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TOEFL iBT® Lesson Plans

Reading

Reading, Lesson 1

Title	Reading Introduction
Target Skill	Reading
Target Tasks	All task types in the Reading section
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none">Understand the question types in the updated Reading section.Understand the skills tested in the updated Reading section.Understand what students can do to succeed on the updated Reading section tasks.
Materials	Student handouts
Time	Approximately 40 minutes

Suggested Instructor Directions

Handout Parts 1–5

Warm-Up Activity. Tell the students to read and discuss in pairs the warm-up questions about reading in Handout Part 1. Ask a few students to volunteer their answers.

- Go to Handout Part 2: *What's included in the updated Reading section?* Tell the students to be ready to fill in the blanks as you dictate information to them about the updated Reading section.

For a Complete the Words task, you will have to complete 10 words. The reading passage will be a short paragraph.

For a Read in Daily Life Passage task, you will have to answer up to 3 questions. The reading passage will be a 15- to 150-word text. It could be a non-linear text, such as a sign, social media post, advertisement, or other type of text you would encounter in daily life.

For a Read an Academic Passage task, you will have to answer up to 5 questions. The reading passage will be a text of approximately 200 words. It will be typical of an expository text found in a secondary or higher education context.

- Ask a few students to volunteer their answers and then confirm the correct answers.
- Go to Handout Part 3: *What skills are needed to succeed on the updated Reading section?* Tell the students to be ready to make notes as you describe some key skills needed for success on the updated Reading section. Afterward, they should be able to name three key skills (there are more, but these are very important!).

Some questions ask about what the author was trying to accomplish by writing the text or to explain the main points made in a text. To succeed with these questions, you need to be able to identify the main ideas.

Some questions ask about specific information directly stated in the text. To succeed with these questions, you need to be able to scan texts for specific information.

For some questions, you will need to read beyond the location in the text where a tested word is included to figure out what that word means in the text. To succeed with these questions, you need to be able to guess the meanings of words from context.

- Ask a few students to volunteer their answers and then confirm the correct answers.
- Go to Handout Part 4: What does the updated Reading section test? Tell the students to read and discuss in pairs the skills needed for success on two sample questions. As they work on this, students can refer again to Handout 3 for which they should have listed three key skills.
- Ask a few students to volunteer their answers and then confirm the best answers.
- Go to Handout Part 5: What can students do to build reading skills? Tell the students to read and discuss in pairs some suggestions for how to improve reading skills.
- Ask a few students to volunteer their answers and then make your own suggestions as needed.

Reading, Lesson 1

Student Handout

Part 1: Warm-Up Activity

In pairs, discuss the following questions.

- a. How often do you read something in English? What kinds of things do you read?
- b. What for you is challenging about reading in English?
- c. What do you enjoy about reading in English? What do you not enjoy about it?
- d. Do you ever look up new or difficult words in a dictionary when you read? Why or why not?
- e. Imagine your life one year from now. What kinds of things will you be reading in English?

Part 2: What's included in the updated Reading section?

Complete the information about the updated Reading section as you listen to a description of it.

For a Complete the Words task, you will have to complete ___ words. The reading passage will be a _____.

For a Read in Daily Life Passage task, you will have to answer up to ___ questions. The reading passage will be a _____.

For a Read an Academic Passage task, you will have to answer up to ___ questions. The reading passage will be a _____.

Part 3: What skills are needed to succeed on the updated Reading section?

Based on the information you heard about the Reading section, what are three skills that you need to succeed on it?

- 1)
- 2)
- 3)

The lessons that follow this introduction will allow you to practice these and other skills that you need to succeed on the Reading section!

Part 4: What does the updated Reading section test?

As you read the following sample Daily Life Passage and test questions from the Reading section, look back at the three skills you named in Handout Part 3.

Read the following sample Daily Life Passage from the Reading section.

Very young children cannot recognize themselves in a mirror; they usually achieve this milestone around eighteen months of age. The ability to recognize oneself in the mirror is considered to be a key component of self-awareness and consciousness for humans. But what about animals?

For many years, scientists have known that members of the great ape family could recognize themselves in mirrors. They measured this by the mirror test, which involved putting a colored mark on an ape's body and then showing the ape its reflection in a mirror. If the ape tried to remove the mark on its own body, the scientists knew that the ape was recognizing its reflection.

Apes are close relatives of humans, but in recent years, scientists have discovered that other animals also pass the mirror test. Elephants and dolphins have shown signs of self-recognition. These, like apes, are highly intelligent animals. But in a more recent experiment, a type of fish called the cleaner fish tried to scrape a mark off its body when it saw itself in the mirror. This suggests that even less intelligent animals may possess more self-awareness than previously suspected.

Read some sample test questions about the passage. Then, referring to the skills you listed on Handout Part 3, think about what you need to be able to do to answer each question.

- a. A test question asks you what the word "milestone" in the first sentence is closest in meaning to.
 - From Handout Part 3, what skill is probably most useful in arriving at the correct answer to the test question (Skill 1, Skill 2, or Skill 3)? Why?

- b. A test question asks you why scientists put colored marks on animals' bodies.
 - From Handout Part 3, what skill is probably most useful in arriving at the correct answer to the test question (Skill 1, Skill 2, or Skill 3)? Why?

Part 5: What can students do to build reading skills?

For each of these skills, (1) read about two suggested ways to practice so that you can improve that skill, (2) select ALL the statements that apply for you about each suggestion, and (3) compare your selections to a partner's, giving explanations for any answers that ask for that.

1. Identify main ideas. How to prepare for this type of question:

Suggestion A: Ask yourself questions about basic information from a text (Who? What? When? Where? How?) and decide if any of the answers to those questions point to the main idea.

- I've tried this.
- I'd like to try this.
- I have a better suggestion! (Explain it.)
- I don't think this will be helpful as I prepare for this type of question. (Explain why.)

Suggestion B: Ask another person to select a short text that has a title and then cover or remove the title from the text. After you read the text, guess what you think the title of the text is.

- I've tried this.
- I'd like to try this.
- I have a better suggestion! (Explain it.)
- I don't think this will be helpful as I prepare for this type of question. (Explain why.)

2. Scan texts for important information. How to prepare for this type of question:

Suggestion A: Outline a text to practice identifying important details.

- I've tried this.
- I'd like to try this.
- I have a better suggestion! (Explain it.)
- I don't think this will be helpful as I prepare for this type of question (Explain why.)

Suggestion B: Practice explaining the relationship between the main ideas and the supporting details in a text.

- I've tried this.
- I'd like to try this.
- I have a better suggestion! (Explain it.)
- I don't think this will be helpful as I prepare for this type of question. (Explain why.)

3. **Guess the meanings of words in context.** How to prepare for this type of question:

Suggestion A: Group words into lists according to topic or meaning and review and study the words on a regular basis so that you remember them.

- I've tried this.
- I'd like to try this.
- I have a better suggestion! (Explain it.)
- I don't think this will be helpful as I prepare for this type of question. (Explain why.)

Suggestion B: Increase your vocabulary by analyzing word parts; study roots, prefixes, and suffixes.

- I've tried this.
- I'd like to try this.
- I have a better suggestion! (Explain it.)
- I don't think this will be helpful as I prepare for this type of question. (Explain why.)

Reading, Lesson 1

Answer Key

Part 2: What's included in the updated Reading section?

Complete the information about the updated Reading section as you listen to a description of it.

For a Complete the Words task, you will have to complete 10 words. The reading passage will be a short paragraph.

For a Read in Daily Life Passage task, you will have to answer up to 3 questions. The reading passage will be a 15- to 150-word text. It could be a non-linear text, such as a sign, social media post, advertisement, or other type of text you would encounter in daily life.

For a Read an Academic Passage task, you will have to answer up to 5 questions. The reading passage will be a text of approximately 200 words. It will be typical of an expository text found in a secondary or higher education context.

Part 3: What skills are needed to succeed on the updated Reading section?

1. Identifying main ideas
2. Scanning texts for specific information
3. Guessing the meanings of words in context

Part 4: What skills are needed to succeed on the updated Reading section?

- a. Skill 3, guessing the meanings of words in context, will probably be the most useful for arriving at the correct answer.
- b. Skill 2, scanning texts for specific information, will probably be most useful for arriving at the correct answer.

Reading, Lesson 2

Title	KWL
Target Skill	Reading
Target Task	All task types in the reading section
Proficiency Level	Any
Learning Objectives	<ul style="list-style-type: none">• Use strategies before, during, and after reading to aid in the construction and enhancement of meaning.
Materials	KWL Chart, an academic passage
Time	About 30 minutes

Suggested Instructor Directions

This activity helps activate students' prior knowledge about an academic topic. By activating their prior knowledge about a topic, students will be better able to comprehend a new text. Because students are reading with the intent to learn new information, they should read actively. In addition, this activity gives students practice in summarizing a text.

1. Give each student a copy of the KWL chart.
2. Tell students the title or main topic of the reading passage that they will read.
3. Have students work alone or with a partner to write down all of the facts that they already know about the topic.
4. Draw a KWL chart on the board.
5. Elicit ideas from the whole class and complete the K column on the board.
6. Have students work alone or with a partner to write down at least three or four additional facts that they want to know about the topic.
7. Hand out the reading passage. Ask students to read the passage and note whether the passage contains any information that they already know and whether it answers any questions they have.
8. Ask the students some basic comprehension questions about the passage. Clarify as needed.
9. Ask students to work alone or with a partner to write down any new information that they learned from the passage.

Reading, Lesson 2

Student Handout

Topic: _____

K	W	L
What I already KNOW about the topic before reading	What I WANT to know about the topic	What I've LEARNED about the topic after reading

Reading, Lesson 3

Title	Vocabulary
Target Skill	Reading
Target Task	All tasks in the reading section with a focus on Complete the Words
Proficiency Level	Any
Learning Objectives	<ul style="list-style-type: none">Identify vocabulary meaning.Identify parts of speech.
Materials	A reading passage (academic) and the student handout
Time	About 30 minutes

Suggested Instructor Directions

The purpose of this activity is to give students an opportunity to play with words. Students need multiple instances of exposure to a new word before it can become part of their own active or passive vocabulary. This activity can be used as a prereading task where students skim a reading passage quickly before reading it closely. This exercise can also be used as a follow-up task after students have read the passage and answered comprehension questions about it.

Part 1

- Ask students to skim a reading text to find nouns, adjectives, verbs, and adverbs.
- Ask students to write the words in the appropriate columns.
- Ask students to check their work with a partner and highlight the words they do not know.
- Read aloud the words from each column.

Part 2

- Have students look at the words with missing letters. First, have students identify the kind of word (noun, adjective, verb adverb).
- Ask students to complete the text with the missing letters.
- Check the answers.
- Explain to the students that in the TOEFL iBT test they will complete tasks similar to the one in Part 2.

Key: Today, our relationships with animals come in many different forms. But when **exactly** (*adverb*) did these **relationships** (*noun*) start? Researchers **found** (*verb*) that the first animals **appeared** more than 540 million years ago, and that they started living with **humans** (*noun*) around 40,000 to 20,000 years ago. Since then, the roles of animals in our **lives** (*noun*) have **developed** (*verb*) in many **interesting** (*adjective*) ways.

Reading, Lesson 3

Student Handout

Part 1. Read the following text. Write the words in the appropriate columns.

Agriculture changed human history. Being able to grow food meant that people no longer had to travel around—they could settle down in small communities. Humans built villages and started to farm the land around them and even keep animals. Once food supplies were more than enough for everyone, the population grew, and some people began to work in other fields. Some people started making tools, others started to work in religion, and others became soldiers, merchants, and so on. The more people interacted with each other, the more they realized that rules were needed. That is why governments were established.

Nouns	Adjectives	Verbs	Adverbs

Part 2. For each of the gaps in the text, indicate the kind of word (noun, adjective, verb, or adverb) carrying missing letters. Then complete the words.

Today, our relationships with animals come in many different forms. But when exa_____ did these relati_____ start? Researchers fo___ that the first animals app_____ more than 540 million years ago, and that they started living with hu____ around 40,000 to 20,000 years ago. Since then, the roles of animals in our li___ have deve_____ in many inter_____ ways.

Reading, Lesson 4

Title	Reading for main ideas and important details
Target Skill	Reading
Target tasks	All task types in the reading section
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none">Identify main ideas and important details.Scan texts for specific information.Guess the meaning of words in context.
Materials	Student handout
Time	About 60–90 minutes

Suggested Instructor Directions

Handout Parts 1 and 2

- Distribute Handout: *Reading Lesson 1 History—Ancient Civilizations*
- Warm-Up Activity—Ancient Civilizations.* Tell the students to review the photos and match each site with its name and civilization. Confirm the correct answers. Tell students to answer the questions that follow in pairs. Ask a few students to volunteer their answers.
- Tell the students to read the short paragraph “How Civilization Developed” and to answer the questions that follow in pairs. Ask a few students to volunteer their answers.
- Handout Part 2: *Vocabulary Practice.* Tell the students to read the sentences and guess the meaning of the words in bold. They can discuss the meanings in pairs. Tell the students to complete the sentences with the correct word and form. Ask a few students to volunteer their answers and confirm the correct answers.

Handout Parts 3, 4, and 5

- Handout Part 3: *Reading Skills—Main Idea vs. Supporting Details.* Review the explanations of the main idea and supporting details
- Handout Parts 4 and 5: *Reading Skills—Skimming and Scanning.* Review the explanations of skimming and scanning.

Handout Part 6

- Tell the students they are going to practice skimming and scanning by analyzing a syllabus from a university history course. Display the Handout Part 6: Course Syllabus if possible.
- Explain “syllabus.” A syllabus is a course plan. At the start of a university course, your professor will most likely give you a syllabus. A syllabus usually has information about your professor, their office hours, all the topics the class will cover, and the due dates for all class assignments.
- Tell the students to quickly look at the syllabus and answer questions 1 and 2. They can compare their answers with a partner. Ask a few volunteers to share their answers.
- Tell the students to independently read the course syllabus and answer the Comprehension Questions. Give the students 5-10 minutes to complete this task.

Note: This task could be turned into a short quiz.

Handout Part 7

- Distribute Handout Part 7: *Skimming and Scanning Worksheet*. Tell students to independently complete the worksheet. Tell them there is a time limit.
- Set a timer for fifteen minutes. Encourage students to review their answers if they finish before the time is up.
- Tell students to submit their worksheets for review.

Reading, Lesson 4

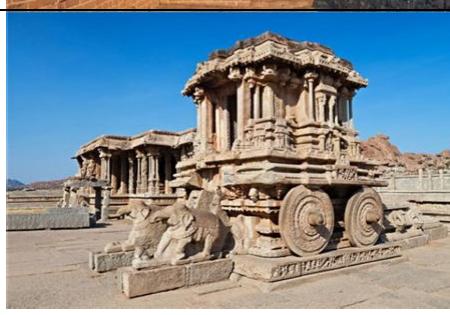
Student Handout

History—Ancient Civilizations

Part 1: Warm-Up Activity—Ancient Civilizations

The following pictures show sites, or places, from great ancient civilizations.

1. Match each site with its name and civilization.

	<p>A.</p> <p>Site: The Acropolis</p> <p>Civilization: Ancient Greece</p>
	<p>B.</p> <p>Site: The Great Wall of China</p> <p>Civilization: Ancient China</p>
	<p>C.</p> <p>Site: Hampi Village</p> <p>Civilization: Ancient India</p>
	<p>D.</p> <p>Site: The Sphinx</p> <p>Civilization: Ancient Egypt</p>

2. In pairs, answer the following questions.

- a. What do you know about these places and their civilizations?
- b. What do the pictures tell us about why these civilizations were considered great?
- c. Which place do you want to visit the most? Why?

3. Read the short paragraph below and discuss the following questions with your partner.

- a. What factors always guided people's movement since early civilizations?
- b. Are there any areas in your country that had early civilizations? Where? What were the key reasons that people moved to these areas?

How Civilization Developed

Modern humans appeared between 100,000 and 200,000 years ago, and survived by moving from one place to another, looking for food. Humans hunted wild animals, and ate nuts, fruits, and seeds. Since humans were always searching for food and water sources, they slowly traveled across large regions of the world. These movements were also caused by the weather. In fact, humans used to move whenever weather conditions became very bad. It was only after the developments of fire and then agriculture that humans started settling down.

Part 2: Vocabulary Practice

1. Read the sentences below and guess the meaning of the word in bold in each one.

- a. **Agriculture** plays a vital role in a country's economy, since it is related to people's food supply.
- b. People believed that early **civilization** in China started around the Yellow River and then gradually developed into a more advanced society with its own culture.
- c. People were overwhelmed when smartphones first **emerged** and became part of their daily lives.
- d. Hollywood, a large film-industry **community**, consists of groups of celebrities and filmmakers in Los Angeles.
- e. I gave my mother the **authority** to deal with the housing documents on my behalf, so she has the power to sell the house at a fair price.

2. Fill in the blanks with the given words.

emerge civilization authority agriculture community

- a. She has good _____ over the class.
- b. _____ is still largely based on traditional practices in some parts of this country.
- c. She is well-known in the local _____.
- d. This fact will eventually _____.
- e. I will spend a week visiting the wonders of the ancient Greek _____ this summer.

Part 3: Reading Skills—Main Idea vs. Supporting Details

The main idea is the most important general idea or point of a paragraph or passage. You can usually find the main idea in the title or heading of a passage or at the beginning or end of a paragraph or passage.

A supporting detail is more detailed information that further supports the main idea. Supporting details usually accompany the main idea they are supporting within a paragraph or passage.

Part 4: Reading Skills—Skimming

Skimming means reading a text quickly to find its general, or main, idea. Skimming can prepare you to better understand the topic of a text before reading for more details. To skim for main ideas, you do NOT need to read every word. You can look at:

- the title or heading of a passage
- bold, italic, or underlined words
- the first and last sentences (in paragraphs)
- the first and last parts of a paragraph or passage

Part 5: Reading Skills—Scanning

Scanning means reading a text quickly for specific information, such as names, figures, places, and so on, which can be usually found in the supporting details, such as definitions, examples, or explanations.

To scan effectively, you do NOT need to read every word. You can:

- look for capital letters if you are looking for a place or name
- look for numbers if you are looking for dates, amounts, time, etc.
- find a key word in a comprehension question and search for it, or a word with a similar meaning, in the text

Part 6: Reading Passage—Course Syllabus

1. Take a few seconds to look at the reading passage. Where do you think you might find this piece of information?

2. What helped you answer Question 1? What things did you notice first?

Development of Early Civilizations Course Syllabus

Class Location: Social Science Building, Room 201

Class Meeting Times: Monday & Wednesday, 1:15 P.M. to 3 P.M.

Professor: Daisy Morales, PhD Archeology—Site Exploration

Email: daisymorales@topscholars.edu

Office: Social Sciences Building, Room 304

Office Hours:

Monday: 10 A.M. to 12 P.M.

Wednesday: 3 P.M. to 4:30 P.M.

Required Textbook: *Ancient Civilizations of the World*, M. Collins

Course Description:

This class will introduce you to early human civilizations around the world. You will learn about the start of human communities, conditions that led to the first civilizations, and the development of early human civilizations. The first human communities emerged as a result of the arrival of agriculture. Experts believe farming appeared independently in several parts of the world when an increase in population and a decrease in food occurred. The first farmers grew crops near rivers so that they could get food more easily. The lands along rivers were full of nutrition, so the first farmers could grow crops in the same place for several years without moving. Therefore, people were able to form the first nonmoving communities.

You will also learn about the structures of early societies and how they became more complex. People of early civilizations needed water for drinking and for their crops, so early civilizations usually appeared near rivers. Populations near rivers increased greatly because of the changes in their ways of life. To solve the problem of growing populations and few resources, people created more complex structures in society. These structures improved cooperation and the organization of work.

Human populations continued to grow, and centralized authority developed. As a result, cities emerged. Some cities had special economic functions. For example, some cities were close to gold or iron deposits or at a great place on an important trade route. Other cities had management or religious roles. Different types of jobs also emerged to meet the growing needs of cities. For instance, some people became skilled workers or merchants, and some became warriors, scholars, or priests.

We will learn about several early civilizations, including Ancient Egypt, the Greeks, the Great Roman Empire, and two early civilizations in Asia, one in present-day India and another in present-day northern China near the Yellow River.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/29	Readings Due: <i>The Development of Social Complexity, Ancient China</i>
2	9/5	Readings Due: <i>Early Greece, The Great Roman Empire, The Emergence of Agriculture</i>
3	9/10	Assignment Due: "Significant Development" Paper

Comprehension Questions

1. What is the purpose of this text?
 - A. To introduce the professor's interests
 - B. To present a course plan
 - C. To explain an assignment
 - D. To compare early civilizations
2. Read paragraph 1 of the Course Description again. What is the most important idea of the paragraph?
 - A. The importance of farming in the first human communities
 - B. Why the first farmers settled near rivers
 - C. What students will learn in the class and a brief introduction to the role of agriculture in the emergence of human communities
3. In which parts of the paragraph did you find the main idea? Underline them.
4. What does the rest of the paragraph talk about?

Part 7: Skimming and Scanning Worksheet

1. Read the Course Description again and match the paragraph numbers with their main ideas.

Paragraphs	Main Ideas
1	a. The emergence of cities
2	b. A brief introduction of early social structures and their development
3	c. The early civilizations students will learn about during the class
4	d. What students will learn in the class and a brief introduction to the role of agriculture in the emergence of human communities

2. What is the main idea of the passage included in the Course Description?
Write your answer.

3. Look at the questions below. What should you look for to answer them (capital letters, numbers, or key words)? Then, quickly find the answers in the syllabus.

- a. What textbook do you need to buy before the class?
- b. How did cities first appear?
- c. When is the first class of the course?

4. Quickly reread paragraph 2 of the Course Description and answer the following questions.

You will also learn about the structures of early societies and how they became more complex. People of early civilizations needed water for drinking and for their crops, so early civilizations usually appeared near rivers. Populations near rivers increased greatly because of the changes in their ways of life. To solve the problem of growing populations and few resources, people created more complex structures in society. These structures improved cooperation and the organization of work.

- a. What is the main idea of the paragraph? Write your answer.

5. Find the following information in the paragraph. Then, check your answers with your partner.

- a. Why did early civilization usually emerge near rivers?
- b. What is the reason for the population increase near rivers?
- c. What are the functions of complex structures in society?

Reading, Lesson Plan 4

Answer Key

Part 1: Warm-up Activity—Ancient Civilizations

1. The following pictures show sites, or places, from great ancient civilizations. Match each site with its name and civilization.

	<p>A. Picture 2 Site: The Acropolis Civilization: Ancient Greece</p>
	<p>B. Picture 3 Site: The Great Wall of China Civilization: Ancient China</p>
	<p>C. Picture 4 Site: Hampi Village Civilization: Ancient India</p>
	<p>D. Picture 1 Site: The Sphinx Civilization: Ancient Egypt</p>

3. Read the following short paragraph and discuss the questions follow with your partner.

How Civilization Developed

Modern humans appeared between 100,000 and 200,000 years ago, and survived by moving from one place to another, looking for food. Humans hunted wild animals, and ate nuts, fruits, and seeds. Since humans were always searching for food and water sources, they slowly traveled across large regions of the world. These movements were also caused by the weather. In fact, humans used to move whenever weather conditions became too bad. It was only after the developments of fire and then agriculture that humans started settling down.

What factors always guided people's movements in early civilizations?

food sources, water sources, and the weather

Are there any areas in your country that had early civilizations? Where? What were the key reasons that people moved to these areas?

Part 2: Vocabulary Practice

Fill in the blanks with the given words.

- a. She has good **authority** over the class.
- b. **Agriculture** is still largely based on traditional practices in some parts of this country.
- c. She is well-known in the local **community**.
- d. This fact will eventually **emerge**.
- e. I will spend a week visiting the wonders of the ancient Greek **civilization** this summer.

Part 6: Reading Passage—Course Syllabus

1. Take a few seconds to look at the reading passage. Where do you think you might find this piece of information?

The syllabus is from a history course.

2. What helped you answer Question 1? What things did you notice first?
Answers may include examples such as the title, the capital/bold words, numbers, italic words, the table, etc.

Comprehension Questions

1. What is the purpose of this text?

- A. To introduce the professor's interests
- B. **To present a course plan**
- C. To explain an assignment
- D. To compare early civilizations

2. Read paragraph 1 of the Course Description again. What is the most important idea of the paragraph?

- A. The importance of farming in the first human communities
- B. Why the first farmers settled near rivers
- C. **What students will learn in the class and a brief introduction to the role of agriculture in the emergence of human communities**

3. In which parts of the paragraph did you find the main idea? Underline them.

The first three sentences. **"This class will introduce you to early human civilizations around the world. You will learn about the start of human communities, conditions that led to the first civilizations, and the development of early human civilizations. The first human communities emerged as a result of the arrival of agriculture."**

4. What does the rest of the paragraph talk about?

It is giving more information/details about the main idea.

Part 7: Skimming and Scanning Worksheet

1. Read the Course Description again and match the paragraph numbers with their main ideas.

<i>Paragraphs</i>	<i>Main Ideas</i>
1 d.	a. The emergence of cities
2 b.	b. A brief introduction of early social structures and their development
3 a.	c. The early civilizations students will learn about during the class
4 c.	d. What students will learn in the class and a brief introduction to the role of agriculture in the emergence of human communities

2. What is the main idea of the passage included in the Course Description? Write your answer.

Students will learn about the role of agriculture for human communities and how early social structures developed. They will also learn about the creation of cities. Finally, in the class they will talk about different early civilizations.

3. Look at the questions below. What should you look for to answer them (capital letters, numbers, or key words)? Then, quickly find the answers in the syllabus.

- a. What textbook do you need to buy before the class?

Capital letters—Ancient Civilizations of The World, M. Collins

- b. How did cities first appear?

Key words —Human populations continued to grow, and centralized authority developed. As a result, cities emerged.

- c. When is the first class of the course?

Numbers —Monday, 1:15 P.M.

4. Quickly read paragraph 2 of the Course Description and answer the following questions.

You will also learn about the structures of early societies and how they became more complex. People of early civilizations needed water for drinking and for their crops, so early civilizations usually appeared near rivers. Populations near rivers increased greatly because of the changes in their ways of life. To solve the problem of growing populations and few resources, people created more complex structures in society. These structures improved cooperation and the organization of work.

- a. What is the main idea of the paragraph? Write your answer.

This paragraph is about the structure of early societies, the places where they first appeared, and how they became more complex.

5. Find the following information in the paragraph. Then, check your answers with your partner.

- a. Why did early civilization usually emerge near rivers?

It is because people needed water for drinking and for their crops.

- b. What is the reason for the population increase near rivers?

It is because of the changes in the ways of life.

- c. What are the functions of complex structures in society?

The complex structures improved cooperation and the organization of work.

Reading, Lesson 5

Title	Reading for details
Target Skill	Reading
Target Task	Reading in Daily Life Passages and Academic Passages
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none">Identify important details.Guess the meaning of words in context.
Materials	Student handout
Time	About 60–90 minutes

Suggested Instructor Directions

Parts 1, 2, and 3

- Display the learning objectives on the board or on a slide. Introduce the objectives by telling students they will be practicing reading for details. Express the importance of this fundamental skill for the Reading section of the TOEFL iBT test.
- Display Handout Part 1: *Warm-up activity—University Majors*. Tell the students to analyze the pictures and discuss the questions in pairs. Ask for a few pairs to volunteer their answers.
- Display Handout Part 2: *The Importance of a University Education*. Tell the students to read the short paragraph and answer the questions in pairs. Ask for a few pairs to volunteer their answers.
- Display Handout Part 3: *Vocabulary Practice*. Tell the students to read the sentences and guess the meanings of the words in bold. They can discuss the meanings in pairs. Ask a few students to volunteer their answers and confirm the correct answers. Ask them to explain the sentence clues to each of the meanings. Ask the students to fill in the blanks in Task 2 and review answers with the whole class.

Parts 4 and 5

- Display Handout Part 4: *Reading Skills—Reading for Details*. Explain to the students that they will be working on strategies to locate detailed information in a paragraph.
- Display Handout Part 5: *TOEFL Tip*. Explain the information. Have the students look at the question in the example and discuss what kind of information the question is asking for.

Discuss what to look for in the paragraph. Tell the students to independently answer the example question. Give the students one to two minutes for this. Confirm the correct answer.

Handout Parts 6 and 7

- Display Handout Part 6: *Popular Academic Majors*. Tell the students they will be reading about different majors and careers. Remind them that they will only be reading for details that answer the questions, not reading every word. Tell the students to scan the reading passage and determine where they might find examples of careers they could have for each major. Ask a few students to share their answers.
- Tell the students to scan the article and answer question 1 of Handout Part 7: *Identifying Details*. Tell the students to compare their answers with a partner. Ask a few students to share their answers. Confirm the correct answers.
- Tell the students to scan the article again and complete the tasks in question 2 of Handout Part 7: *Identifying Details*. Tell the students to compare their answers with a partner. Ask a few students to share their answers. Confirm the correct answers.
- Tell the students to independently read the complete article and answer the Comprehension Questions in Handout Part 7: *Identifying Details*. Encourage the students to review their answers if they finish early. When the time is up, tell the students they must stop. Confirm the correct answers. Tell the students to check their own papers.

Part 8

- Display Handout Part 8: *Choosing a Major*. Tell the students to use the table to rate the things to consider when choosing a major. Tell the students they can add more factors to consider. Give the students a few minutes for this.
- Tell the students to walk around the room and compare their table with two or three other students. Tell the students to vote on the three most important things to consider when choosing a major. Write the results on the board.
- Alternative option: If Internet access is available, another possibility would be to assign each student a different major (one not already discussed) and ask them to use a search engine to find at least two careers they could have with that major. They could have a ten-minute time limit (This option could also be assigned as homework).

Reading, Lesson 5

Student Handout

Part 1: Warm-Up Activity—University Majors

1. What major is each picture presenting?
2. What do you know about these majors?
3. What is your dream major? Why?



Part 2: The Importance of a University Education

Read the following short paragraph about getting a university education. Then, discuss the questions that follow with your classmates.

The Importance of a University Education

Going to university can lead to better job and career opportunities. First, college introduces students to different academic and social situations, from classroom lectures to networking opportunities like social mixers and student clubs. Through these experiences, students gain useful knowledge and skills, and most companies realize this. Also, going to college gives someone a lot of control over their future. Universities provide their students with many opportunities to explore their interests. As a result, students are better able to choose the fields of study and career paths that suit their preferences.

- a. According to the paragraph, what are the benefits of going to university for students? Use your own words to answer this question.

- b. Besides better job and career opportunities, can you list some other possible reasons to go to university?

Part 3: Vocabulary Practice

1. Read the sentences below and guess the meaning of the word(s) in **bold** in each sentence.
 - a. He was my best friend at university during all four **undergraduate** years.
 - b. In our **psychology** class, we learn about human minds and how they influence our behaviors.
 - c. Some **artificial intelligence** programs can actually beat humans at chess.
 - d. We need a ruler to **measure** the size of this book.

2. Fill in each blank with the most appropriate word or phrase. Then, check your answers with a partner.

measure **psychology** **undergraduate** **artificial intelligence**

- a. This machine can _____ your blood pressure.
- b. Experts say _____ will soon replace humans in many everyday jobs.
- c. It is useful for primary school teachers to learn about child _____.
- d. He teaches courses at both the graduate and _____ levels.

Part 4: Reading Skills—Reading for Details

Details are facts or pieces of information about someone or something. To read for detail means to read slowly and accurately to have a profound understanding of a text. While reading for detail, it will be effective to locate specific information such as capital letters, numbers, or keywords in the passage and then look for relevant information.

Part 5: TOEFL TIP

Reading for detail is a skill often used to better understand specific information in a passage. In the TOEFL iBT reading section, Factual Information Questions and Negative Factual Information Questions focus on details and facts and your understanding of these pieces of information. The skill of reading for detail is helpful in identifying true and false information by using part of a reading passage.

Some questions you see in the TOEFL reading section may appear as follows:

- “According to the passage, what do X and Y have in common?”
- “According to the passage, which of the following caused X?”
- “Which of the following is true?”

For example:

In 334 B.C., Alexander the Great took his Greek armies to the east and in only a few years completed his creation of an empire out of much of Southwest Asia. In the new empire, barriers to trade and the movement of peoples were removed and markets were put in touch with one another. In the next generation, thousands of Greek traders and artisans would enter this wider world to seek their fortunes. Alexander's actions had several important consequences for the region occupied by his empire.

According to the passage, Alexander the Great did which of the following?

- a. He regulated the movement and resettlement in Southwest Asia of thousands of Greek people.
- b. He opened up opportunities in new markets for traders and artisans.
- c. He implemented new restrictions on trade.
- d. He encouraged Greek citizens to choose military careers over careers in trade.

Part 6: Popular Academic Majors

Imagine that you are a high school student who is planning to go to university next fall. Your university application asks you to indicate what your major course of study will be. Your major will open certain opportunities for you. For example, a degree in communication studies could help you get a job in editing or speech writing. Read the following passage about popular courses at the university you are applying to.

Popular Academic Majors

An academic major usually reflects a student's study and career interests. Students often will spend most of their time and efforts on their majors during their undergraduate studies. Each major's core courses cover many subjects that can prepare students for their future jobs. The following is a list of some of the popular majors at our university and their descriptions.

Psychology

Our psychology program mainly focuses on how people think, feel, and behave. Psychology courses look at the complexities of the human mind and human behavior, including thought, language, and communication. This program combines classroom-based learning and work opportunities to put your knowledge into practice.

Psychology majors have many career choices because a good understanding of the human mind and behavior can be applied to almost any field. For example, psychology majors could work in a community organization or at a local hospital. Psychology students also have many opportunities to be involved in research.

Computer Science

Computer science is the study of computers and computer systems. Computer science majors study a wide range of courses. During their first two years, students usually take basic courses, including those on programming languages and web development. This is to prepare them for more advanced classes like artificial intelligence, a subject that deals with computer systems that can learn. Most computer science students get a job right after graduation. Many students become software or website developers. Other students choose to use their knowledge of computer science in a different field, like business, biology, or medicine.

Graphic Design

Graphic design teaches students how to create images for advertisements, books, and websites. This major combines images and text. Courses might include 2D and 3D design, drawing, and computer graphics. To apply for a graphic design program, you may need experience in visual art. You may also need to present a small body of artwork (A portfolio of your artwork will show that you are ready for the challenges of the major). Through training and experience, the major develops students' creativity and problem-solving skills. Graduates of graphic design programs can get jobs in various careers, such as brand design and mobile app development.

Accounting

A bachelor of science in accounting provides students with a foundation in accounting and business. This major teaches students how to study, measure, and evaluate information effectively. Our program offers different courses that help students understand the basic rules of accounting. It also covers many effective ways to solve business problems so that our students can become creative professionals. This major takes four years to complete. There are a lot of career choices in accounting, such as investment banking, and management consulting.

Part 7: Identifying Details

1. Read the following statements. According to the passage above, is each one true or false? Write *T* for true or *F* for false next to each statement. You may use the underlined part of each statement to find relevant information in the passage.
 - a. Students will spend most of their time and efforts on various extracurricular activities and job interviews during their undergraduate studies. _____
 - b. The psychology program includes both theoretical learning and practical opportunities. _____
 - c. If you are a student in the computer science program, you only need to take basic courses, such as programming languages and web development. _____
 - d. The accounting program takes less time to complete than other programs. _____

2. Underline the key information in the following sentences. Then, read through the passage and fill in the blanks below.

- a. The psychology program primarily deals with _____.
- b. The purpose of taking basic courses in the computer science program is to _____.
- c. Students can be trained to develop _____ and _____ in the graphic design program.
- d. Graphic design graduates may work in _____ and _____.
- e. The accounting program not only improves students' abilities to understand _____ but also helps them to _____.

Comprehension Questions

Answer the following questions referring to the information in the passage.

1. What is the purpose of this text?
 - A. To describe why some majors are popular
 - B. To present a course plan
 - C. To explain several assignments
 - D. To introduce possible majors and related jobs

2. The word “field” in paragraph 4 refers to

- A. a plot of land
- B. an area of interest
- C. a course
- D. a sports ground

3. According to the passage, where could a psychology major work?

4. According to the passage, which of the following is true about the computer science program?

- A. Students can take any course they are interested in.
- B. Most graduates choose to pursue a higher degree.
- C. Some graduates do not work in the field of computer science.
- D. Course choices are very limited.

5. Is it true that, to become a graphic designer, you may need to present a portfolio of your artwork? Why or why not? Write down your answer and discuss it with your partner.

6. According to the passage, how does the accounting program benefit, or help, students? Write down your answer and discuss it with your partner.

Part 8: Choosing a Major

In the table, rate the importance of the following *things to consider* when choosing a major. You may fill in the table further if you want.

Things to Consider	Not Important	Somewhat Important	Very Important
Interest			
Talent			
Chance to make money			
Opinions of family members			

Reading, Lesson 5

Answer Key

Part 1: Warm-Up Activity—University Majors

1. What major is each picture presenting?

Education, Journalism / Computer Science, Astronomy / Accounting

Part 2: The Importance of a University Education

Read the short paragraph below about getting a university education. Then, discuss the following questions with your classmates.

The Importance of a University Education

Going to university can lead to better job and career opportunities. First, college introduces students to different academic and social situations, from classroom lectures to networking opportunities like social mixers and student clubs. Through these experiences, students gain useful knowledge and skills, and most companies realize this. Also, going to college gives someone a lot of control over their future. Universities provide their students with many opportunities to explore their interests. As a result, students are better able to choose the fields of study and career paths that suit their preferences.

a. According to the paragraph, what are the benefits of going to university for students?

Use your own words to answer this question.

- **Students can have different experiences and learn some knowledge and skills from different situations.**
- **Students will have opportunities to discover what they are interested in and choose a future career path.**

Part 3: Vocabulary Practice

2. Fill in each blank with the most appropriate word or phrase. Then, check your answers with a partner.

- a. This machine can **measure** your blood pressure.
- b. Experts say **artificial intelligence** will soon replace humans in many everyday jobs.
- c. It is useful for primary school teachers to learn about child **psychology**.
- d. He teaches courses at both the graduate and **undergraduate** levels.

Part 5: TOEFL TIP

According to the passage, Alexander the Great did which of the following?

- A. He regulated the movement and resettlement in Southwest Asia of thousands of Greek people.
- B. He opened up opportunities in new markets for traders and artisans.**
- C. He implemented new restrictions on trade.
- D. He encouraged Greek citizens to choose military careers over careers in trade

Part 6: Identifying Details

1. Read the following statements. According to the passage above, is each one true or false?

Write *T* for true or *F* for false next to each statement. You may use the underlined part of each statement to find relevant information in the passage.

- a. Students will spend most of their time and efforts on various extracurricular activities and job interviews during their undergraduate studies. F
- b. The psychology program includes both theoretical learning and practical opportunities. T
- c. If you are a student in the computer science program, you only need to take basic courses, such as programming languages and web development. F
- d. The accounting program takes less time to complete than other programs. F

2. Underline the key information in the following sentences. Then, read through the passage and fill in the blanks below.

- a. The psychology program primarily deals with **how people think, feel and behave**.
- b. The purpose of taking basic courses in the computer science program is to **prepare students for more advanced classes**.
- c. Students can be trained to develop **creativity** and **problem-solving skills** in the graphic design program.
- d. Graphic design graduates may work in **brand design** and **mobile app development**.
- e. The accounting program not only improves students' abilities to understand **the basic rules of accounting** but also helps them to **solve business problems**.

Comprehension Questions

1. What is the purpose of this text?

- A. To describe why some majors are popular
- B. To present a course plan
- C. To explain several assignments
- D. To introduce possible majors and related jobs**

2. The word “field” in paragraph 4 refers to

- A. a plot of land
- B. an area of interest**
- C. a course
- D. a sports ground

3. According to the passage, where could a psychology major work?

Psychology majors could work in a community organization or at a local hospital, for example.

4. According to the passage, which of the following is true about the computer science program?

- A. Students can take any course they are interested in.
- B. Most graduates choose to pursue a higher degree.
- C. Some graduates do not work in the field of computer science.**
- D. Course choices are very limited.

5. Is it true that to become a graphic design major you may need to present a portfolio of artwork? Why or why not? Write down your answer and discuss it with your partner. **TRUE**

6. According to the passage, how does the accounting program benefit, or help, students? Write down your answer and discuss it with your partner.

The accounting program offers different courses that help students understand the basic rules of accounting. It also covers many effective ways to solve business problems so that students can become creative professionals.