <i>to make old-fashioned</i>
<b>ate</b>	quality of, state, office, function	<b>candidate:</b> candid (honest, outspoken) + ate (quality of) = <i>a person seeking to be elected</i> <b>electorate:</b> elector (a person who elects) + ate (quality of) = <i>the body of all qualified voters</i>
<b>aud, audi, audio, aur</b>	to hear, listen	<b>audience:</b> audi (to hear) + ence (state of) = <i>those who are listening or watching</i> <b>audiovisual:</b> audio (to hear) + visual (to see) = <i>involving both hearing and sight</i>
<b>belli</b>	war	<b>belligerent:</b> belli (war) + ger (to conduct) + ent (one who causes) = <i>warlike</i> <b>bellicose:</b> belli (war) + cose (like) = <i>eager to fight</i>
<b>bibl, bible, biblio</b>	book	<b>bibliophile:</b> biblio (book) + phile (one who loves) = <i>a person who loves books</i> <b>bibliography:</b> biblio (book) + graphy (writing) = <i>a list of books or references</i>
<b>bio, bi</b>	life	<b>biography:</b> bio (life) + graphy (writing) = <i>an account of a person's life by another</i> <b>biology:</b> bio (life) + logy (to study) = <i>the study of a living organism</i>
<b>chrom, chrome, chromo</b>	color	<b>chromosome:</b> chromo (color) + some (body) = <i>a threadlike body of DNA</i> <b>polychrome:</b> poly (many) + chrome (colored) = <i>being of many colors</i>
<b>chron</b>	time around	<b>chronology:</b> chron (time) + ology (to study) = <i>the sequential order</i> <b>chronometer:</b> chron (time) + meter (measure) = <i>any timepiece designed for accuracy</i>
<b>circum</b>	around	<b>circumnavigate:</b> circum (around) + navigate (voyage) = <i>to travel completely around</i> <b>circumflex:</b> circum (around) + flex (to bend) = <i>to bend around</i>

Prefix, Suffix or Root	Meaning	Example and Definition
<b>co, cog, col, coll, com, con, cor</b>	with, together	<b>collaborate:</b> col (together) + labor (work) + ate (state of) = <i>join together to work on something</i> <b>contemporary:</b> con (with) + temporary (of time) = <i>of the current time</i>
<b>cogn, cogni, gnos, gnosis</b>	to know	<b>recognize:</b> re (again) + cogn (to know) + ize (to cause) = <i>to identify something already known</i> <b>diagnosis:</b> dia (thorough) + gnosis (suffix) = <i>identification of disease or injury</i>
<b>corp</b>	body	<b>corporal:</b> corp (body) + or (activity) + al (result of) = <i>physical</i> <b>corpulent:</b> corp (body) + ulent (full of) = <i>fat</i>
<b>dem, demo</b>	people, populace, population	<b>democracy:</b> demo (common people) + cracy (rule) = <i>government by the people or elected representatives</i> <b>demography:</b> demo (people) + graphy (writing) = <i>the scientific study of human populations</i>
<b>dic, dict, dicta, dit</b>	say, speak	<b>dictionary:</b> diction (words)+ ary (related to) = <i>collection of words and phrases</i> <b>dictaphone:</b> dicta (speak) + phone (speech, sound) = <i>dictating machine</i>
<b>domin</b>	rule, master, that which is under control	<b>dominate:</b> domin (master) + ate (state of) = <i>control</i> <b>dominant:</b> domin (ruling) + ant (suffix) = <i>overbearing</i>
<b>dorm</b>	sleep	<b>dormant:</b> dorm (to sleep) + ant (suffix) = <i>inactive</i> <b>dormitory:</b> dormi (sleep) + tory (suffix) = <i>sleeping place or building with rooms, as at a college</i>
<b>eco</b>	household, environment	<b>ecology:</b> eco (environment) + logy (study) = <i>the study of the relationship between living organisms and environments</i> <b>ecospheres:</b> eco (environment) + sphere (globe) = <i>physiological atmosphere</i>
<b>erg, ergo</b>	work, effect	<b>ergometer:</b> ergo (work) + meter (measure) = <i>a device to measure muscle power</i> <b>ergophobia:</b> ergo (work) + phobia (fear) = <i>a fear of work</i>
<b>fac, fact, facture, fas, fea, fec, fact, fic</b>	do, make	<b>manufacture:</b> manu (hand) + facture (to make) = <i>build</i> <b>artifact:</b> arti (using art or skill) + fact (something made) = <i>object crafted by people in the past</i>
<b>fix</b>	repair, attach	<b>fixture:</b> fix (repair) + ture (condition of) = <i>something securely attached</i> <b>prefix:</b> pre (before) + fix (attach) = <i>to put before</i>
<b>flect, flex</b>	bend	<b>reflect:</b> re (again) + flect (bend) = <i>to cast back from a surface</i> <b>circumflex:</b> circum (around) + flex (bend) = <i>bending around</i>

Prefix, Suffix or Root	Meaning	Example and Definition
<b>flu, fluc, fluv, flux</b>	flow	<b>influx:</b> in (in, into) + flux (flow) = <i>flowing in</i> <b>reflux:</b> re (again) + flux (flow) = <i>a flowing back</i>
<b>fract, frag, frai</b>	break	<b>fracture:</b> fract (break) + ure (suffix) = <i>the act of breaking</i> <b>fragile:</b> frag (break) + ile (ability) = <i>easily broken</i>
<b>geo</b>	earth	<b>geography:</b> geo (earth) + graphy (to write) = <i>the study of natural features of earth</i> <b>geology:</b> geo (earth) + logy (to study) = <i>the scientific study of the earth</i>
<b>giga, gigas</b>	billion, giant	<b>gigabyte:</b> giga (billion) + byte (split) = <i>a unit of computer memory</i> <b>gigantic:</b> gigas (giant) + ic (having the nature of) = <i>very large</i>
<b>grat, grate</b>	pleasing	<b>ingrate:</b> in (not) + grate (pleasing) = <i>ungrateful</i> <b>congratulate:</b> con (together) + grat (pleasing) + ate (state of) = <i>to express pleasure</i>
<b>hema, hemo</b>	blood	<b>hemorrhage:</b> hemo (blood) + rrhage (burst) = <i>to bleed profusely</i> <b>hemoglobin:</b> hemo (blood) + globin (globule) = <i>the protein in red blood cells</i>
<b>her, here, hes</b>	stick	<b>adhere:</b> ad (toward) + here (stick) = <i>stick to</i> <b>cohere:</b> co (together) + here (stick) = <i>to stick together</i>
<b>hetero</b>	other, different	<b>heterodox:</b> hetero (different) + dox (opinion) = <i>other opinion</i> <b>heterodyne:</b> hetero (different) + dyne (power) = <i>to mix with a different frequency</i>
<b>hydr, hydra, hydro</b>	water	<b>dehydrate:</b> de (away from) + hydr (water) + ate (state of) = <i>to deprive of water</i> <b>hydrophobia:</b> hydro (water) + phobia (fear) = <i>a fear of water</i>
<b>gen, geny, gene</b>	birth, race	<b>genealogy:</b> genea (generation, race) + logy (student of) = <i>the study of family ancestries</i> <b>progeny:</b> pro (forth) + geny (birth, to produce) = <i>a descendant</i>
<b>infra</b>	beneath, below	<b>infrasonic:</b> infra (below) + sonic (sound) = <i>sound waves</i> <b>infrastructure:</b> infra (below) + structure (building) = <i>foundation, basic equipment, services, facilities</i>
<b>intra</b>	within, during, between layers, underneath	<b>intramural:</b> intra (within) + mural (walls) = <i>involving only students at the same school</i> <b>intranet:</b> intra (within) + net (network) = <i>internal network</i>
<b>intro</b>	into, within, inward	<b>introvert:</b> intro (inward) + vert (to turn) = <i>a shy person</i> <b>introspection:</b> intro (within) + spec (look) + tion (noun suffix) = <i>self-examination</i>
<b>ist</b>	person or member	<b>podiatrist:</b> podiatry (foot care) + ist (noun: person) = <i>a person who treats foot conditions</i> <b>novelist:</b> novel + ist (noun: person) = <i>a person who writes a novel</i>

Prefix, Suffix or Root	Meaning	Example and Definition
<b>jac, ject</b>	throw	<b>reject</b> : re (again) + ject (throw) = <i>refuse</i> <b>project</b> : pro (forward) + ject (throw) = <i>to propose or set forth</i>
<b>liber, liver</b>	free	<b>deliver</b> : de (away) + liver (free) = <i>to give or transfer</i> <b>liberty</b> : liber (free) + ty (state of) = <i>freedom</i>
<b>magn, magni</b>	great	<b>magnanimous</b> : magn (great) + anim (spirit) + ous (suffix) = <i>generous in being forgiving</i> <b>magnitude</b> : magni (great) + tude (state of) = <i>great size or importance</i>
<b>mal</b>	bad, badly	<b>malfunction</b> : mal (bad) + func (performed) + tion (quality of) = <i>failure to function correctly</i> <b>dismal</b> : dis (days) + mal (bad) = <i>gloomy; dreary</i>
<b>mand, manda</b>	command	<b>mandatory</b> : manda (command) + tory (relating to) = <i>required</i> <b>remand</b> : re (again) + mand (command) = <i>to send back</i>
<b>matri</b>	mother	<b>matrimony</b> : matri (mother) + mony (state) = <i>marriage</i> <b>matriarchate</b> : matri (mother) + arch (rule) + ate (state of) = <i>a family under female domination</i>
<b>meter</b>	measure	<b>voltmeter</b> : volt + meter (measure) = <i>an instrument measuring voltage and amperage</i> <b>barometer</b> : baro (weight) + meter (measure) = <i>an instrument measuring atmospheric pressure</i>
<b>migra</b>	wander, move	<b>emigrant</b> : e (out) + migra (move) + ant (a person who) = <i>a person who moves somewhere else</i> <b>immigrate</b> : im (go into) + migra (move) + ate (state of) = <i>to move into somewhere</i>
<b>miss, mit</b>	send	<b>remit</b> : re (again) + mit (send) = <i>return</i> <b>submit</b> : sub (under) + mit (send) = <i>to send; to comply</i>
<b>neo</b>	new	<b>neolithic</b> : neo (new) + lithic (stone) = <i>the later Stone age</i> <b>neophyte</b> : neo (new) + phyte (plant) = <i>a beginner</i>
<b>neur, neuro</b>	nerve	<b>neuritis</b> : neur (nerve) + itis (disease) = <i>inflammation of a nerve</i> <b>neuropathic</b> : neuro (nerve) + path (suffering) + ic (pertaining to) = <i>disease of the nervous system</i>
<b>oct, octa, octo</b>	eight	<b>octopus</b> : octo (eight) + pus (foot) = <i>name of a type of eight-limbed cephalopod</i> <b>octagon</b> : octa (eight) + gon (angle) = <i>a polygon having eight sides</i>
<b>nym, onym</b>	name	<b>anonymous</b> : an (without) + onym (name) + ous (full of) = <i>without a name</i> <b>pseudonym</b> : pseudo (false) + nym (name) = <i>alias</i>

Prefix, Suffix or Root	Meaning	Example and Definition
<b>ped, pede, pedes</b>	foot, having a foot	<b>impede:</b> im (not) + pede (foot) = <i>to obstruct or hinder</i> <b>pedestrian:</b> pedes (one who goes on foot) + train (a person) = <i>one who walks</i>
<b>pel, puls</b>	drive, push, urge	<b>compel:</b> com (together) + pel (drive) = <i>to force or drive</i> <b>dispel:</b> dis (away) + pel (drive) = <i>to rid of, especially by scattering</i>
<b>phobia, phobos</b>	fear	<b>claustrophobia:</b> claustro (place shut in) + phobia (fear) = <i>a fear of small spaces</i> <b>acrophobia:</b> acro (the top) + phobia (fear) = <i>a fear of being at a great height</i>
<b>pod, pus</b>	foot, feet	<b>podiatry:</b> pod (foot) + diatry (healing) = <i>the care of the human foot</i> <b>tripod:</b> tri (three) + pod (foot) = <i>a stand with three legs</i>
<b>poly</b>	many	<b>polytheist:</b> poly (many) + the (god) + ist (person who) = <i>a believer of more than one god</i> <b>polygon:</b> poly (many) + gon (angle) = <i>a figure having more than three sides</i>
<b>prim, prime, prin, princip</b>	first	<b>principal:</b> princip (first) + al (relating to) = <i>first</i> <b>primeval:</b> prim (first) + eval (age) = <i>of the first age</i>
<b>proto</b>	first	<b>prototype:</b> proto (first) + type (impression) = <i>an original model</i> <b>protocol:</b> proto (first) + col (glue) = <i>a formal process; a draft of document</i>
<b>psych</b>	mind, soul	<b>psychiatry:</b> psych (mind) + iatry (healing) = <i>the science of diagnosing mental disorders</i> <b>psychology:</b> psycho (mind) + logy (to study) = <i>the scientific study of all forms of human and animal behavior</i>
<b>retro</b>	backward, back	<b>retrorocket:</b> retro (backward) + rocket = <i>a small rocket engine</i> <b>retrospect:</b> retro (back) + spect (look at) = <i>a survey of past time</i>
<b>rupt</b>	break	<b>interrupt:</b> inter (between) + rupt (break) = <i>to stop</i> <b>abrupt:</b> ab (off) + rupt (break) = <i>sudden</i>
<b>sanct</b>	holy	<b>sanctuary:</b> sanct (holy) + uary (place) = <i>shrine</i> <b>sanctimonious:</b> sancti (holy) + moni (state of) + ous (full of) = <i>making a display of holiness</i>
<b>sci, scient scientia, scio, scious</b>	know	<b>conscious:</b> con (with) + scious (know) = <i>aware</i> <b>omniscient:</b> omni (all) + scient (know) = <i>having unlimited knowledge</i>
<b>scrib, script</b>	write	<b>inscribe:</b> in (preposition) + scribe (write) = <i>to address informally to a person; to write</i> <b>subscribe:</b> sub (underneath) + scribe (write) = <i>to agree to by giving a signature</i>

Prefix, Suffix or Root	Meaning	Example and Definition
<b>se</b>	apart, move away from	<b>secede:</b> se (apart) + cede (to go) = <i>to withdraw formally</i> <b>seduce:</b> se (apart) + duce (to lead) = <i>allure</i>
<b>sign, signi, signia</b>	sign, mark, seal sleep	<b>design:</b> de (out) + sign (mark) = <i>plan</i> <b>insignia:</b> in (into) + signia (mark) = <i>a mark or badge of honor</i>
<b>somn</b>	wise	<b>insomnia:</b> in (not) + somnia (sleep) = <i>inability to fall asleep</i> <b>somnambulist:</b> somn (sleep) + nambul (to walk) + ist (person who) = <i>sleepwalking person</i>
<b>soph, sopho</b>	build	<b>sophomore:</b> sopho (wise) + more (fool) = <i>a student in the second year of college</i> <b>philosophy:</b> philo (loving) + sophy (wisdom) = <i>the rational investigation of the truth of the being</i>
<b>story, stru, struct, stry</b>	touch	<b>construct:</b> con (together) + struct (build) = <i>to build</i> <b>destruction:</b> de (pull down) + struct (build) + tion (state of) = <i>in ruins</i>
<b>tact, tag, tang, tig, ting</b>	distance, far,	<b>contact:</b> con (together) + tact (touch) = <i>the act of touching</i> <b>intangible:</b> in (not) + tang (touch) + ible (able to) = <i>incapable of being touched</i>
<b>tele</b>	from, afar	<b>telephone:</b> tele (far) + phone (sound) = <i>a system for transmission of sound</i> <b>telegraph:</b> tele (far) + graph (written) = <i>a system for transmitting messages</i>
<b>tem, tempo</b>	time	<b>extemporaneously:</b> ex (out of) + temporaneous (relating to time) + ly (in what manner) = <i>impromptu</i> <b>contemporary:</b> con (together) + temporary (relating to time) = <i>of the current time</i>
<b>vict, vinc, vince</b>	conquer, overcome	<b>convict:</b> con (jointly) + vict (conquer) = <i>to prove guilty of an offense</i> <b>convince:</b> con (together) + vince (overcome) = <i>to make one believe</i>
<b>vita, viv, vive, vivi</b>	alive, life	<b>revive:</b> re (again) + vive (alive) = <i>bring back to life</i> <b>survive:</b> sur (super) + vive (alive) = <i>to stay alive</i>
<b>voc, voke</b>	call	<b>convocation:</b> con (together) + voc (to call) + ation (state of) = <i>a gathering or assembly</i> <b>invocation:</b> in (into) + voc (to call) + ation (state of) = <i>the act of calling upon a deity</i>
<b>vor</b>	eat greedily	<b>carnivorous:</b> carni (flesh) + vor (eat greedily) + ous (full of) = <i>meat-eating</i> <b>omnivorous:</b> omni (all) + vor (eat greedily) + ous (full of) = <i>eating both animals and plant foods</i>



## IV. Warm Up

Circle the vocabulary word that correctly completes each sentence.

1. Passing an electric current through water causes (**subsistent** / **subsequent**) reactions that produce hydrogen and oxygen.
2. Trying to sustain a high level of alertness can be stressful when one is engaged in a (**monotonous** / **monopolistic**) task.
3. *Pacifists*, who reject violence under any circumstances, object to the (**unreliable** / **unreasonable**) and destructive elements of war.
4. Jasper Johns is an American artist famous for his (**abstract** / **abridged**) paintings of objects such as flags, targets, numbers, and maps.
5. One of the reasons that human beings create art is to (**translate** / **transmit**) culture from generation to generation.
6. Scientists use Doppler Radar to (**forecast** / **forestall**) the strength and movement patterns of tornadoes and hurricanes.
7. A crossword puzzle is a popular game commonly played on a (**dialogue** / **diagram**) of black and white squares.
8. The two countries made a (**bilingual** / **bilateral**) agreement not to fish in one another's ocean waters.
9. Children with learning (**diseases** / **disabilities**) have a normal range of intelligence, but cannot use information sent by the senses to the brain as accurately as other children.
10. Plants (**descend** / **derive**) energy from the Sun by means of a process called *photosynthesis*.
11. Delivered to Congress in 1823, the Monroe Doctrine protected independent nations of the Western Hemisphere from European (**convention** / **intervention**).
12. In his famous poem "The Raven," Edgar Allan Poe uses sound and imagery to create a (**vivid** / **vital**) impression in the reader's mind.
13. A *circus* is a live production that features a (**spectator** / **spectacle**) of acrobats, aerial artists, clowns, and other performers.
14. A(n) (**inscription** / **description**) on the Franklin D. Roosevelt Memorial reads, "The only thing we have to fear is fear itself," which was one of his most famous sayings.
15. One way that an airplane's wings keep it airborne by (**reflecting** / **deflecting**) air downward toward the ground.
16. One goes to see a career counselor in order to learn how to (**instruct** / **construct**) a career for oneself.
17. When people join the military, they must take an oath of (**confidence** / **fidelity**) to defend their country under all circumstances.
18. In December of 2000, Al Gore (**proceeded** / **conceded**) the U.S. presidential election to George W. Bush after six weeks of vote recounting in Florida.
19. At the end of the autobiography, there is a detailed (**anachronism** / **chronology**) of the author's life.
20. The classic films *Gone With the Wind* and *The Wizard of Oz* were both released in 1939, when the Technicolor filming process was still a (**novice** / **novelty**).

## V. Quick Practice

Practice #1 Read the passage and choose the best answer to each question.

#1

*Copyright* is the *right* to prevent **unauthorized** copying. Copyright laws exist in the artistic community to **guarantee** that artistic people have the opportunity to make money from their artistic expressions. For example, if a person writes a book or composes a symphony, he or she can copyright the work. **Henceforth**, it will be his or her intellectual property – **that is**, an expression that has become a product. Someone who “steals” the property may face fines and/or jail time.

However, society seeks to ensure that cultural treasures, such as beloved plays, images, or songs, can be **feasibly** accessed by the general public. Therefore, copyright coverage extends for only a limited time. United States copyright laws usually safeguard intellectual property for 70 years after the death of the work’s creator. Many other countries have fixed terms for copyright protection. Of course, **disparate** circumstances affect this **duration** or whether a creative work is protected. For example, copyright protection may differ if the artist is **anonymous** or if he or she creates works for an employer.

- 1) The word “**unauthorized**” in Paragraph 1 means
  - (A) not written
  - (B) not approved
  - (C) not specific
  - (D) not proven
- 2) The word “**guarantee**” in Paragraph 1 is closest in meaning to
  - (A) realize
  - (B) exhibit
  - (C) deny
  - (D) promise
- 3) The word “**Henceforth**” in Paragraph 1 is closest in meaning to
  - (A) hereafter
  - (B) accordingly
  - (C) therefore
  - (D) consequently
- 4) The phrase “**that is**” in Paragraph 1 means
  - (A) noticeably
  - (B) on the other hand
  - (C) to be exact
  - (D) apparently
- 5) The word “**feasibly**” in Paragraph 2 is closest in meaning to
  - (A) easily
  - (B) instantaneously
  - (C) profusely
  - (D) intentionally
- 6) The word “**disparate**” in Paragraph 2 is closest in meaning to
  - (A) specific
  - (B) desperate
  - (C) restrictive
  - (D) different
- 7) The word “**duration**” in Paragraph 2 means
  - (A) distance
  - (B) span
  - (C) intensity
  - (D) endurance
- 8) The word “**anonymous**” in Paragraph 2 is closest in meaning to
  - (A) identical
  - (B) enigmatic
  - (C) unidentified
  - (D) unqualified

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## Questions 1 - 4

More Available

- 1) The word “**covert**” in Paragraph 1 is closest in meaning to
  - (A) secret
  - (B) suspicious
  - (C) reconnaissance
  - (D) unavoidable
  
- 2) Which of the following best describes the relationship between Paragraph 1 and Paragraph 2?
  - (A) Paragraph 1 introduces the Underground Railroad, and Paragraph 2 details the harsh treatment that many slaves endured.
  - (B) Paragraph 1 explains Tubman’s achievements and sets the historical background, while Paragraph 2 describes her life before her escape.
  - (C) Paragraph 1 provides background on the abolitionist movement and Tubman’s role in it, illustrated further in Paragraph 2.
  - (D) Paragraph 1 summarizes the significance of Harriet Tubman; Paragraph 2 explains her preparations to escape.
  
- 3) What can be inferred about the Religious Society of Friends from Paragraph 4?
  - (A) They were fugitives assisting other slaves trying to reach freedom.
  - (B) They worked on the railway system and helped slaves sneak aboard trains.
  - (C) They were abolitionists, and some assisted fugitives.
  - (D) They were involved in the Philadelphia abolitionist movement.
  
- 4) The phrase “**this community**” in Paragraph 4 refers to
  - (A) the northern community
  - (B) the southern community
  - (C) the Quaker community
  - (D) the abolitionist community

## Harriet Tubman

Harriet Tubman was a 19th-century African-American woman who became a famous figure in the struggle against slavery in the United States. She is mostly known for her **covert** trips to lead groups of escaping slaves to freedom in northern states where slavery was illegal. She participated in running the Underground Railroad, which was a secret network of safe houses, routes, and means of transportation for escaping slaves. While there are no exact records, Tubman made more than a dozen trips and may have helped hundreds of slaves escape.

Tubman’s passion and courage came from her own experiences. She was born into slavery in the state of Maryland in 1820. Even as a child she did exhausting work in the fields. Like all slaves, she lived under the threat of brutal beatings and seeing family members sold to distant plantations. One day when Tubman was a teenager, an overseer threw a heavy weight at another slave, but hit her instead. She suffered a traumatic head injury and was unconscious for days. Upon recuperating, she was immediately sent back to work in the fields. The injury caused her to suffer from seizures, severe headaches, and sudden episodes of sleep called *narcolepsy*, for the rest of her life. Ironically, however, the injury also triggered visions and intense dream states from which she drew inspiration.

When she was around 29 years old, Tubman came to believe that she would soon be sold, which prompted her to run away from her current “owner.” She and two of her brothers did manage to escape, but her brothers quickly reconsidered their actions and forced Tubman to return to the plantation with them. Tubman soon escaped alone, ending up in the northern city of Philadelphia, Pennsylvania.

Members of the Religious Society of Friends, also called *Quakers*, were active in the Maryland Underground Railroad at the time of Tubman’s escape, and she probably stopped first in **this community**. She journeyed by foot, most likely using a common route for fugitive slaves that ran along a river in Delaware and into Pennsylvania, a 145-kilometer trip that could take between five days and three weeks. Along the route, Underground Railroad “conductors” used a number of deceptions to help slaves get away

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## Questions 5 - 8

Reading 1

- 5) According to Paragraph 5, all of the following describe Tubman's reaction to freedom EXCEPT:

- (A) She felt as if she had undergone physical transformation.
- (B) She saw magnificence in all of her surroundings.
- (C) She was in a blissful state, feeling that she had reached a holy place.
- (D) She was overjoyed, remembering how she had conquered adversity.

- 6) Look at the squares  that indicate where the following sentence could be added to Paragraph 6.

**Tubman's work helping slaves escape grew more perilous as a result.**

Where would the sentence best fit?

Click on a square  to add the sentence.

- 7) What can be inferred about the Fugitive Slave Act in Paragraph 6?
- (A) Before 1850, slaves who had escaped to free states were protected.
  - (B) It mandated that police officers help those seizing escaped slaves.
  - (C) It emancipated those who were still enslaved in the South.
  - (D) It called for lawyers to cease assisting fugitives.
- 8) In Paragraph 8, the author's primary purpose is to
- (A) describe Tubman's abolitionist work and her role as a spy and military leader during the Civil War
  - (B) explain the work of leading abolitionists at that time and the events of the Civil War
  - (C) summarize Tubman's accomplishments as a spy for the Union Army during the Civil War
  - (D) provide details about a raid that Tubman led

safely. For example, at one of Tubman's early stops, a family hid her in a cart to transport her at night to the next safe house. She also walked at night, using the North Star to guide her, and most likely hid in the river marshes during the day when she was not at a safe house.

When Tubman crossed into Pennsylvania the first time after her arduous trip, she was ecstatic. She recalled later, "I looked at my hands to see if I was the same person. There was such glory over everything; the sun came like gold through trees...I felt like I was in Heaven."

**A** In 1850, the U.S. Congress passed the Fugitive Slave Act, which allowed slave owners and bounty hunters to capture escaped slaves in the North and return them to slavery. **B** The regulations also required law enforcement officials to aid in the apprehension, even in free states. **C** Undeterred, Tubman moved to Canada, which prohibited slavery, and continued to sneak into the South to help slaves, using the Underground Railroad network to successfully lead fugitives on the long trek north to Canada. **D**

Tubman was given the nickname "Moses" because, like the Moses in Hebrew scriptures, she led **those** who were enslaved to freedom. She was always able to evade detection, even though large rewards were offered for her capture. For a number of years, slaveholders in the region did not realize that a former slave woman was behind the ongoing escapes.

In the 1850s, Harriet Tubman took a step further and became involved in the abolitionist movement, speaking at meetings and working with many of the leading figures. When the Civil War commenced in 1861, she performed duties as a nurse and a cook for the Union Army and soon became an armed scout and a spy, utilizing the skills that she had gained before the war to infiltrate dangerous areas, maneuver surreptitiously, and conduct espionage. Tubman provided **intelligence** that assisted in several Union victories. She also became the first woman to lead an armed assault during the Civil War. **The raid resulted in the liberation of 700 slaves and brought about the recruitment of newly freed men for the Union Army.**

Although she still faced racial discrimination, Tubman lived to see the end of slavery. When she died many years later in 1913, Tubman was buried with military honors.

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## Questions 9 - 12

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- 9) What does the author say in Paragraph 8 about Tubman's abolitionist work?
- (A) She gathered an impressive amount of critical data for the abolitionist movement.
- (B) She provided complex accounts during her presentations at abolitionist meetings.
- (C) She undertook activities with principal abolitionists and gave speeches at events.
- (D) She essentially became the leader of the abolitionist movement.
- 10) The word "**intelligence**" in Paragraph 8 is closest in meaning to
- (A) shrewd strategies
- (B) secret information
- (C) common knowledge
- (D) cached ammunition
- 11) Which of the following best paraphrases the highlighted sentence in Paragraph 8?
- (A) The invasion freed hundreds of slaves, some of whom enlisted to fight for the Union.
- (B) Union army troops were discharged from service after the battle that freed slaves.
- (C) Hundreds of slaves were emancipated during the war and headed north to settle in the Union.
- (D) Seven hundred slaves were captured during a battle and recruited for the Union Army.
- 12) According to Paragraph 8, all of the following describe Tubman's work in the Civil War EXCEPT:
- (A) She helped provide medical assistance to the wounded.
- (B) She used her undercover experience to gather strategic information.
- (C) She was the first female to head a military attack in the Civil War.
- (D) She trained former slaves to become soldiers for the Union Army.

## Harriet Tubman

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## Question 13

- 13) **Directions:** An introductory sentence relating to the passage is written below. Complete the exercise by choosing the THREE answers that support the sentence. Some sentences do not belong because they do not support the sentence. **This question is worth 2 points.**

**Harriet Tubman demonstrated her indomitable courage in the struggle against slavery.**

- 
- 
- 

**Answer Choices**

1. She snuck back South to assist captives in surreptitious flights to safety.
2. She made furtive trips to gain inside information during the Civil War.
3. She once moved fugitives, hidden in a cart, along the Underground Railroad route.
4. She continued liberating those in bondage in spite of severe laws.
5. She stopped her brothers from turning back after they had escaped.
6. She conducted subversive activities that helped her avoid being captured.

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