

## **TOEFL reading basics**

1<sup>st</sup> section of the TOEFL.

Contains 3 readings standard that you'll be scored on.

May get 1 extra experimental reading that doesn't count toward your score.

Can't predict which reading will be the experimental (likely last).

See the reading first, then click next for the questions.

Will be split screen between the questions and the reading.

Timer will count down from 72 min for 4 readings or 54 for 3.

Readings will have a title,

contain about 700 words...

grouped into 4 to 7 paragraphs.

## Time management

After August: 3 readings, 18 min per reading, 10 questions

1 m: title and 1<sup>st</sup> sentences

8 m 30 sec: 1 – 5

8 m 30 sec: 6 – 10

About 1 m 42 sec per question

Deep breath at every break (DB)

### 1st Reading

1:12 – 1:11: title and first sentences DB

1:02:30: 5 DB

54 10 DB

### 2nd Reading

54 - 53: title and first sentences DB

44:30: 15 (5) DB

36: 20 (10) DB

### 3rd Reading

36 - 35: title and first sentences DB

26:30: 25 (15) DB

18: 30 (20) DB

### 4th Reading

18 - **17**: title and first DB

**8:30**: 35 (25)---[**5**] DB

**0**: 40 (30)---[**10**] DB

72-71:TF  
62:30:5  
54:10  
.  
.  
.

## Reading TPO 45-2 Wind Pollination

P1-Pollen, a powdery substance, which is produced by flowering plants and contains male reproductive cells, is usually carried from plant to plant by insects or birds, but some plants rely on the **wind** to carry their pollen.

Wind pollination is often seen as being primitive and wasteful in costly pollen and yet it is surprisingly **common**, especially in higher latitudes.

Wind is very good at moving pollen a **long** way;  
pollen can be blown for hundreds of kilometers,  
and only birds can get pollen anywhere near as far.

The drawback is that wind is obviously unspecific as to **where** it takes the pollen.

It is like trying to get a letter to a friend at the other end of the village by climbing onto the roof and throwing an armful of **letters** into the air and hoping that one will end up in the friend's garden.



For the relatively *few dominant tree species* that make up *temperate forests*, where there are *many individuals of the same species* within pollen range, this is quite a safe **gamble**.

If a number of people in the village were throwing letters off roofs, your friend would be bound to **get** one.

By contrast, in the *tropics*, where *each tree species has few, widely scattered individuals*, the chance of wind blowing pollen to another individual is sufficiently slim that **animals** are a safer bet as transporters of pollen.

Even ~~tall~~ trees in the tropics are usually not wind pollinated despite being in windy conditions.

In a similar way, trees in temperate forests that are insect pollinated tend to grow as solitary, *widely spread individuals*.

NS.  
2-3

P1-Pollen, a powdery substance, which is produced by flowering plants and contains male reproductive cells, is usually carried from plant to plant by insects or birds, *but some* plants rely on the wind to carry their pollen. Wind pollination is often seen as being primitive and wasteful in costly pollen and yet it is surprisingly common, *especially in* higher latitudes. Wind is very good at moving pollen a long way; pollen can be blown for hundreds of kilometers, *and only* birds can get pollen anywhere near as far. 88

The drawback is that wind is obviously unspecific as to where it takes the pollen. *It is like* trying to get a letter to a friend at the other end of the village by climbing onto the roof and throwing an armful of letters into the air and hoping that one will end up in the friend's garden. For the relatively few dominant tree species that make up temperate forests, where there are many individuals of the same species within pollen range, this is quite a safe gamble. 88

If a number of people in the village were throwing letters off roofs, your friend would be bound to get one. *By contrast*, in the tropics, where each tree species has few, widely scattered individuals, the chance of wind blowing pollen to another individual is sufficiently slim that animals are a safer bet as transporters of pollen. *Even* tall trees in the tropics are usually not wind pollinated despite being in windy conditions. *In a similar way*, trees in temperate forests that are insect pollinated tend to grow as solitary, widely spread individuals. 93

$$88^w/37^s = \frac{x^{w/s} - 8}{2x^{w/s}} \quad \frac{93^w}{2x^{w/s}} = y^s$$

1. Which of the following can be inferred from paragraph 1 about pollen production?

- A. Pollen production requires a significant investment of energy and resources on the part of the plant.**
- B. The capacity to produce pollen in large quantities is a recent development in the evolutionary history of plants.
- C. Plants in the tropics generally produce more pollen than those in temperate zones.
- D. The highest levels of pollen production are found in plants that depend on insects or birds to carry their pollen.

2. According to paragraph 1, wind-pollinated trees are most likely to be found

- A. in temperate forests**
- B. at lower latitudes
- C. in the tropics
- D. surrounded by trees of many different species

3. Paragraph 1 supports which of the following as the reason animals are a safer bet than wind as pollinators when the individual trees of a species are widely separated?

- A. Animals tend to carry pollen from a given flower further than the wind does.
- B. Animals serve as pollinators even where there is little wind to disperse the pollen.
- C. An animal that visits a flower is likely to deliberately visit other flowers of the same species and pollinate them.**
- D. Birds and insects fly in all directions, not just the direction the wind is blowing at a given moment.

4. In paragraph 1, the author compares pollen moved by wind with letters thrown off roofs in order to

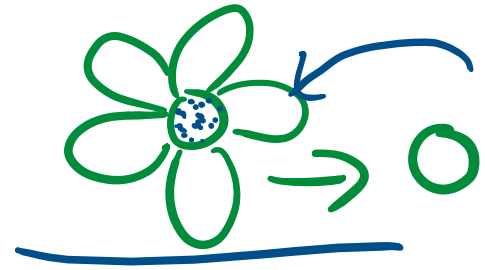
- A. explain why there are relatively few species of trees that depend on wind pollination
- B. compare natural, biological processes with human social practices
- C. make a point about the probability of wind-blown pollen reaching a tree of the same species**
- D. argue against the common assumption that the tallest trees are the most likely to employ wind pollination

① → ② → ③ ← → 2m → ~~reced answers~~ X

P2-Since wind-pollinated flowers have no need to attract insects or other animals, they have dispensed with bright ~~petals~~, nectar, and scent.

*These* are at best a waste  
and at worst an impediment to the transfer of pollen in the air.

*The result* is insignificant-looking flowers and catkins  
(dense cylindrical clusters of small, petalless flowers).



P3-Wind pollination does, of course, require a **lot** of pollen. -A- Birch and hazel trees can produce 5.5 and 4 million grains per catkin, **respectively**. -B- There are various adaptations to help as much of the pollen go as far as possible. -C- Most deciduous wind-pollinated trees (which shed their leaves every fall) produce their pollen in the spring while the branches are bare of leaves to reduce the surrounding surfaces that "compete" with the stigmas (the part of the flower that receives the pollen) for pollen. -D- Evergreen conifers, which do not shed their leaves, have less to gain from spring flowering, and, indeed, some flower in the autumn or winter. 112

5. The word "respectively" in the passage is closest in meaning to

A. over time

**B. separately**

**C. in that order**

D. consistently

$$\frac{112w}{2 \times w/s} = \gamma s$$

P3-Wind pollination does, of course, require a **lot** of pollen. -A- Birch and hazel trees can produce 5.5 and 4 million grains per catkin, **respectively**. -B- There are various adaptations to help as much of the pollen go as far as possible. -C- Most deciduous wind-pollinated trees (which shed their leaves every fall) produce their pollen in the spring while the branches are bare of leaves to reduce the surrounding surfaces that "compete" with the stigmas (the part of the flower that receives the pollen) for pollen. -D- Evergreen conifers, which do not shed their leaves, have less to gain from spring flowering, and, indeed, some flower in the autumn or winter.

6. According to paragraph 3, why do most deciduous wind-pollinated trees produce their pollen in the spring?

*A. To avoid competing with evergreen conifers, which flower in the fall or winter*

**B. So that the leaves of the trees receiving the pollen will not prevent the pollen from reaching the trees' stigmas**

C. Because they do not have enough energy to produce new leaves and pollen at the same time

D. In order to take advantage of the windiest time of year



P3-Wind pollination does, of course, require **a lot of pollen**. -A- Birch and hazel trees can produce **5.5 and 4 million grains** per catkin, **respectively**. -B- There are various adaptations to help as much of the **pollen go as far as possible**. -C- Most deciduous wind-pollinated trees (which shed their leaves every fall) produce their pollen in the spring while the branches are bare of leaves to reduce the surrounding surfaces that "compete" with the stigmas (the part of the flower that receives the pollen) for pollen. -D- Evergreen conifers, which do not shed their leaves, have less to gain from spring flowering, and, indeed, some flower in the autumn or winter.

9. Look at the four choices that indicate where the following sentence could be added to the passage.

**(LEVEL OF VOLUME OF POLLEN) *This level of volume is important to ensure that at least some of the pollen reaches the target tree, but dispersing the pollen is crucial as well.* (DISPERSING THE POLLEN IS CRUCIAL)**

P4-Pollen produced higher in the **top** branches is likely to go farther: it is windier (and gustier) and the pollen can be blown farther before hitting the ground. Moreover, dangling catkins like hazel hold the pollen in until the wind is strong enough to bend them, ensuring that pollen is only shed into the air when the wind is blowing hard. Weather is also important. Pollen is shed primarily when the air is dry to prevent too much sticking to wet surfaces or being knocked out of the air by rain. Despite these adaptations, much of the pollen fails to leave the top branches, and only between 0.5 percent and 40 percent gets more than 100 meters away from the parent. But once this far, significant quantities can go a kilometer or more. Indeed, pollen can travel many thousands of kilometers at high altitudes. Since all this pollen is floating around in the air, it is no wonder that wind-pollinated trees are a major source of allergies. 167

7. According to paragraph 4, which of the following is NOT an adaptation that helps ensure that pollen travels as far as possible?

A. Pollen-producing **flowers and catkins** are located at or near the top of the tree.

**B. Trees grow at least 100 meters away from each other.**

C. Dangling catkins release pollen only when the wind is blowing hard.

D. Pollen is not released during rain storms or when the air is damp.

P5-Once the pollen has been snatched by the wind, the fate of the pollen is obviously up to the vagaries of the wind, but not everything is left to **chance**. Windborne pollen is dry, rounded, smooth, and generally smaller than that of insect-pollinated plants. But size is a two-edged sword.

Small grains may be **blown** farther

but they are also more prone to be whisked **past** the waiting stigma

because smaller particles tend to stay **trapped** in the fast-moving air that flows around the stigma.

But stigmas create turbulence, which slows the air speed around them and may help pollen stick to them.

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

A. Because smaller particles tend to stay trapped in the fast moving air, they are blown much farther than other grains.

B. Smaller particles are trapped by the stigma when fast-moving air flows past it.

C. Small particles that are whisked past the waiting stigma gain speed and are often trapped in the fast-moving air.

D. While smallness helps pollen travel farther, it also makes it more likely to be blown past the stigma.

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

**Some plants depend on the wind to carry their pollen.**

~~A. Because there are few trees in temperate forests, it is safer to transport pollen by insects or birds.~~

*B. Wind pollination is a safe reproductive strategy for trees in temperate forests where there are only a few dominant species and, therefore, many individuals of the same species.*

**C. Wind pollination requires production of a large amount of pollen, which must be released at the right time and under the right conditions to extend its range.**

D. Most wind-pollinated trees are deciduous because evergreen needles compete with the stigma for pollen, making wind pollination uncertain.

*E. Wind-pollinated plants usually have small petalless flowers which often grow in catkins that produce a very fine-grained pollen.*

~~F. Wind-pollinated trees must grow in regions that are only moderately windy because strong winds will blow the tiny pollen grains past the stigma.~~

### **Reading TPO 45-2 Wind Pollination**

1-5: AACCB

6-10: BBDB-BCE

## Foundational answering technique

(let it be natural; follow comfortably rather than freeze)

### 1. Know the question.

- Understand what you're going to read for
- Repeat it clearly from memory
- Key words help us find the sentence that answers the question

### 2. Discover the answer while reading (Comprehend the answer).

- The ability to identify that your answer is in a sentence (rarely 2 or more)
- Make sure you identify the exact sentence with your answer (rarely 2)

### 3. Paraphrase the answer.

- You mix the question with the sentence in a way that's grammatically correct
- Answer the question with the words in your sentence (or two)

### 4. Evaluate each answer choice with the yes-no-maybe technique.

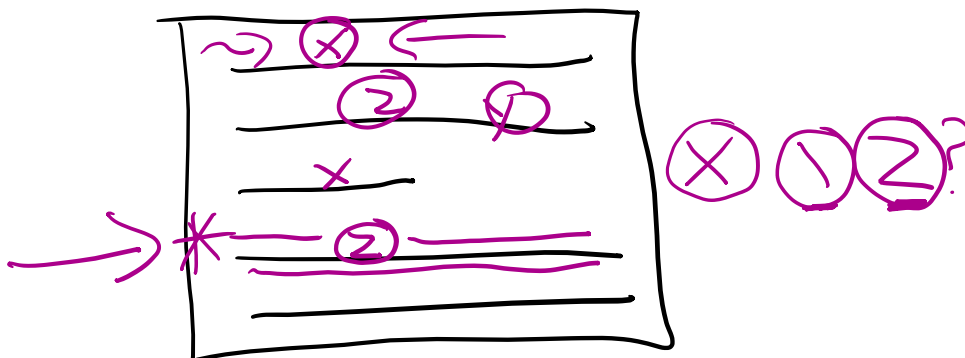
- read with ultimate care one answer choice
- let the answer "sit" for 1 or 2 seconds and choose: yes, no, or maybe
- "maybe" tends to be a long moment of thinking (avoid "yes" or "no" at the tail)
- "maybe" is perfectly, 100% fine; avoid fighting against it
- learn the balance of respect for your pre-phrased answer

If necessary, decide where to repeat the process (I'm being tricked).

Take a deep breath to reset.

After two cycles, use the better-worse technique.

Take a deep breath to reset.



**Foundational answering technique: basic training**

Apples are red.

What color are apples?

- A) Apples are a color that is not blue.
- B) Apples are green.
- C) Apples have no color.
- D) Apples are red.

### **Foundational answering technique—with paraphrase strategy**

1. Read the sentence while breaking down the main-independent clauses from extra info.
  - a. Will need to read slow
  - b. Visually (or with scratch paper) see what's main versus extra
2. Restate the answer saying first what's main and then last what's extra.
3. Compare with the yes-no-maybe technique.
  - a. Wrong answers come from the same words in a different order with a different meaning
  - b. Use different connecting adverbs to change the meaning
  - c. Loose connection with the main clause(s)

Decide where to repeat the process (I'm being tricked).

Take a deep breath to reset.

After two cycles, use the better-worse technique.

Take a deep breath to reset.



### Foundational answering technique—with negative detail strategy

1. Know the question.
2. Comprehend the answer.
  - a. Read until you find the first possible answer.
3. Prephrase the answer.
4. Compare with the **mentioned-not mentioned... maybe-wrong** technique.
  - a. Little more open to reading more

Decide where to repeat the process (I'm being tricked).

Take a deep breath to reset.

After two cycles, use the better-worse technique.

Take a deep breath to reset.

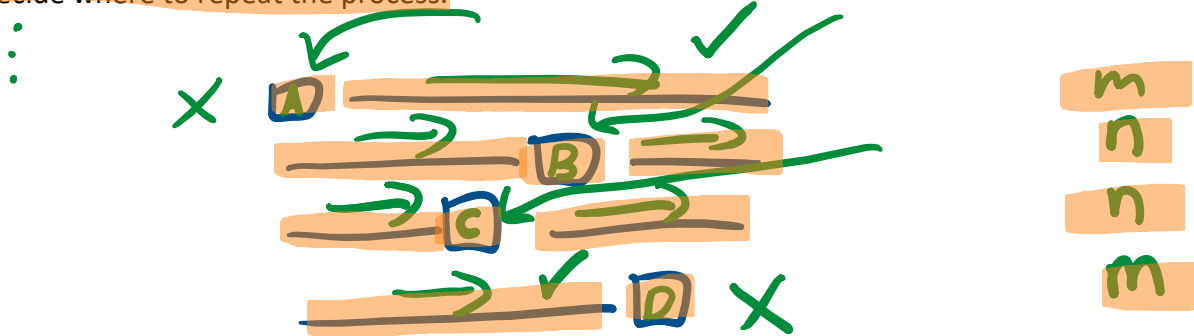
### **Foundational answering technique—mixed with purpose strategy**

1. Know the question.
  2. Comprehend the answer.
    - a. Pay attention to the sentence with the key word
    - b. An academic sentence explains the sentence that came before
    - c. Pay attention to the sentence before
    - d. Pay attention to adverbs and linking words that show meaning
  3. Prephrase the answer.
  4. Compare with the yes-no-maybe technique.
- Decide where to repeat the process.

## Foundational answering technique—with plug-in strategy

1. Know the sentence. ✓✓
2. Prephrase the answer. ✓
  - a. What do you expect to read before AND after the sentence
3. Read with the yes-no-maybe technique. ✓
  - a. Use key words, pronouns, adverbs, general-specific, not breaking key word grouping
  - b. As with all questions, comprehension first; strategy second

Decide where to repeat the process.



(a) apples  
 X apples  
 (c) oranges (d)

peaches

### Foundational answering technique—with what's true about strategy

1. Know the question.
2. Comprehend the answer.
  - a. Read until you find the first possible answer.
3. Prephrase the answer.
4. Compare with the **mentioned-not mentioned... maybe-wrong** technique.
  - a. Little more open to reading more

Decide where to repeat the process.

- a. Continue through the paragraph with awareness from the answer choices

### **Foundational answering technique-with vocabulary strategy**

1. Read the question: determine whether you know the word or not
2. Prephrase the meaning (without reading or looking at the answer choices)
3. Compare with the yes-no-maybe technique
4. Double check your answer makes sense in the reading

If you don't know the word, or the meaning doesn't make sense:

1. Read the sentence to prephrase the meaning from the context of the sentence
  - a. Read an extra sentence or two before and perhaps after for extra help
2. Compare with the yes-no-maybe technique

Decide where to repeat the process (I'm being tricked).

Take a deep breath to reset.

After two cycles, use the better-worse technique.

Take a deep breath to reset.

### Foundational answering technique—with summary questions

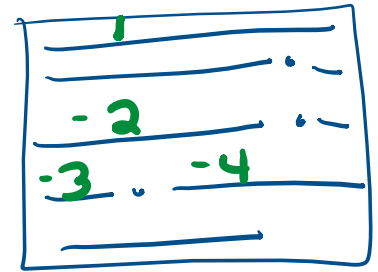
1. Know the sentence (1).
  - a. If time allows, review the first sentences of each paragraph
2. Prephrase the answer (2-3-4).
  - a. As a result of your reading and answering.
3. Compare with the yes-no-maybe technique.
  - a. Be aware that two answer choices should not talk about the same point (usually)
  - b. General summaries are better than details
  - c. If any part of an answer is incorrect, the answer is 100% wrong
  - d. When stuck between two choices, reread the main sentence
  - e. If time allows, review content that can help determine the answer

Decide where to repeat the process.

Take a deep breath to reset.

After two cycles, use the better-worse technique.

Take a deep breath to reset.

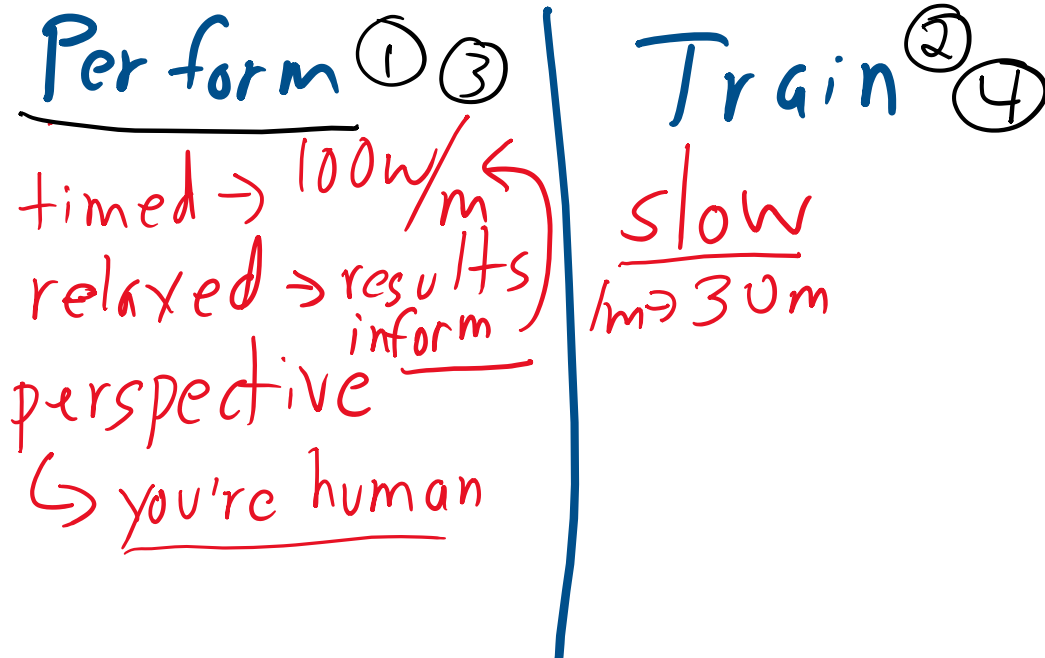


old habits -  
- comfort -  
- trust

new habits -  
- competence  
- trust  
- discomfort

stress  
nervousness  
pressure  
\* reasons

## Foundational comprehension exercise



- ①. Remember this is all about the title.
2. Remember the step/paragraph you're in in the story.
3. Understand your current sentence (one word anchor).
- \* 4. Understand the relationship to the previous sentence.
5. Anticipate the next sentence. \*



### Major Takeaways Sept 2<sup>nd</sup>

- 1) Read carefully with comprehension
- 2) Read with care to avoid just passing important information and rereading unnecessarily
- 3) Follow the techniques from beginning to end comfortably
- 4) Take care when prephrasing the answer
- 5) Visualize for better comprehension as I read

### Major Takeaways Sept 3<sup>rd</sup>

- 1) Apply more technique very carefully
- 2) Balance the comprehension and techniques
- 3) Apply the technique from the beginning to the end and don't give up in between
- 4) Read more carefully to comprehend fully
- 5) Trust my understanding to no longer read back and forth as much

### Major Takeaways Sept 4<sup>th</sup>

- 1) Continue practicing the techniques with calm confidence
- 2) Boost comprehension by breaking down sentences
- 3) Focus on my technique to comprehend the whole passage
- 4) Read with more care and follow the techniques

### Major Takeaways Sept 5<sup>th</sup>

- 1) Move my eyes faster and follow the techniques
- 2) Learn the balance of eye movement and comprehension
- 3) Increase base rate of reading through speed reading NoteFull exercise
- 4) Continue with a positive mindset as skills build
- 5) Manage time to answer all questions within time

1) 25-50% on compr.  
2) in that time, 25% w/ time...  
- when time (160 w/min)

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when you practice,  
are you better?