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Second Edition

Lawrence J. Zwier and Lynn Stafford-Yilmaz

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Introduction

This book is a revised and expanded new edition of the best-selling *McGraw-Hill's 400 Must-Have Words for the TOEFL*. The readings have been updated, and an entirely new chapter has been added. Like the first edition, this book will help you improve your score on the Internet-based TOEFL (iBT). Vocabulary is extremely important in a good iBT performance, so this is a very valuable study guide.

This book has been designed for easy use as a self-study guide. You can complete each chapter in one sitting of about 25 minutes. *McGraw-Hill Education: 400 Must-Have Words for the TOEFL, 2e*, is also highly effective in the TOEFL-prep classroom.

Each chapter begins with a list of 10 target words. They are defined and used in simple sentences. Usage tips are given for many words. If there are other commonly used parts of speech related to the word, those are listed too.

Following the definitions, the target words are practiced in three exercises. TOEFL Prep I and TOEFL Prep II give straightforward practice in a variety of easy exercise styles. The last exercise, TOEFL Success, includes a TOEFL-style reading followed by one or two authentic TOEFL-style questions. Most TOEFL Success readings incorporate all 10 target words, and most also include an additional bonus structure. Each chapter ends with an answer key so you can check your work.

As an extra feature, this book includes a special front section called "Six Quick Hints for Success on the TOEFL." These general test-taking strategies are crucial to TOEFL success.

After the publication of *McGraw-Hill's: 400 Must-Have Words for the TOEFL*, we suffered a sad loss in the death of Lynn Stafford-Yilmaz, one of this book's coauthors. Lynn was a superb writer and a dedicated teacher, always eager to help her students forge ahead in their studies and preparation for tests. We fondly remember Lynn in this new edition. She would have been very proud to see how many students have been helped by the advice and practice this book provides.

We wish you all the best in your vocabulary study for the TOEFL test.

Six Quick Hints for Success on the TOEFL®

1. **Try to understand a reading or lecture as a whole.** Unlike earlier versions of the TOEFL, the new version tests whether you can see how ideas interact in a longer reading.
2. **Take notes.** Especially in the listening section, you will need notes to remember what you have heard. Note-taking will also help you concentrate. You can practice by taking notes of news stories, documentaries, or lectures.
3. **Study grammar in context, not by itself.** Unlike earlier versions of the TOEFL, the new version has no grammar section. Your knowledge of grammar is useful in helping you understand the readings and lectures, not in answering grammar-specific questions.
4. **Practice writing essays that express your opinion on a topic.** The writing section of the 2005 TOEFL includes questions asking for your opinion on various daily topics. These are timed. Practice writing under a time limit, shaping your thoughts into a well-rounded essay.
5. **Build up your academic vocabulary.** Your ability to comprehend reading passages rests largely on your academic vocabulary. Build your vocabulary by reading, making flash cards, and writing sentences using new words in context. A strong vocabulary will help you not only in your reading comprehension, but also in listening, writing, and speaking.
6. **Commit your attention to the test.** Some of the topics covered in the test may not actually interest you. Still, your focused energy will improve your test score. Agree with yourself not to think about other topics during the test. Force yourself to keep your attention on the tested material.

LESSON

1

Food Crops

Target Words

- | | |
|-----------------------|--------------------------|
| 1. abandon | 6. intensify |
| 2. adversely | 7. irrigation |
| 3. aggregate | 8. obtain |
| 4. cultivation | 9. photosynthesis |
| 5. fertilize | 10. precipitation |

Definitions and Samples

1. **abandon** *v.* To leave; to give up

To save their lives, the sailors had to **abandon** the sinking ship.

Parts of speech **abandonment** *n*

2. **adversely** *adv.* In a harmful way; negatively

Excessive rainfall early in the spring can **adversely** affect the planting of crops.

Usage tips **Adversely** is often followed by *affect*.

Parts of speech **adversity** *n*, **adverse** *adj*

3. **aggregate** *adj.* Gathered into or amounting to a whole

It is impossible to judge last year's performance without knowing the **aggregate** sales numbers.

Usage tips **Aggregate** is often followed by a term like *sum*, *total*, or *numbers*.

Parts of speech **aggregate** *v*, **aggregate** *n*

4. **cultivation** *n.* Preparing the land to grow crops; improvement for agricultural purposes

With the development of land **cultivation**, hunters and gatherers were able to settle in one place.

Parts of speech **cultivate** *v*

5. **fertilize** *v.* To supply with nourishment for plants by adding helpful substances to the soil

Tomatoes grow well here because the farmers **fertilize** their soil with nitrogen.

Parts of speech **fertilizer** *n*, **fertilization** *n*

6. **intensify** *v.* To increase in power; to act with increased strength

Jacob's long absence from Rose **intensified** his certainty that he should marry her.

Parts of speech **intensification** *n*, **intense** *adj*, **intensity** *n*

7. **irrigation** *n.* The supplying of water to dry land

In dry areas of the country, you can see ditches all over the farmland for **irrigation**.

Parts of speech **irrigate** *v*

8. **obtain** *v.* To gain possession of; to get

After a series of difficult interviews, he finally was able to **obtain** the job.

9. **photosynthesis** *n.* The process by which green plants make their own food by combining water, salts, and carbon dioxide in the presence of light.

Oxygen is a by-product of the process of **photosynthesis**.

Parts of speech **photosynthesize** *v*

10. **precipitation** *n.* Water that falls to the Earth's surface

In the Pacific Northwest, the high level of **precipitation** ensures rich, green plant life.

Food Crops

TOEFL Prep I Complete each sentence by filling in the blank with the best word from the list. Change the form of the word if necessary. Use each word only once.

abandoned precipitation cultivation fertilize photosynthesis

1. Through _____, green plants create organic materials with the help of chlorophyll.
2. The coastal city gets half its _____ during the rainy months of January, February, and March.
3. Farmers use various methods of land _____.
4. When they heard the hull crack, all but two of the sailors _____ ship.
5. Inexperienced gardeners may not realize how important it is that they _____ their plants.

TOEFL Prep II Find the word or phrase that is closest in meaning to the opposite of each word in the left-hand column. Write the letter in the blank.

- | | |
|----------------------------|----------------|
| _____ 1. obtain | (a) weaken |
| _____ 2. intensify | (b) separate |
| _____ 3. irrigation | (c) lose |
| _____ 4. aggregate | (d) drainage |
| _____ 5. adversely | (e) positively |

TOEFL Success Read the passage to review the vocabulary you have learned. Answer the questions that follow.

In countries like Niger and Mauritania, the *cultivation* of land has changed little in the past several centuries. Additionally, these countries' mono-modal rainfall pattern brings *precipitation* for only three months during the year. **As a result**, food production doesn't nearly meet demand.

Bonus Structure—
As a result means
"therefore," "for
this reason."

Several agencies and organizations have *intensified* their efforts to increase the productivity of land in these countries. They have introduced new strains of seed, improved *irrigation* techniques, and introduced new methods of *fertilization* and soil management. With ample sunlight for *photosynthesis* and modern *irrigation* techniques, sustainable farming techniques should allow farmers to boost *aggregate* production in order to meet demand.

Still, crop revitalization faces an unexpected adversary: institutional incompetence. Where crop specialists have convinced individual farmers to *abandon* old farming techniques in place of new, they can't readily *obtain* the governmental cooperation they need. The biggest hurdles are political corruption, incompetence, and the absence of a marketing infrastructure.

1. In this passage, the word adversary is closest in meaning to
 - a. friend
 - b. helper
 - c. enemy
 - d. leader

2. In the last paragraph, the word they refers to
 - a. crop specialists
 - b. farmers
 - c. farming techniques
 - d. adversaries

Lesson 1 Food Crops

TOEFL Prep I 1. photosynthesis 2. precipitation 3. cultivation

4. abandoned 5. fertilize

TOEFL Prep II 1. c 2. a 3. d 4. b 5. e

TOEFL Success 1. c 2. a

LESSON 2

Disaster

Target Words

- | | |
|------------------------|---------------------|
| 1. anticipate | 6. flood |
| 2. catastrophic | 7. impact |
| 3. collide | 8. persevere |
| 4. eruption | 9. plunge |
| 5. famine | 10. unleash |

Definitions and Samples

1. **anticipate** *v.* To expect; to sense something before it happens
By placing sensors in earthquake-prone areas, scientists can **anticipate** some tremors in time to warn the public.
Parts of speech **anticipation** *n*, **anticipatory** *adj*
2. **catastrophic** *adj.* Extremely harmful; causing financial or physical ruin
The architect died in a **catastrophic** elevator accident.
Parts of speech **catastrophe** *n*, **catastrophically** *adv*
3. **collide** *v.* To come together with great or violent force
As usual, their holiday was ruined when their in-laws' views on politics **collided** with their own.
Parts of speech **collision** *n*

4. **eruption** *n.* A sudden, often violent, outburst

The **eruption** of Mount St. Helens in 1980 caused 57 deaths and immeasurable change to the face of the mountain.

Usage tips *Eruption* is often followed by an *of* phrase.

Parts of speech **erupt** *v*

5. **famine** *n.* Severe hunger; a drastic food shortage

The potato **famine** in Ireland in the mid-nineteenth century caused large numbers of Irish people to emigrate to America.

6. **flood** *n.* An overflowing of water; an excessive amount

The constant rain and poor drainage system caused a **flood** in town.

The political party sent out a **flood** of letters criticizing their opponents.

Parts of speech **flood** *v*

7. **impact** *n.* A strong influence

The speech about the importance of education made an **impact** on me.

Usage tips *Impact* is usually followed by *on* or *of*.

Parts of speech **impact** *v*

8. **persevere** *v.* To keep going, despite obstacles or discouragement; to maintain a purpose

The hikers **persevered** despite the bad weather and the icy trail.

Parts of speech **perseverance** *n*

9. **plunge** *v.* To go down suddenly; to decrease by a great amount in a short time

He jumped off the diving board and **plunged** into the pool.

The value of the company's stock **plunged** after its chief executive was arrested.

Disaster

Usage tips *Plunge* is often followed by an *into* phrase.

Parts of speech *plunge* *n*

10. **unleash** *v.* To release a thing or an emotion.

When they saw the strange man on their property, they **unleashed** their dogs.

He is from such an unemotional family, he will never learn to **unleash** his feelings.

TOEFL Prep I Find the word or phrase that is closest in meaning to the opposite of each word in the left-hand column. Write the letter in the blank.

- | | |
|------------------------------|---------------------------------|
| _____ 1. persevere | (a) to pass by without hitting |
| _____ 2. anticipate | (b) to give up |
| _____ 3. famine | (c) to not see something coming |
| _____ 4. collide | (d) harmless |
| _____ 5. catastrophic | (e) excess of food |

TOEFL Prep II Circle the word that best completes each sentence.

- Residents of Hawaii must accept the possibility of a volcanic (**eruption** / perseverance).
- Years after the accident, she was finally able to (**anticipate** / **unleash**) her feelings of anger.
- Houses along the river often face (**famine** / **flooding**) during the rainy season.
- Many people think it is cruel to (**collide** / **plunge**) live lobsters into boiling water.
- A well-written essay should make some kind of (**catastrophe** / **impact**) on its readers.

TOEFL Success Read the passage to review the vocabulary you have learned. Answer the questions that follow.

Nature challenges humans in many ways, through disease, weather, and *famine*. For those living along the coast, one unusual phenomenon capable of *catastrophic* destruction is the tsunami (pronounced “tsoo-NAH-mee”). A tsunami is a series of waves generated in a body of water by an impulsive disturbance. Earthquakes, landslides, volcanic *eruptions*, explosions, and even the *impact* of meteorites can generate tsunamis. Starting at sea, a tsunami slowly approaches land, growing in height and losing energy through bottom friction and turbulence. Still, just like any other water waves, tsunamis *unleash* tremendous energy as they *plunge* onto the shore. They have great erosion potential, stripping beaches of sand, undermining trees, and *flooding* hundreds of meters inland. They can easily crush cars, homes, vegetation, and anything they *collide* with.

To minimize the devastation of a tsunami, scientists are constantly trying to *anticipate* them more accurately and more quickly. Because many factors come together to produce a life-threatening tsunami, foreseeing them is not easy. **Despite this**, researchers in meteorology *persevere* in studying and predicting tsunami behavior.

Bonus Structure—
Despite this
 means “even so;
 regardless.”

- Which sentence best expresses the essential information of this passage?
 - Tsunamis could become a new source of usable energy in the next hundred years.
 - Tsunamis do more damage to the land than flooding.
 - Tsunamis can have an especially catastrophic impact on coastal communities.
 - Scientists can predict and track tsunamis with a fair degree of accuracy, reducing their potential impact.
- In the first sentence, why does the author mention weather?
 - because tsunamis are caused by bad weather
 - because tsunamis are more destructive than weather phenomena
 - as an example of a destructive natural force
 - as an introduction to the topic of coastal storms

Disaster

Lesson 2 Disaster

TOEFL Prep I 1. b 2. c 3. e 4. a 5. d

TOEFL Prep II 1. eruption 2. unleash 3. flooding 4. plunge
5. impact

TOEFL Success 1. c 2. c

Test Preparation

We want to help you score high on the TOEFL*

We've put all of our proven expertise into *McGraw-Hill Education: 400 Must-Have Words for the TOEFL, 2nd Edition*, to make sure you're fully prepared for this difficult exam. With this updated and expanded guide, you'll get essential skill-building techniques and strategies created by leading ESL educators. You'll also get 410 commonly tested words, more than 150 activities and exercises, and a free Language Lab app to help you study. With *McGraw-Hill Education: 400 Must-Have Words for the TOEFL*, we'll guide you step by step through the essential vocabulary—and give you the tools you need to improve your score on the TOEFL.

This edition includes

- More than 400 important words for the TOEFL, with the addition of a new chapter
- Example sentences, usage tips, and commonly used parts of speech related to the word
- A free Language Lab app with flashcard vocabulary quizzes

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