The test questions on these files are from actual TOEFL tests. However, the screen and delivery formats are not identical to the actual test. When you take the actual TOEFL test, you may notice some variations in how the questions are presented to you on screen.

**Downloading**

To download the electronic files for TOEFL iBT Practice Tests 1 and 2, go to [http://books.mcgraw-hill.com/ebookdownloads/TOEFL](http://books.mcgraw-hill.com/ebookdownloads/TOEFL) and follow the instructions given.

**Changing Regional and Language Settings**

Please note: If you encounter error messages while attempting to use this program, you may need to adjust your computer’s regional and language settings. Please follow the steps listed:

1. Select “Regional and Language Options” from Control Panel
2. Go to “Regional Options” tab
3. Select “English (United States)” as the language
4. Go to the “Advanced” tab
5. Select “English (United States)” as the language
6. Click on “OK”

**Main Menu ("Navigation Screen")**

This screen appears as follows:

Your choice will depend on how you prefer to practice for the TOEFL iBT.

- If you want to take full-length authentic TOEFL iBT practice tests on your computer, click on the choices labeled **TOEFL iBT Practice Test 1** or **TOEFL iBT Practice Test 2**.
- If you want to work through the Practice Sets and Practice Tests in the book, click on **Play Audio Tracks** in Book Order.

**Taking TOEFL iBT Practice Tests on Your Computer**

On the Navigation screen, choose either **TOEFL iBT Practice Test 1** or **TOEFL iBT Practice Test 2**. Then click on the test section you wish to take: **Reading**, **Listening**, **Speaking**, or **Writing**. Note that you can take each section more than once. When you click on **Reading**, you can choose Passage 1, 2, or 3.
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accept TOEFL scores, so students have the flexibility to use their TOEFL test scores worldwide. The TOEFL test is also the most accessible English-language test. It is administered at more than 4,500 test centers in 180 countries. More than 22 million people have taken the test since 1964.

**Who Creates the TOEFL Test?**

ETS (Educational Testing Service) is the nonprofit educational organization that develops and administers the TOEFL test.

**What Is the TOEFL iBT?**

The TOEFL iBT is an Internet-based test (iBT) delivered in secure testing centers around the world. The TOEFL iBT replaced the TOEFL computer-based test (CBT). The paper-and-pencil (PBT) version of the test is still offered in some locations where iBT testing is not possible.

**Who Is Required to Take the TOEFL Test?**

If your first or native language is NOT English, it is likely that the college or university that you wish to attend will require you to take this test. However, you should check with each institution to which you are applying for admission.

**How Is the TOEFL Used in the Admissions Process?**

Your test scores will be considered together with other information you supply to the institution to determine if you have the appropriate academic and language background to be admitted to a regular or modified program of study. Often your field of study and whether you are applying as a graduate or undergraduate student will determine what TOEFL scores you need.

**Is There a Minimum Acceptable Score?**

Each institution that uses TOEFL scores sets its own minimum level of acceptable performance. These minimums vary from one institution to another, depending on factors such as the applicant’s field of study, the level of study (undergraduate or graduate), whether the applicant will be a teaching assistant, and whether the institution offers English as a Second Language support for its students.
● **It reflects how language is really used.** TOEFL iBT uses integrated tasks that combine more than one skill, just as in real academic settings. The integrated questions ask test takers to
  ○ read, listen, and then speak in response to a question
  ○ listen and then speak in response to a question
  ○ read, listen, and then write in response to a question

● **It represents the best practices in language learning and teaching.** Learning English used to focus on learning about the language (especially grammar), and students could receive high scores on tests without being able to communicate. Now teachers and learners understand the importance of using English to communicate, and activities that integrate language skills are popular in many English language programs.

**Format**

● TOEFL iBT is administered via computer from a secure internet-based network.

● Instructions for answering questions are given with each section. There is no computer tutorial.

● TOEFL iBT is not computer-adaptive. Each test-taker receives items that cover the full range of ability.

● Test takers can take notes throughout the entire test. At the end of testing, all notes are collected and destroyed at the test center to ensure test security.

● For the Speaking section, test takers wear noise-cancelling headphones and speak into a microphone. Responses are digitally recorded and sent to ETS's Online Scoring Network.

● For the Writing section, test takers must type their responses. The typed responses are sent to ETS's Online Scoring Network.

● Human raters, trained and certified by ETS, rate the Speaking and Writing responses.

● Scores are reported both online and by mail.

The following chart shows the possible number of questions and the timing for each section. The time limit for each section varies according to the number of questions. Every test contains additional questions in the Reading or Listening section.

**Test Format**

<table>
<thead>
<tr>
<th>Test Section</th>
<th>Number of Questions</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>3–5 passages, 12–14 questions each</td>
<td>60–100 minutes</td>
</tr>
<tr>
<td>Listening</td>
<td>4–6 lectures, 6 questions each</td>
<td>60–90 minutes</td>
</tr>
<tr>
<td></td>
<td>2–3 conversations, 5 questions each</td>
<td></td>
</tr>
<tr>
<td>BREAK</td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>Speaking</td>
<td>6 tasks: 2 independent and 4 integrated</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>1 integrated task</td>
<td>20 minutes</td>
</tr>
<tr>
<td></td>
<td>1 independent task</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>
Tool Bar

The on-screen tool bar in each section allows you to navigate through the test with ease. Following are examples of testing tools from the Listening and Reading sections of the test. The section is always listed in the upper left-hand corner of the tool bar.

This is what the tool bar looks like in the Listening section.

- You will always know what question you are on and how much time is remaining in the section. It is possible to hide the clock at any time by clicking on **Hide Time**.
- **Volume** allows you to adjust the volume of the Listening passages.
- **Help** allows you to get relevant help. When you use the **Help** feature, the clock does not stop.
- **Next** allows you to proceed to the next question.
- Once you click on **Next**, you can confirm your answers by clicking on **OK**. In the Listening section, you cannot see a question again once you click on **OK**.

The tool bar for the Reading section has some important features.

You can view the entire passage when answering questions. For some questions, you need to click on **View Text** to see the entire passage.

You can view all your answers by clicking on **Review**. This allows you to return to any other question and change your answer. You can also see which questions you have skipped and still need to answer.

In the Reading section you can also click on **Back** at any time to return to the previous question.
General Skill-building Tips

The best way for English-language learners to develop the skills measured by the TOEFL iBT is to enroll in an English-language learning program that provides instruction in:

- reading, speaking, listening, and writing skills, with an emphasis on speaking
- integrated skills approach (e.g., instruction that builds skills in listening/reading/speaking, listening/reading/writing)

In addition to the advice for improvement listed in Appendix 2 of this book, ETS has created the following tips for students, but they also contain information useful to teachers.

Reading Tips

English-language learners can improve their reading skills by reading regularly, especially university textbooks or other materials that cover a variety of subject areas (e.g., sciences, social sciences, arts, business, etc.) and are written in an academic style. A wide variety of academic texts are available on the Internet as well as in magazines and journals.

Reading to Find Information

- Scan passages to find and highlight key facts (dates, numbers, terms) and information.
- Practice frequently to increase reading rate and fluency.

Reading for Basic Comprehension

- Increase vocabulary. Flashcards can help.
- Practice skimming a passage quickly to get a general impression of the main idea instead of carefully reading each word and each sentence.
- Develop the ability to skim quickly and identify major points.
- After skimming a passage, read it again more carefully and write down the main idea, major points, and important facts.
- Choose some unfamiliar words in the passage and guess the meaning from the context (surrounding sentences). Then, look them up to determine their meaning.
- Underline all pronouns (e.g., he, him, they, them, etc.) and identify the nouns to which they refer in the passage.
- Practice making inferences and drawing conclusions based on what is implied in the passage as a whole.

Practice your reading skills

with TOEFL® Practice Online at www.ets.org/toeflpractice and receive instant scores to confirm you are ready for test day.
Introducing the TOEFL iBT

Listening for Basic Comprehension

- Increase vocabulary.
- Focus on the content and flow of spoken material. Do not be distracted by the speaker's style and delivery.
- Anticipate what a person is going to say as a way to stay focused.
- Stay active by asking yourself questions (e.g., What main idea is the professor communicating?).
- Copy the words “main idea,” “major points,” and “important details” on different lines of paper. Listen carefully, and write these down while listening. Continue listening until all important points and details are written down and then review them.
- Listen to a portion of a lecture or talk and create an outline of important points. Use the outline to write a brief summary. Gradually increase the amount of the presentation you use to write the summary.

Notes

The Reading section measures the ability to recognize paraphrases. The ability to paraphrase is also important for the integrated tasks in the Writing and Speaking sections of the test.

The Listening section does not measure summarizing skills, but practicing summarizing skills is useful for the integrated tasks in the Speaking and Writing sections.

Listening for Pragmatic Understanding

Think about what each speaker hopes to accomplish: What is the purpose of the speech or conversation? Is the speaker apologizing, complaining, or making suggestions?

- Notice each speaker's style. Is the language formal or casual? How certain does each speaker sound? Is the speaker's voice calm or emotional? What does the speaker's tone of voice tell you?
- Notice the speaker's degree of certainty. How sure is the speaker about the information? Does the speaker's tone of voice indicate something about his/her degree of certainty?
- Listen for changes in topic or digressions11.
- Watch a recorded TV or movie comedy. Pay careful attention to the way stress and intonation patterns are used to convey meaning.

10. Pragmatic understanding: To understand a speaker's purpose, attitude, degree of certainty, etc.
11. Digressions: Side comments in which the speaker briefly moves away from the main topic and then returns
**Integrated Speaking Tasks**

- Find a textbook that includes questions about the material at the end of chapters, and practice answering the questions orally.
- Read a short article (100–200 words). Make an outline that includes only the major points of the article. Use the outline to orally summarize the information.
- Find listening and reading material on the same topic covered by the article. The material can contain similar or different views. (The Internet and the library are good places to find information.) Take notes or create outlines on the listening and reading materials.\(^{13}\)
  - Orally summarize the information in both the written and spoken materials. Be sure to paraphrase using different words and grammatical structures.
  - Orally synthesize the material by combining the information from the reading and listening materials and explain how they relate.
  - State an opinion about the ideas and information presented in the reading and listening material and explain how they relate.
  - If the reading and/or listening material describes a problem, suggest and explain a solution to the problem.
- Recognize the attitude of the speaker or the writer of the original material through intonation, stress, and word choice. This helps you to understand their point of view and plan an appropriate response.

**All Speaking Tasks**

- Increase vocabulary and learn to use idiomatic speech appropriately.
- Learn grammatical structures and use them naturally when speaking.
- Work on pronunciation, including word stress, intonation patterns, and pauses. (There are a number of products and websites that can help you develop pronunciation skills.)
- When practicing for the TOEFL iBT using the tips above, take 15 seconds to think about what you’re going to say before you speak. Write down a few key words and ideas, but do not attempt to write down exactly what you are going to say. (Raters will be able to detect responses that are read and give them a lower rating.)
- Use signal words and expressions to introduce new information or ideas, to connect ideas, and to mark important words or ideas. This will help the listener easily follow what you are saying. (For example, “on the one hand…,” “but on the other hand…,” “what that means is…,” “The first reason is…,” “another difference is…”)

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13. Taking notes on the reading and listening material in the integrated Speaking tasks on the TOEFL iBT test is allowed. Since the reading and listening material is very brief, taking notes on the material may not be necessary. However, the activity described above will help test takers prepare for entering the academic setting. If test takers can do this well, they will most likely succeed on the integrated Speaking tasks on the TOEFL iBT test.
Paraphrasing

Paraphrasing involves restating something from the source material in one's own words. On the TOEFL iBT, test takers receive a score of zero if all they do is copy words from the reading passage. Practice paraphrasing words, phrases, sentences, and entire paragraphs frequently using the following tips:

- Learn to find synonyms with ease. Pick 10 to 15 words or phrases in a reading passage and quickly think of synonyms without looking them up in a dictionary or thesaurus.
- Write a paraphrase of a reading passage using only your notes. If you haven’t taken notes, write the paraphrase without looking at the original text. Then check the paraphrase with the original passage to make sure that it is factually accurate and that you have used different words and grammatical structures.

Independent Writing Tasks

- Make a list of familiar topics and practice writing about them.
- For each topic, state an opinion or a preference and then support it with evidence.
- Practice planning and writing at least one essay for each topic. Be sure to take 30 minutes to plan, write, and revise each essay.
- Think about and list all ideas related to a topic or task before writing. This is also called “prewriting.”
- Identify one main idea and some major points to support that idea, and plan how to communicate them (by creating, for example, an outline to organize ideas)
- Create a focused thesis statement and use it to develop the ideas presented in the essay.
- Develop the essay by using appropriate explanation and detail.

All Writing Tasks

- Increase vocabulary and knowledge of idiomatic speech so you can use it appropriately.
- Learn grammatical structures so well that you can use them naturally when writing.
- Learn the conventions of spelling, punctuation, and layout (e.g., paragraph creation).
- Express information in an organized manner, displaying unity of thought and coherence.
- Use signal words and phrases, such as “on the one hand” or “in conclusion,” to create a clear structure for your response.
Test Benefits

Why should I take the TOEFL test?
No matter where in the world you want to study, the TOEFL test can help you get there. You will be eligible for admission to virtually any institution in the world, including the top colleges and universities in the United States, Canada, the United Kingdom, Australia, and New Zealand. See the University Directory at www.ets.org/toefl.

The TOEFL test gives you more flexibility on when, where, and how often you can take the test, and more practice tools and feedback, than any other English-language test in the world.

Test takers who are well prepared for the TOEFL iBT can feel confident that they are also well prepared for academic success.

What makes TOEFL iBT better than other English-language tests?
The TOEFL iBT assesses a test taker’s ability to integrate English skills, and to communicate about what he or she reads and hears. These are the skills you will actually use in an academic classroom.

The test also measures speaking more fairly than other tests. Each Speaking response is evaluated by three to six raters, which is more objective and reliable than other tests that rely only on one interviewer from a local test site.

Who else benefits from the test?
Admissions officials and faculty at colleges and universities, as well as administrators of certification and licensing agencies, receive better information on an applicant’s English communication skills.

Registration

How and when do I register for the test?
Online registration is the easiest method. You can also register by mail or by phone. See www.ets.org/toefl for details. The Information and Registration Bulletin for TOEFL iBT is available at many advising centers, colleges, universities, and libraries.

Registration is available 3–4 months before the test date. Register early as seats fill up quickly.

Where and when can I take the TOEFL iBT?
The test is given on fixed dates, 30–40 times a year, at secure Internet-based test centers. The ETS testing network, with over 4,500 test centers in 180 countries, is the largest in the world. Go to www.ets.org/toefl for a list of locations and dates.
Scholars offer three related but different opinions about this puzzle. One opinion is that the paintings were a record of the seasonal migrations made by herds. Because some paintings were made directly over others, obliterating them, it is probable that a painting’s value ended with the migration it pictured. Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies.

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

All three of them have strengths and weaknesses, but none adequately answers all of the questions the paintings present.

Where would the sentence best fit?

- Scholars offer three related but different opinions about this puzzle. **All three of them have strengths and weaknesses, but none adequately answers all of the questions the paintings present.** One opinion is that the paintings were a record of the seasonal migrations made by herds. Because some paintings were made directly over others, obliterating them, it is probable that a painting’s value ended with the migration it pictured. Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies.

- Scholars offer three related but different opinions about this puzzle. **One opinion is that the paintings were a record of the seasonal migrations made by herds. Because some paintings were made directly over others, obliterating them, it is probable that a painting’s value ended with the migration it pictured.** Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies. **All three of them have strengths and weaknesses, but none adequately answers all of the questions the paintings present.**

- Scholars offer three related but different opinions about this puzzle. **One opinion is that the paintings were a record of the seasonal migrations made by herds. Because some paintings were made directly over others, obliterating them, it is probable that a painting’s value ended with the migration it pictured.** Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies. **All three of them have strengths and weaknesses, but none adequately answers all of the questions the paintings present.**
answer, you will need to create a mental framework to organize and remember major ideas and other important information. Understanding the relative importance of information in a passage is critical to this ability.

In a Prose Summary question, you will be given six answer choices and asked to pick the three that express the most important ideas in the passage. Unlike the Basic Information questions, each of which is worth just one point, a Prose Summary question can be worth either one or two points depending on how many correct answers you choose. If you choose no correct answers or just one correct answer, you will earn no points. If you choose two correct answers, you will earn one point. If you choose all three correct answers, you will earn two points. The order in which you choose your answers does not matter for scoring purposes.

Example

Because the Prose Summary question asks you to show an understanding of the different parts of the passage it is necessary to read the entire passage. Parts of the following passage have already been used to illustrate other question types.

APPLIED ARTS AND FINE ARTS

Although we now tend to refer to the various crafts according to the materials used to construct them—clay, glass, wood, fiber, and metal—it was once common to think of crafts in terms of function, which led to their being known as the “applied arts.” Approaching crafts from the point of view of function, we can divide them into simple categories: containers, shelters, and supports. There is no way around the fact that containers, shelters, and supports must be functional. The applied arts are thus bound by the laws of physics, which pertain to both the materials used in their making and the substances and things they contained, supported, and sheltered. These laws are universal in their application, regardless of cultural beliefs, geography, or climate. If a pot has no bottom or has large openings in its sides, it could hardly be considered a container in any traditional sense. Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits. Buildings without roofs, for example, are unusual because they depart from the norm. However, not all functional objects are exactly alike; that is why we recognize a Shang Dynasty vase as being different from an Inca vase. What varies is not the basic form but the incidental details that do not obstruct the object’s primary function.

Sensitivity to physical laws is thus an important consideration for the maker of applied-art objects. It is often taken for granted that this is also true for the maker of fine-art objects. This assumption misses a significant difference between the two disciplines. Fine-art objects are not constrained by the laws of physics in the same way that applied-art objects are. Because their primary purpose is not functional, they are only limited in terms of the materials used to make them. Sculptures must, for example, be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be taut, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under that hoof. This was done
### TYPES OF ART STATEMENTS

<table>
<thead>
<tr>
<th>TYPES OF ART</th>
<th>STATEMENTS</th>
</tr>
</thead>
</table>
| The Applied Arts | Select 3  
|                | ● Objects serve a functional purpose.  
|                | ● The basic form of objects varies little across cultures.  
|                | ● Artists work in concert with their materials.                           |
| The Fine Arts  | Select 2  
|                | ● An object’s purpose is primarily aesthetic.  
|                | ● Artists work to overcome the limitations of their materials             |

### Statements

- An object’s purpose is primarily aesthetic.
- Objects serve a functional purpose.
- The incidental details of objects do not vary.
- Artists work to overcome the limitations of their materials.
- The basic form of objects varies little across cultures.
- Artists work in concert with their materials.
- An object’s place of origin is difficult to determine.

Drag your answer choices to the spaces where they belong. (This question type fills the computer screen. To see the passage, click on View Text.)

### Correctly Completed Table

**Directions:** Complete the table below to summarize information about the two types of art discussed in the passage. Match the appropriate statements to the types of art with which they are associated. This question is worth 3 points.

<table>
<thead>
<tr>
<th>TYPES OF ART</th>
<th>STATEMENTS</th>
</tr>
</thead>
</table>
| The Applied Arts | Select 3  
|                | ● Objects serve a functional purpose.  
|                | ● The basic form of objects varies little across cultures.  
|                | ● Artists work in concert with their materials.                           |
| The Fine Arts  | Select 2  
|                | ● An object’s purpose is primarily aesthetic.  
|                | ● Artists work to overcome the limitations of their materials             |

### Explanation

**Correct Choices**

**Choice 1:** An object’s purpose is primarily aesthetic. (Fine Arts)

**Explanation:** This is an example of a correct answer that requires you to identify an abstract concept based on text information and paraphrases of text information. In paragraph 2, sentence 5, the passage states that the primary purpose of Fine Art is not function. Then, in paragraph 2, sentence 11, the
passage mentions a situation in which a sculptor had to sacrifice an aesthetic purpose due to the laws of physics. Putting these statements together, the reader can infer that fine artists, such as sculptors, are primarily concerned with aesthetics.

**Choice 2:** Objects serve a functional purpose. (Applied Arts)

**Explanation:** This is stated more directly than the previous correct answer. Paragraph 1, sentences 1, 2, and 3 make it clear how important function is in the applied arts. At the same time, paragraph 2 states that Fine Arts are not concerned with function, so the only correct place for this statement is in the Applied Arts category.

**Choice 4:** Artists work to overcome the limitations of their materials. (Fine Arts)

**Explanation:** This is stated explicitly in the last paragraph of the passage. In that paragraph, it is made clear that this applies only to practitioners of the fine arts.

**Choice 5:** The basic form of objects varies little across cultures. (Applied Arts)

**Explanation:** In paragraph 1, sentence 5, the passage states that certain laws of physics are universal. Then in sentence 7, that idea is further developed with the statement that functional forms can vary only within limits. From these two sentences, you can conclude that because of the laws of physics and the need for functionality, the basic forms of applied art objects will vary little across cultures.

**Choice 6:** Artists work in concert with their materials. (Applied Arts)

**Explanation:** This is stated explicitly in the last paragraph of the passage. In that paragraph, it is made clear that this applies only to practitioners of the applied arts.

**Incorrect Choices**

**Choice 3:** The incidental details of objects do not vary.

**Explanation:** This idea is explicitly refuted by the last sentence of paragraph 1 in reference to the applied arts. That sentence (referring only to applied arts) states that the incidental details of such objects do vary, so this answer cannot be placed in the applied arts category. This subject is not discussed at all in reference to fine art objects, so it cannot be correctly placed in that category either.

**Choice 7:** An object’s place of origin is difficult to determine.

**Explanation:** This answer choice is implicitly refuted in reference to applied arts in the next to last sentence of paragraph 1. That sentence notes that both Shang Dynasty and Inca vases are identifiable as such based upon differences in detail. By inference, then, it seems that it is not difficult to determine an applied-art object’s place of origin. Like the previous incorrect answer, this idea is not discussed at all in reference to fine art objects, so it cannot be correctly placed in that category either.
Growing human populations and the agricultural demands that come with such growth have upset the ecological balance in some areas and led to the spread of deserts.

As periods of severe dryness have become more common, failures of a number of different crops have increased.

Excessive numbers of cattle and the need for firewood for fuel have reduced grasses and trees leaving the land unprotected and vulnerable.

Extensive irrigation with poor drainage brings salt to the surface of the soil, a process that reduces water and air absorption.

Animal dung enriches the soil by providing nutrients for plant growth.

Grasses are generally the dominant type of natural vegetation in semi-arid lands.

Correct Choices

Choice 1, “Growing human populations and the agricultural demands that come with such growth have upset the ecological balance in some areas and led to the spread of deserts,” is correct because it is a recurring theme in the passage, one of the main ideas. Paragraphs 5, 6, 7, and 9 all provide details in support of this statement.

Choice 3, “Excessive numbers of cattle and the need for firewood for fuel have reduced grasses and trees, leaving the land unprotected and vulnerable,” is correct because these are two of the human activities that are major causes of desertification. The theme of desertification is the main theme of the passage. Paragraphs 6, 7, and 8 are devoted to describing how these activities contribute to desertification.

Choice 4, “Extensive irrigation with poor drainage brings salt to the surface of the soil, a process that reduces water and air absorption,” is correct because it is another of the human activities that is a major cause of desertification, the main theme of the passage. Paragraph 6 mentions this first, then all of paragraph 9 is devoted to describing how this activity contributes to desertification.

Incorrect Choices

Choice 2, “As periods of severe dryness have become more common, failures of a number of different crops have increased,” is incorrect because it is a supporting detail, not a main idea of the passage.

Choice 5, “Animal dung enriches the soil by providing nutrients for plant growth,” is incorrect because it is contradicted by paragraph 8 of the passage.

Choice 6, “Grasses are generally the dominant type of natural vegetation in semi-arid lands,” is incorrect because it is a minor detail, mentioned once in passing in paragraph 7.
EARLY CINEMA

The cinema did not emerge as a form of mass consumption until its technology evolved from the initial “peepshow” format to the point where images were projected on a screen in a darkened theater. In the peepshow format, a film was viewed through a small opening in a machine that was created for that purpose. Thomas Edison’s peepshow device, the Kinetoscope, was introduced to the public in 1894. It was designed for use in Kinetoscope parlors, or arcades, which contained only a few individual machines and permitted only one customer to view a short, 50-foot film at any one time. The first Kinetoscope parlors contained five machines. For the price of 25 cents (or 5 cents per machine), customers moved from machine to machine to watch five different films (or, in the case of famous prizefights, successive rounds of a single fight).

These Kinetoscope arcades were modeled on phonograph parlors, which had proven successful for Edison several years earlier. In the phonograph parlors, customers listened to recordings through individual ear tubes, moving from one machine to the next to hear different recorded speeches or pieces of music. Kinetoscope parlors functioned in a similar way. Edison was more interested in the sale of Kinetoscopes (for roughly $1,000 apiece) to these parlors than in the films that would be run in them (which cost approximately $1,000 per machine). He refused to develop projection technology, reasoning that if he made and sold projectors, then exhibitors would purchase only one projector and would not have to purchase additional films from several.

Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison’s former assistant, William Dickson) perfected projection devices. These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience.

With the advent of projection in 1895–1896, motion pictures became the ultimate form of mass consumption. Previously, large audiences had viewed spectacles at the theater, where vaudeville, popular dramas, musical and minstrel shows, classical plays, lectures, and slide-and-lantern shows had been presented to several hundred spectators at a time. But the movies differed significantly from these other forms of entertainment, which depended on either live performance or (in the case of the slide-and-lantern shows) the active involvement of a master of ceremonies who assembled the final program.

Although early exhibitors regularly accompanied movies with live acts, the substance of the movies themselves is mass-produced, prerecorded material that can easily be reproduced by theaters with little or no active participation by the exhibitor. Even though early exhibitors shaped their film programs by mixing films and other entertainments together in whichever way they thought would be most attractive to
Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison’s former assistant, William Dickson) perfected projection devices. These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience.

4. The word readily in the passage is closest in meaning to:
   - frequently
   - easily
   - intelligently
   - obviously

5. The word assistance in the passage is closest in meaning to:
   - criticism
   - leadership
   - help
   - approval

With the advent of projection in 1895–1896, motion pictures became the ultimate form of mass consumption. Previously, large audiences had viewed spectacles at the theater, where vaudeville, popular dramas, music, and minstrel shows, classical plays, lectures, and slide-and-lantern shows had been presented to several hundred spectators at a time. But the movies differed significantly from these other forms of entertainment, which depended on either live performance or (in the case of the slide-and-lantern shows) the active involvement of a master of ceremonies who assembled the final program.

6. According to paragraph 4, how did the early movies differ from previous spectacles that were presented to large audiences?
   - They were a more expensive form of entertainment.
   - They were viewed by larger audiences.
   - They were more educational.
   - They did not require live entertainers.
12. This is an Insert Text question. You can see the four black squares in paragraph 3 that represent the possible answer choices here.

Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison’s former assistant, William Dickson) perfected projection devices. These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience.

The inserted sentence fits best at square 4 because it represents the final result of the general use of projectors. After projectors became popular, Edison lost money, and although he had previously refused to develop projection technology, now he was forced to do so. To place the sentence anywhere else would interrupt the logical narrative sequence of the events described. None of the sentences in this paragraph can logically follow the inserted sentence, so squares 1, 2, and 3 are all incorrect.

13. This is a Prose Summary question. It is completed correctly below.

The correct choices are 3, 5, and 6. Choices 1, 2, and 4 are therefore incorrect.

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 answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

The technology for modern cinema evolved at the end of the nineteenth century.

- Early cinema allowed individuals to use special machines to view films privately.
- The development of projection technology made it possible to project images on a large screen.
- Once film images could be projected, the cinema became a form of mass consumption.
2. According to Darwin’s theory of evolution, members of a species are forced to struggle for survival because

- not all individuals are skilled in finding food
- individuals try to defend their young against attackers
- many more individuals are born than can survive until the age of reproduction
- individuals with certain genes are more likely to reach adulthood

The Psychodynamic Approach. Theorists adopting the psychodynamic approach hold that inner conflicts are crucial for understanding human behavior, including aggression. Sigmund Freud, for example, believed that aggressive impulses are inevitable reactions to the frustrations of daily life. Children normally desire to vent aggressive impulses on other people, including their parents, because even the most attentive parents cannot gratify all of their demands immediately. Yet children, also fearing their parents’ punishment and the loss of parental love, come to repress most aggressive impulses. The Freudian perspective, in a sense, sees us as “steam engines.” By holding in rather than venting “steam,” we set the stage for future explosions. Pent-up aggressive impulses demand outlets. They may be expressed toward parents in indirect ways such as destroying furniture, or they may be expressed toward strangers later in life.

3. The word inevitable in the passage is closest in meaning to

- unavoidable
- regrettable
- controllable
- unsuitable

4. The word gratify in the passage is closest in meaning to

- identify
- modify
- satisfy
- simplify

5. The word they in the passage refers to

- future explosions
- pent-up aggressive impulses
- outlets
- indirect ways

6. According to paragraph 5, Freud believed that children experience conflict between a desire to vent aggression on their parents and

- a frustration that their parents do not give them everything they want
- a fear that their parents will punish them and stop loving them
- a desire to take care of their parents
- a desire to vent aggression on other family members

7. Freud describes people as steam engines in order to make the point that people

- deliberately build up their aggression to make themselves stronger
- usually release aggression in explosive ways
- must vent their aggression to prevent it from building up
- typically lose their aggression if they do not express it
The Cognitive Approach. Cognitive psychologists assert that our behavior is influenced by our values, by the ways in which we interpret our situations, and by choice. For example, people who believe that aggression is necessary and justified—as during wartime—are likely to act aggressively, whereas people who believe that a particular war or act of aggression is unjust, or who think that aggression is never justified, are less likely to behave aggressively.

One cognitive theory suggests that aggravating and painful events trigger unpleasant feelings. These feelings, in turn, can lead to aggressive action, but not automatically. Cognitive factors intervene. People decide whether they will act aggressively or not on the basis of factors such as their experiences with aggression and their interpretation of other people’s motives. Supporting evidence comes from research showing that aggressive people often misinterpret other people’s motives. For example, they assume that other people mean them harm when they do not.

8. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.
   ○ People who believe that they are fighting a just war act aggressively while those who believe that they are fighting an unjust war do not.
   ○ People who believe that aggression is necessary and justified are more likely to act aggressively than those who believe differently.
   ○ People who normally do not believe that aggression is necessary and justified may act aggressively during wartime.
   ○ People who believe that aggression is necessary and justified do not necessarily act aggressively during wartime.

9. According to the cognitive approach described in paragraphs 7 and 8, all of the following may influence the decision whether to act aggressively EXCEPT a person’s
   ○ moral values
   ○ previous experiences with aggression
   ○ instinct to avoid aggression
   ○ beliefs about other people’s intentions

10. The word distort in the passage is closest in meaning to
    ○ mistrust
    ○ misinterpret
    ○ criticize
    ○ resent
Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

The creation of a labor force that was accustomed to working in factories did not occur easily. Before the rise of the factory, artisans had worked within the home. Apprentices were considered part of the family, and masters were responsible not only for teaching their apprentices a trade but also for providing them some education and for supervising their moral behavior. Journeymen knew that if they perfected their skill, they could become respected master artisans with their own shops. Skilled artisans did not work by the clock, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time.

The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity. The new methods of doing business involved a new and stricter sense of time. Factory work required a more regimented schedule, where workers were expected to keep machines going at a constant pace. At the same time, workers were required to discard old habits, for industrialism demanded a worker who was alert, dependable, and self-disciplined. Absenteeism and lateness hurt productivity and, since work was specialized, disrupted the regular factory routine. Industrialization not only produced a fundamental change in the way work was organized; it transformed the very nature of work.

The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained revealingly about “obedience to the ding-dong of the bell—just as though we are so many living machines.” With the loss of personal freedom also came the loss of standing in the community. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to supervisory positions, and even fewer could achieve the artisan’s dream of setting up one’s own business. Even well-paid workers sensed their decline in status.

In this newly emerging economic order, workers sometimes organized to protect their rights and traditional ways of life. Craftworkers such as carpenters, printers, and tailors formed unions, and in 1834 individual unions came together in the National Trades’ Union. The labor movement gathered some momentum in the decade before the Panic of 1837, but in the depression that followed, labor’s strength collapsed. During hard times, few workers were willing to strike* or engage in collective action. And skilled craftworkers, who spearheaded the union movement, did not feel a particularly
The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained revealingly about “obedience to the ding-dong of the bell—just as though we are so many living machines.” With the loss of personal freedom also came the loss of standing in the community. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to supervisory positions, and even fewer could achieve the artisan’s dream of setting up one’s own business. Even well-paid workers sensed their decline in status.

4. In paragraph 4, the author includes the quotation from a mill worker in order to
   - support the idea that it was difficult for workers to adjust to working in factories
   - to show that workers sometimes quit because of the loud noise made by factory machinery
   - argue that clocks did not have a useful function in factories
   - emphasize that factories were not successful when workers revealed their complaints

5. All of the following are mentioned in paragraph 4 as consequences of the new system for workers EXCEPT a loss of
   - freedom
   - status in the community
   - opportunities for advancement
   - contact among workers who were not managers

6. The phrase gathered some momentum in the passage is closest in meaning to
   - made progress
   - became active
   - caused changes
   - combined forces

7. The word spearheaded in the passage is closest in meaning to
   - led
   - accepted
   - changed
   - resisted
Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. This new form of manufacturing depended on the movement of goods to distant locations and a centralized source of laborers. As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

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There are adaptations that increase the amount of forward thrust as well as those that reduce drag. Again, these fishes are the envy of engineers. Their high, narrow tails with swept-back tips are almost perfectly adapted to provide propulsion with the least possible effort. Perhaps most important of all to these and other fast swimmers is their ability to sense and make use of swirls and eddies (circular currents) in the water. They can glide past eddies that would slow them down and then gain extra thrust by “pushing off” the eddies. Scientists and engineers are beginning to study this ability of fishes in the hope of designing more efficient propulsion systems for ships.

9. According to the passage, one of the adaptations of fast-swimming fishes that might be used to improve the performance of ships is these fishes’ ability to

- swim directly through eddies
- make efficient use of water currents
- cover great distances without stopping
- gain speed by forcing water past their gills

The muscles of these fishes and the mechanism that maintains a warm body temperature are also highly efficient. A bluefin tuna in water of 7°C (45°F) can maintain a core temperature of over 25°C (77°F). This warm body temperature may help not only the muscles to work better, but also the brain and the eyes. The billfishes have gone one step further. They have evolved special “heaters” of modified muscle tissue that warm the eyes and brain, maintaining peak performance of these critical organs.

10. According to paragraph 9, which of the following is true of bluefin tunas?

- Their eyes and brain are more efficient than those of any other fish.
- Their body temperature can change greatly depending on the water temperature.
- They can swim in waters that are much colder than their own bodies.
- They have special muscle tissue that warms their eyes and brain.
Features of Fishes

1. The absence of scales from most of the body
2. The ability to take advantage of eddies
3. The ability to feed and reproduce while swimming
4. Eyes that do not protrude
5. Fins that are stiff, narrow, and smooth
6. The habit of swimming with the mouth open
7. A high, narrow tail with swept-back tips

Correct Choices

Choice 1: “The absence of scales from most of the body” belongs in the “Reducing water resistance” column because it is mentioned in paragraphs 3 and 5 as a factor that reduces water resistance.

Choice 2: “The ability to take advantage of eddies” belongs in the “Increasing thrust” column because it is mentioned in paragraph 8 as a characteristic that helps increase thrust.

Choice 4: “Eyes that do not protrude” belongs in the “Reducing water resistance” column because it is mentioned in paragraph 3 as a factor that reduces water resistance.

Choice 5: “Fins that are stiff, narrow, and smooth” belongs in the “Reducing water resistance” column because it is mentioned in paragraph 3 as a factor that reduces water resistance.

Choice 7: “A high, narrow tail with swept-back tips” belongs in the “Increasing thrust” column because it is mentioned in paragraph 8 as a characteristic that helps increase thrust.

Incorrect Choices

Choice 3: “The ability to feed and reproduce while swimming” does not belong in the table because it is not mentioned in the passage in connection with either reducing water resistance or increasing thrust.

Choice 6: “The habit of swimming with the mouth open” does not belong in the table because it is not mentioned in the passage in connection with either reducing water resistance or increasing thrust.
Habitats and the adaptation of animals and plants to them
Nutrition and its impact on the body
Animal communication

Physical Science lectures may be on topics such as:
- Weather and atmosphere
- Oceanography
- Glaciers, glacial landforms, ice ages
- Deserts and other extreme environments
- Pollution, alternative energy, environmental policy
- Other planets' atmospheres
- Astronomy and cosmology
- Properties of light, optics
- Properties of sound
- Electromagnetic radiation
- Particle physics
- Technology of TV, radio, radar
- Math
- Chemistry of inorganic things
- Computer science
- Seismology (plate structure, earthquakes, sea floors, continental drift, structure of volcanoes)

Social Science lectures may be on topics such as:
- Anthropology of non-industrialized civilizations
- Early writing systems
- Historical linguistics
- Business, management, marketing, accounting
- TV/radio as mass communication
- Social behavior of groups, community dynamics, communal behavior
- Child development
- Education
- Modern history (including the history of urbanization and industrialization and their economic and social effects)

TOEFL iBT Listening Questions

Most of the TOEFL iBT Listening questions that follow the lectures and conversations are traditional multiple-choice questions with four answer choices and a single correct answer. There are, however, some other types of questions:
- Multiple-choice questions with more than one answer (for example, two answers out of four or more choices)
- Questions that require you to put in order events or steps in a process
- Questions that require you to match objects or text to categories in a table
Tips for Gist-Purpose Questions

- Listen for the unifying theme of the conversation. For example, during a professor's office hours, a student asks the professor for help with a paper on glaciers. Their conversation includes facts about glaciers, but the unifying theme of the conversation is that the student needs help writing his paper. In this conversation the speakers are not attempting to convey a main idea about glaciers.

- In Service Encounter conversations, the student is often trying to solve a problem. Understanding what the student's problem is and how it will be solved will help you answer the Gist-Purpose question.

Example

Narrator
Listen to a conversation between a professor and a student.

Student
I was hoping you could look over my notecards for my presentation . . . just to see what you think of it.

Professor
Okay, so refresh my memory: what’s your presentation about?

Student
Two models of decision making . . .

Professor
Oh, yes—the classical and the administrative model.

Student
Yeah, that’s it.

Professor
And what’s the point of your talk?

Student
I’m gonna talk about the advantages and disadvantages of both models.

Professor
But what’s the point of your talk? Are you going to say that one’s better than the other?

Student
Well I think the administrative model’s definitely more realistic. But I don’t think it’s complete. It’s kind of a tool . . . a tool to see what can go wrong.

Professor
Okay, so what’s the point of your talk? What are you trying to convince me to believe?

Student
Well, uh, the classical model—you shouldn’t use it by itself. A lot of companies just try to follow the classical model, but they should really use both models together.
or beneath the surface expression. To use an often-cited example, the sentence “It sure is cold in here” can be understood literally as a statement of fact about the temperature of a room. But suppose the speaker is, say, a guest in your home, who is also shivering and glancing at an open window. In that case, what your guest may really mean is that he wants you to close the open window. In this example, the function of the speaker’s statement—getting you to close the window—lies beneath the surface expression. Other functions that often lie beneath surface expression include directing, recommending, complaining, accepting, agreeing, narrating, questioning, and so on.

Understanding meaning within the context of an entire lecture or conversation is critical in instances where the speaker’s stance is involved. Is a given statement intended to be taken as fact or opinion? How certain is the speaker of the information she is reporting? Is the speaker conveying certain feelings or attitudes about some person or thing or event? As above, these feelings or attitudes may lie beneath the surface expression. Thus they can easily go unrecognized or be misunderstood by non-native speakers.

Some Pragmatic Understanding questions involve a replay of part of the listening passage in order to focus your attention on the relevant portion of the spoken text. Two question types test pragmatic understanding: Understanding the Function of What Is Said questions and Understanding the Speaker’s Attitude questions.

Type 4: Understanding the Function of What Is Said Questions

The first type of Pragmatic Understanding question tests whether you can understand the function of what is said. This question type often involves replaying a portion of the listening passage.

How to Recognize Understanding the Function of What Is Said Questions

Understanding the Function of What Is Said questions are typically phrased as follows:

- What does the professor imply when he says this: (replay)
- What can be inferred from the professor’s response to the student? (replay)
- What is the purpose of the woman’s response? (replay)
- Why does the student say this: (replay)

Tip for Understanding the Function of What Is Said Questions

- Remember that the function of what is said may not match what the speaker directly states. In the following example, a secretary asks a student if he knows where the housing office is. She is not, however, doing this to get information about the housing office’s location.
Example

Excerpt from a conversation between a male student and a female housing office secretary. They are discussing his dorm fees.

**Narrator**
Listen again to a part of the conversation. Then answer the question.

**Student**
Okay. I’ll just pay with a credit card. [pause] And where do I do that at?

**Secretary**
At, um, the housing office.

**Student**
Housing office, all right.

**Secretary**
Do you know where they are?

**Narrator**
What is the woman trying to find out from the man?

○ Where the housing office is
○ Approximately how far away the housing office is
○ Whether she needs to tell him where the housing office is
○ Whether he has been to the housing office already

**Explanation**
The pragmatic function of the woman’s question is to ask the man whether or not he needs to be told the location of the housing office. The best answer for this question is choice 3.

**Type 5: Understanding the Speaker’s Attitude Questions**
The second type of Pragmatic Understanding question tests whether you understand a speaker’s attitude or opinion. You may be asked a question about the speaker’s feelings, likes and dislikes, or reason for anxiety or amusement. Also included in this category are questions about a speaker’s degree of certainty: Is the speaker referencing a source or giving a personal opinion? Are the facts presented generally accepted or are they disputed?

**How to Recognize Understanding the Speaker’s Attitude Questions**
Understanding the Speaker’s Attitude questions are typically phrased as follows:

- What can be inferred about the student?
- What is the professor’s attitude toward X?
- What is the professor’s opinion of X?
- What can be inferred about the student when she says this: (replay)
- What does the woman mean when she says this: (replay)
Answers and Explanations

1. This is a Gist-Purpose question. The professor discusses the difference between extrinsic and intrinsic value, but what is her purpose in doing this? “To understand Aristotle's interest in happiness, you need to understand this distinction (extrinsic and intrinsic).” The professor’s purpose is choice 4: “To discuss Aristotle’s views about human happiness.”

2. This question is easy to recognize as a Connecting Content question. The professor gives examples of some activities and discusses whether they have intrinsic value, extrinsic value, or both. Her explanations of why she values exercise, health, and playing a musical instrument are fairly clear and explicit. For teaching, it is clear that for her it has intrinsic value, but she admits this may be different for others. The question is about “what type of value it has for her.” The chart correctly filled out looks like this:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Only Extrinsic Value</th>
<th>Only Intrinsic Value</th>
<th>Both Extrinsic and Intrinsic Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing a musical instrument</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. This is a Detail question. The question is answered by the professor when she says, “Everyone will agree, he [Aristotle] argues, that happiness is the ultimate end . . . to be valued for itself and really only for itself.” The best answer for this question is choice 2. Note that this detail question is directly related to the main idea or gist of the passage.

4. This is another Detail question. It is not as closely related to the gist as the previous question. At the end of the passage the professor compares happiness and fame. She says, “according to Aristotle, this won’t work either, because fame depends altogether too much on other people. I can’t get it on my own. . . .” The correct answer is choice 1.

5. This is an Understanding the Function of What Is Said question. The professor discusses teaching to stress its intrinsic value for her. Therefore, the best answer is choice 3. The reason she is a teacher has little to do with money. Salary would be an extrinsic value, but she does not value teaching because of the salary.
3. How does the professor introduce Bode’s Law?
☐ By demonstrating how it is derived mathematically
☐ By describing the discovery of Uranus
☐ By drawing attention to the inaccuracy of a certain pattern
☐ By telling the names of several of the asteroids

4. Listen again to part of the lecture by playing Track 8. Then answer the question.
Why does the professor say this?
☐ To introduce an alternative application of Bode’s Law
☐ To give an example of what Bode’s Law cannot explain
☐ To describe the limitations of gravitational theory
☐ To contrast Bode’s Law with a real scientific law

5. According to the professor, what two factors contributed to the discovery of the asteroid Ceres?
Choose two answers.
☐ Improved telescopes
☐ Advances in mathematics
☐ The discovery of a new star
☐ The position of Uranus in a pattern

6. What does the professor imply about the asteroid belt?
☐ It is farther from the Sun than Uranus.
☐ Bode believed it was made up of small stars.
☐ It is located where people expected to find a planet.
☐ Ceres is the only one of the asteroids that can be seen without a telescope.

PRACTICE SET 4 SCRIPT AND ANSWERS

Track 7 Listening Script

Narrator
Listen to part of a lecture in an astronomy class. You will not need to remember the numbers the professor mentions.

Professor
OK. Let’s get going. Today I’m going to talk about how the asteroid belt was discovered. And . . . I’m going to start by writing some numbers on the board. Here they are: We’ll start with zero, then 3, . . . 6, . . . 12. Uh, tell me what I’m doing.

Female student
Multiplying by 2?
were getting better. So people went to work on finding objects that would be at that missing distance from the Sun, and then in 1801, the object Ceres was discovered.

And Ceres was in the right place—the missing spot. Uh, but it was way too faint to be a planet. It looked like a little star. Uh, and because of its starlike appearance, um, it was called an “asteroid.” OK? “Aster” is Greek for “star,” as in “astronomy.” Um, and so, Ceres was the first and is the largest of what became many objects discovered at that same distance. Not just one thing, but all the objects found at that distance form the asteroid belt. So the asteroid belt is the most famous success of this Bode’s Law. That’s how the asteroid belt was discovered.

Answers and Explanations

1. This is a Detail question. Although the entire passage is concerned with answering “What is Bode’s Law?” the professor specifically answers the question when he says, “ . . . it’s attempting a pattern in the spacing of the planets. . . .” The best answer to this question is choice 4.

2. This is a Gist-Purpose question. Gist questions are not usually answered very explicitly in the passage, but in this case the professor addresses the purpose of the discussion twice. At one point he says, “I’m going to talk about how the asteroid belt was discovered,” and later, he states, “That’s how the asteroid belt was discovered.” The best answer to this question is choice 2.

3. This is an Understanding Organization question. The professor first demonstrates the pattern of numbers before explaining Bode’s Law and what the pattern means. The best answer to this question is choice 1.

4. This is an Understanding the Function of What Is Said replay question. The pattern the professor describes is called Bode’s Law. The professor is pointing out how Bode’s Law differs from other scientific laws. The best answer to this question is choice 4.

5. This is a Detail question. Note that for this question there are two correct answers. The professor explains that “Uranus fits in the next spot in the pattern pretty nicely . . . and telescopes were getting better . . . and then in 1801, the object Ceres was discovered.” Choices 1 and 4 are the correct answers. Advances in mathematics and the discovery of a new star are not mentioned by the professor.

6. This is a Making Inferences question. Starting at the point in the passage where the professor says, “ . . . there was some interest in why the 2.8 spot in the pattern was skipped . . . there wasn’t anything obvious there,” it’s clear that what the astronomers were looking for was a planet. He later says, “Ceres was in the right place . . . but way too faint to be a planet.” The clear implication is that astronomers were expecting to find a planet. The best answer to the question is choice 3.
Example

The following sample question consists of an announcement of a university’s decision to increase tuition and a discussion between students about whether the increase is justified. This example shows how a question of this type will be presented to you on your computer:

You will hear:

Narrator

In this question you will read a short passage about a campus situation and then listen to a talk on the same topic. You will then answer a question using information from both the reading passage and the talk. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Then you will hear this:

Narrator

City University is planning to increase tuition and fees. Read the announcement about the increase from the president of City University.

You will have 45 seconds to read the announcement. Begin reading now.

Announcement from the President

The university has decided to increase tuition and fees for all students by approximately 8% next semester. For the past 5 years, the tuition and fees have remained the same, but it is necessary to increase them now for several reasons. The university has many more students than we had five years ago, and we must hire additional professors to teach these students. We have also made a new commitment to research and technology and will be renovating and upgrading our laboratory facilities to better meet our students’ needs.
5. The students discuss two possible solutions to the woman’s problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

After you hear the question, you will be told when to begin to prepare your response and when to begin speaking. A “Preparation Time” clock will appear below the question and begin to count down from 20 seconds (00:00:20). At the end of 20 seconds you will hear a short beep. After the beep, the clock will change to read “Response Time” and will begin to count down from 60 seconds (00:00:60). When the response time has ended, recording will stop and a new screen will appear alerting you that the response time has ended.

To answer this question, you should begin by briefly describing the woman’s problem, giving just enough details so that someone listening to your response but who has not heard the conversation would know what you are talking about. Then you would state which solution you prefer and explain why. If you believe the second solution is preferable, you would probably begin by saying that you think it would be better if the woman prepared a schedule, and then you would proceed to explain why. There are many possible reasons you can give: you might say, for example, that the problem of too much work is something that the woman is going to confront in the future as well, and that if she learns how to organize a schedule now, this will help her throughout her academic career. You could also speak about the disadvantages of the other solution: for example, even though her professors might be willing to give her an extension, they might somehow penalize her for it by grading her assignments more severely. If your own personal experiences are relevant to your reasons for choosing one solution over the other, you may wish to mention those experiences, but you should keep in mind that the focus of the question is the problem faced by the speaker or speakers, not your own situation. Remember, too, a question like this can be answered in many different ways, and there is no “right” or “wrong” choice.

Question 6

This integrated task, the last of the six Speaking tasks, is based on academic content. For this task you will first listen to a professor present a brief excerpt from a lecture on an academic subject, and then you will be asked a question about what you have heard. You will have 60 seconds in which to give your spoken response.

As with Question 4 (the other Speaking task that is based on academic content), the topics for this question are drawn from a variety of fields within the life sciences, social sciences, physical sciences, and the humanities. Here too, no prior knowledge of any academic field in particular is required for you to understand the lecture or answer the question.
cation was that people around the United States had very little in common with one another. People in different parts of the country spoke differently, dressed differently, and behaved differently. But connections among Americans began to increase thanks to two technological innovations: the automobile and the radio.

Automobiles began to be mass produced in the 1920's, which meant they became less expensive and more widely available. Americans in small towns and rural communities now had the ability to travel with ease to nearby cities. They could even take vacations to other parts of the country. The increased mobility provided by automobiles changed people's attitudes and created links that had not existed before. For example, people in small towns began to adopt behaviors, clothes, and speech that were popular in big cities or in other parts of the country.

As more Americans were purchasing cars, radio ownership was also increasing dramatically. Americans in different regions of the country began to listen to the same popular radio programs and musical artists. People repeated things they heard on the radio—some phrases and speech patterns heard in songs and radio programs began to be used by people all over the United States. People also listened to news reports on the radio. They heard the same news throughout the country, whereas in newspapers much news tended to be local. Radio brought Americans together by offering them shared experiences and information about events around the country.

When the lecture has ended, the picture of the professor will be replaced by a screen instructing you to get ready to answer the question. Then the question will appear on the screen and be read aloud at the same time by the narrator.

6. Using points and examples from the talk, explain how the automobile and the radio contributed to a common culture in the United States.

After you hear the question, you will be told when to begin preparing your response and when to begin speaking. A “Preparation Time” clock will appear below the question and begin to count down from 20 seconds (00:00:20). At the end of 20 seconds you will hear a short beep. After the beep, the clock will change to read “Response Time” and will begin to count down from 60 seconds (00:00:60). When the response time has ended, recording will stop and a new screen will appear alerting you that the response time has ended.

To answer this question, you might begin with a little background and mention that the United States did not have a common culture 100 years ago because people in different regions of the country did not communicate much with each other. Then you could say that the automobile and the radio changed this situation, and go on to summarize the information from the lecture that explains how they caused this change. For example, you could say that when automobiles became inexpensive, people from small towns could travel easily to cities or to other parts of the country, and that when they began to do this, they started
TOEFL iBT Speaking Scoring Rubric

Independent Tasks (Questions 1 and 2)

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Delivery</th>
<th>Language Use</th>
<th>Topic Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:</td>
<td>Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect intelligibility.</td>
<td>The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate), Some minor (or systemic) errors are noticeable but do not obscure meaning.</td>
<td>Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).</td>
</tr>
<tr>
<td>3</td>
<td>The response addresses the task appropriately, but may fall short of fully being scored. It is generally intelligible and coherent, with some fluidity of expression though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:</td>
<td>Speech is generally clear with a fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).</td>
<td>The response demonstrates fairly automatic and effective use of grammar and vocabulary and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.</td>
<td>Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.</td>
</tr>
</tbody>
</table>
Strategies for Raising Your TOEFL Speaking Score

- When you take the Practice TOEFL Speaking sections in the Practice Tests in this book, listen carefully to each of your recorded responses. Create a set of guiding questions to help you evaluate your performance. Here are some examples of the kind of questions you may want to include:
  - Did I complete the task?
  - Did I speak clearly?
  - Did I make grammatical errors?
  - Did I use words correctly?
  - Did I organize my ideas clearly and appropriately?
  - Did I provide a complete response?
  - Did I use the time effectively?

Once you have completed your evaluation, decide what changes you want to make to your response. Then try again, making a new recording. Compare the two recordings and determine if any further revisions are necessary.

- Try to periodically analyze your strengths and weaknesses. Try to understand what you are and are not able to do well and why.

- When you monitor your speaking practice, try to evaluate the pace of your speech. After each practice, ask yourself the following questions:
  - Did I speak too fast?
  - Did I speak too slowly?
  - Did I pause too often?

- You may want to monitor your own progress by keeping an audio journal, which entails keeping samples of your speaking activities or practices. You can also ask for feedback from one or more friends, tutors, or teachers.

Tips for the Day of the Test

- Remember that taking notes on the reading and listening material in the integrated Speaking tasks on the TOEFL iBT test is allowed.
- Listen to the item directions carefully to understand exactly what you are being asked to do.
- Use your preparation time as effectively as possible. Plan your response by thinking about the important ideas you want to convey in a simple, organized way.
- Do not begin speaking until you are told to do so.
- Answer each question as completely as possible in the time allowed.
- Make sure to adjust your microphone and volume carefully.
- Speak into the microphone at an appropriate volume. Do not put your mouth directly onto the microphone. If you touch your mouth to the microphone, scorers may find it difficult to understand what you are saying.
- Avoid whispering. If you whisper, scorers may find it difficult to understand what you are saying.
Sample Scored Responses for the Integrated Writing Task

The following were written in response to the task “Working in Teams” shown on page 196.

Score 5 Response

The lecturer talks about research conducted by a firm that used the group system to handle their work. He says that the theory stated in the passage was very different and somewhat inaccurate when compared to what happened for real.

First, some members got free rides. That is, some didn’t work hard but got recognition for the success nonetheless. This also indicates that people who worked hard was not given recognition they should have got. In other words, they weren’t given the opportunity to “shine.” This directly contradicts what the passage indicates.

Second, groups were slow in progress. The passage says that groups are more responsive than individuals because of the number of people involved and their aggregated resources. However, the speaker talks about how the firm found out that groups were slower than individuals in decision making. Groups needed more time for meetings, which are necessary procedures in decision making. This was another part where experience contradicted theory.

Third, influential people might emerge, and lead the group towards glory or failure. If influential people are going in the right direction there would be no problem. But in cases where they go in the wrong direction, there is nobody that has enough influence to counter the decision made. In other words, the group might turn into a dictatorship, with the influential party as the leader, and might be less flexible in thinking. They might become one-sided, and thus fail to succeed.

Rater’s Comments

There are several errors of spelling, word formation, and subject-verb agreement in this response; however, most of these errors seem to be the result of typing errors common to first drafts. This writer does an excellent job of presenting the lecturer’s points that contradict the arguments made in reading passage. The writer is very specific and has organized his points so that they are parallel with one another: in each of the supporting paragraphs, the lecturer’s observation of what really happened is given first, then explicitly connected to a theoretical point from the reading. The final paragraph contains one noticeable error (“influent”), which is then used correctly two sentences later (“influential”). Overall, this is a successful response and earns a score of 5.
Do you agree or disagree with the following statement?

Always telling the truth is the most important consideration in any relationship.

Use specific reasons and examples to support your answer.

**Essay-Writing Tips**

- Think before you write. Make a brief outline or some notes on scratch paper to help you organize your thoughts. You can even type your outline and notes right in the answer area on the computer and then replace your outline with sentences and paragraphs.

- Keep track of your time. Try to finish writing your essay by the time the clock counts down to 4 or 5 minutes. Use the remaining time to check your work and make final changes. At the end of 30 minutes your essay will be automatically saved.

**How Essays Are Scored**

Raters will judge the quality of your writing. They will consider how well you develop your ideas, how well you organize your essay, and how well you use language to express your ideas.

**Development** is the amount and kinds of support (examples, details, reasons) for your ideas that you present in your essay. To get a top score, your essay should be, according to the rater guidelines, “well developed, using clearly appropriate explanations, exemplifications, and/or details.” The raters will judge whether you have addressed the topic and how well your details, examples, and reasons support your ideas.

Do not “memorize” long introductory and concluding paragraphs just to add words to your essay. Raters will not look favorably on wordy introductory and concluding paragraphs such as the following:

“The importance of the issue raised by the posed statement, namely creating a new holiday for people, cannot be underestimated as it concerns the very fabric of society. As it stands, the issue of creating a new holiday raises profound implications for the future. However, although the subject matter in general cannot be dismissed lightly, the perspective of the issue as presented by the statement raises certain qualms regarding practical application.”
“In conclusion, although I have to accept that it is imperative that something be done about creating a new holiday for people and find the underlying thrust of the implied proposal utterly convincing, I cannot help but feel wary of taking such irrevocable steps and personally feel that a more measured approach would be more rewarding.”

Likewise, raters will not look favorably on paragraphs like the following one, which uses a lot of words but fails to develop any real ideas:

“At the heart of any discussion regarding an issue pertaining to creating a new holiday, it has to be borne in mind that a delicate line has to be trod when dealing with such matters. The human resources involved in such matters cannot be guaranteed regardless of all the good intentions that may be lavished. While it is true that creating a new holiday might be a viable and laudable remedy, it is transparently clear that applied wrongly such a course of action could be calamitous and compound the problem rather than provide a solution.”

In your writing, make sure you develop some solid ideas about the given topic. Don’t just use a lot of words saying that a certain issue exists. Your essay may be 300 or even 400 words long, but if it consists largely of the sort of empty or content-free paragraphs shown above, you’ll probably earn a score of just 1 or 2.

Organization is something that raters notice when you fail to organize. If an essay is organized, a reader will be able to follow from beginning to end without becoming confused. Writing in paragraphs and marking transitions from one idea to another in various ways usually helps the reader to follow your ideas. But be aware that just using transition words such as first or second does not guarantee that the essay is organized. The points you make must all relate to the topic of the essay and to the main idea you are presenting in response. In other words, your essay should be unified. The scoring guide mentions “unity” as well as “progression” and “coherence”—these are terms that all have to do with how well your essay is organized and how easy it is for the reader to follow your ideas. To earn a top score, you need to avoid redundancy (repetition of ideas), digression (points that are not related to your main point, that take away from the “unity” of your ideas), and unclear connections (places where it is hard for the reader to understand how two ideas or parts of your writing are related).

Language use is the third criterion on which your essay will be judged. To get a top score, an essay must display “consistent facility in the use of language.” There should be a variety of sentence structures, and word choice should be appropriate. If your essay includes a few minor lexical or grammar errors, you can still get a high score. However, if you make a lot of grammar errors and if those errors make it hard to understand your meaning, you will get a lower score. Raters will also judge your essay based on the complexity of sentence structures and on the quality and complexity of your vocabulary. If you use very simple sentences and very basic vocabulary, you will probably not be able to express very complex ideas. If your language is hard to follow, your sentences are overly simple, and your vocabulary is limited, you may score no higher than a 3 no matter how impressive your ideas may be.
<table>
<thead>
<tr>
<th>Score</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>An essay at this level may reveal one or more of the following weaknesses:</td>
</tr>
<tr>
<td></td>
<td>● Limited development in response to the topic and task</td>
</tr>
<tr>
<td></td>
<td>● Inadequate organization or connection of ideas</td>
</tr>
<tr>
<td></td>
<td>● Inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task</td>
</tr>
<tr>
<td></td>
<td>● A noticeably inappropriate choice of words or word forms</td>
</tr>
<tr>
<td></td>
<td>● An accumulation of errors in sentence structure and/or usage</td>
</tr>
<tr>
<td>1</td>
<td>An essay at this level is seriously flawed by one or more of the following weaknesses:</td>
</tr>
<tr>
<td></td>
<td>● Serious disorganization or underdevelopment</td>
</tr>
<tr>
<td></td>
<td>● Little or no detail, or irrelevant specifics, or questionable responsiveness to the task</td>
</tr>
<tr>
<td></td>
<td>● Serious and frequent errors in sentence structure or usage</td>
</tr>
<tr>
<td>0</td>
<td>An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</td>
</tr>
</tbody>
</table>
behavior from people, an instance of the opposite of these behaviors would not upset me as much as dishonesty would. Among all the possible behaviors, dishonesty is the only one for me that terminates how I feel about a person’s reliability. Therefore honesty would be my first concern and the most important consideration in a relationship.

Rater’s Comments

In this response the writer first approaches the topic by underscoring that a number of character traits are important to a relationship. The writer then effectively develops an argument that unlike other negative behaviors, dishonesty or unwillingness to fully disclose some bad action cannot be forgiven and can be the most important factor in destroying a relationship. The writer’s language is fluent, accurate, and varied enough to effectively support the progression and connection of ideas. There is a variety of sentence structures, including rhetorical questions. The essay is not mechanically perfect, but as long as such errors are occasional, minor, and do not interfere with the reader’s understanding, an essay like this one can still earn a top score.

Score 4 Essay

Always telling the truth in any relationship is really the most important consideration for many reasons. I could say that when you lie to someone, this person will not trust you anymore and what is a relationship based on? Trust, confidence, so the sense of relationship is being lost. Another point is that if the truth is omitted once, it will surely appear sometime, somewhere and probably in the most unexpected way, causing lots of problems for the ones involved. So, the truth is the basis for everything.

First, confidence is the most important aspect of a friendship or a marriage, or anything like that, so, once it is lost, the whole thing goes down in a way that no one can bear it. To avoid losing confidence, there is only one way, telling the truth, lying will just help throwing it away. For example, a couple decided to go out on the weekend, but the man has a party to go with his friends to where he can not take his girlfriend and then he lies to her saying that he is sick and can not go to the date. She understands him and they do not see each other in that weekend, but he goes to the party and has much fun. Suppose on Monday, the girl talks to a friend that saw him at the party and asks why didn’t she go with him. She found out the truth and all confidence was lost, the basis for their relationship is now gone and what happens next is that they break up or if they do not, he will persist on lies and someday it will end.

What happened to this couple is very common around here and many relationships, even friends and marriages end because of something like that. Some may argue that lying once or another will not interfere anything and it is part of a relation, but I strongly disagree, the most important thing is the true, even if it is to determine the end of a relation, it must be told. There are more chances to end something lying than saying what really happened.
Score 2 Essay

Recently, there is a big debate on the issue that telling the truth or not is the most important consideration in the relationship between people. For my experience, I think telling a truth is the most important consideration in people’s relationship. In the following, I will illustrate my opinion by two reasons.

First of all, honest make the trust stronger between friends or colleages. As we know, if people tell a lie to others he will not be trusted. When he tell a truth, others will believe that he tells a lie. For example, a person who is honest to others, can get real help and get trust of others.

Secondly, telling a lie always makes things worse not only in work but also in family life. When somebody do something wrong in his job he should announce his mistake to his manager. If he don’t that others may continue their jobs base on the mistake. Consequently, the work will be worse and worse.

On the contrary, sometimes it is better to tell a lie to others, such as telling a lie to a patient. As we know, the sick become worse when a cancer patient know his illness. A good way to protect their life is to tell a lie that many doctors will not tell the truth to a dying patient.

To sum up, people should tell the truth to maintain their relationship with other people, although sometimes people have to tell a lie. People can get trust when they are honest to others.

Rater’s Comments

This essay is quite long; but even though it uses several examples, each idea is only partly developed, and the connections among ideas are weak or contradictory. For instance, in paragraph 2 the first sentence says, “honest make the trust stronger.” The next two sentences present a contrast: “if people tell a lie to others he will not be trusted” then “when he tell a truth, others will believe that he tells a lie.” Then the last sentence in the paragraph says, “For example, a person who is honest to others, can get real help and get trust of others.” But that is not an example of the previous sentence and only confuses the reader. This last sentence does not advance the progression of ideas much beyond the first sentence and certainly is not an example of the point made by the second and third sentences. Thus connections throughout this paragraph are tenuous. Paragraph 3 begins by saying that telling a lie makes things worse at work and at home, but it doesn’t follow through at all on the latter. The “On the contrary” paragraph comes as a surprise to the reader since paragraph 1 said that the writer was going to give two reasons why telling the truth was the most important consideration in human relationships. Because of all these weaknesses, this essay earns a score of 2.
In your opinion, what is the most important characteristic (for example, honesty, intelligence, a sense of humor) that a person can have to be successful in life? Use specific reasons and examples from your experience to explain your answer.

It is generally agreed that society benefits from the work of its members. Compare the contributions of artists to society with the contributions of scientists to society. Which type of contribution do you think is valued more by your society? Give specific reasons to support your answer.

Students at universities often have a choice of places to live. They may choose to live in university dormitories, or they may choose to live in apartments in the community. Compare the advantages of living in university housing with the advantages of living in an apartment in the community. Where would you prefer to live? Give reasons for your preference.

You need to travel from your home to a place 40 miles (64 kilometers) away. Compare the different kinds of transportation you could use. Tell which method of travel you would choose. Give specific reasons for your choice.

Some people believe that a college or university education should be available to all students. Others believe that higher education should be available only to good students. Discuss these views. Which view do you agree with? Explain why.

Some people believe that the best way of learning about life is by listening to the advice of family and friends. Other people believe that the best way of learning about life is through personal experience. Compare the advantages of these two different ways of learning about life. Which do you think is preferable? Use specific examples to support your preference.

When people move to another country, some of them decide to follow the customs of the new country. Others prefer to keep their own customs. Compare these two choices. Which one do you prefer? Support your answer with specific details.

Some people prefer to spend most of their time alone. Others like to be with friends most of the time. Do you prefer to spend your time alone or with friends? Use specific reasons to support your answer.

Some people prefer to spend time with one or two close friends. Others choose to spend time with a large number of friends. Compare the advantages of each choice. Which of these two ways of spending time do you prefer? Use specific reasons to support your answer.

Some people think that children should begin their formal education at a very early age and should spend most of their time on school studies. Others believe that young children should spend most of their time playing. Compare these two views. Which view do you agree with? Why?

The government has announced that it plans to build a new university. Some people think that your community would be a good place to locate the university. Compare the advantages and disadvantages of establishing a new university in your community. Use specific details in your discussion.
Directions: This section measures your ability to understand academic passages in English.

The Reading section is divided into separately timed parts.

Most questions are worth 1 point, but the last question for each passage is worth more than 1 point. The directions for the last question indicate how many points you may receive.

You will now begin the Reading section. There are three passages in the section. You should allow **20 Minutes** to read each passage and answer the questions about it. You should allow **60 Minutes** to complete the entire section.

At the end of this Practice Test you’ll find explanations of the answers and information to help you determine your score.

**NINETEENTH-CENTURY POLITICS IN THE UNITED STATES**

The development of the modern presidency in the United States began with Andrew Jackson who swept to power in 1829 at the head of the Democratic Party and served until 1837. During his administration he immeasurably enlarged the power of the presidency. “The President is the direct representative of the American people,” he lectured the Senate when it opposed him. “He was elected by the people, and is responsible to them.” With this declaration, Jackson redefined the character of the presidential office and its relationship to the people.

During Jackson’s second term, his opponents had gradually come together to form the Whig party. Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. The Democrats tended to view society as a continuing conflict between “the people”—farmers, planters, and workers—and a set of greedy aristocrats. This “paper money aristocracy” of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation’s virtue by encouraging speculation and the desire for sudden, unearned wealth. The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

Whigs, on the other hand, were more comfortable with the market. For them,
**Directions:** This section measures your ability to understand conversations and lectures in English.

You should listen to each conversation and lecture only **one** time.

After each conversation or lecture, you will answer some questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker’s purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will **not** be scored.

In some questions, you will see this icon: [Play Audio] This means that you will hear, but not see, part of the question.

Most questions are worth 1 point. If a question is worth more than 1 point, it will have special directions that indicate how many points you can receive.

It will take about **60 minutes** to listen to the Conversations and Lectures and to answer the questions. You will have **35 minutes** to respond to the questions. You should answer each question, even if you must guess the answer.

At the end of this section you will find scripts for the audio tracks, explanations of the answers, and information to help you determine your score.

Turn the page to begin the Listening Section.
Questions

6. What are the students mainly discussing?
   - Drugs that are harmful to the human body
   - Bacteria that produce antibiotics
   - DNA that is related to athletic performance
   - Genes that protect bacteria from antibiotics

7. Listen again to part of the conversation by playing Track 13. Then answer the question.
   Why does the woman say this?
   - To find out if the man has done his assignment
   - To ask the man to find out if the library is open
   - To let the man know that she cannot study much longer
   - To ask if the man has ever met her roommate

8. According to the conversation, why are transposons sometimes called “jumping genes”?
   - They are able to move from one bacteria cell to another.
   - They are found in people with exceptional jumping ability.
   - They occur in every other generation of bacteria.
   - Their movements are rapid and unpredictable.
Listen to Audio Track 19.

Questions

23. What is the main topic of the lecture?
   - The size of root systems
   - Various types of root systems
   - The nutrients required by rye plants
   - Improving two types of plant species

24. According to the professor, why did one scientist grow a rye plant in water?
   - To expose the roots to sunlight
   - To be able to fertilize it with gas
   - To be able to see its entire root system
   - To see how minerals penetrate its roots
The correct answer is choice 4. Choice 4 contains all of the essential information in the tested sentence but the order in which it is presented is reversed. The highlighted sentence describes areas of Whig strength first, and then the areas where Democrats were strong. The correct answer, choice 4, describes Democrat strongholds first, and then Whig areas. No meaning has been changed, and no information has been left out.

Choice 1 is incorrect because it states that Whigs were able to attract support only in the wealthiest areas. The highlighted sentence does not say that; it says their support came from places integrated into the market, which can include areas of all economic levels.

Choice 2 is incorrect because it says that the two parties were split between rural and urban areas. However, the highlighted sentence says that Whigs were strong in rural areas that were integrated into the market economy. In other words, the split between the parties was based on the degree to which an area was integrated into the market, not whether it was urban or rural.

Choice 3 is incorrect because the highlighted sentence makes no mention of how (or if) the Whigs’ control of the market economy affected the areas dominated by the Democrats.

12. This is an Insert Text question. You can see the four black squares in paragraph 2 that represent the possible answer choices here.

During Jackson’s second term, his opponents had gradually come together to form the Whig party. Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. The Democrats tended to view society as a continuing conflict between “the people”—farmers, planters, and workers—and a set of greedy aristocrats. This “paper money aristocracy” of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation’s virtue by encouraging speculation and the desire for sudden, unearned wealth. The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

The sentence provided, “This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy,” is best inserted at square 1.

Square 1 is correct because the phrase “This new party” refers directly and only to the Whigs, who are first mentioned (as a recently formed party) in sentence 1 of this paragraph.

Square 2 is incorrect because the sentence before is not limited to the new Whig party. It discusses both Whigs and Democrats.

Squares 3 and 4 are both incorrect because the sentences preceding them refer to the Democrats (the old party), not the Whigs.
11. 1 This is an Insert Text question. You can see the four black squares in paragraph 6 that represent the possible answer choices here.

Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. In dry areas the wind is the principal agent of erosion. It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. Even living things contribute to the formation of landscapes. Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

The sentence provided, “Under different climatic conditions, another type of destructive force contributes to erosion,” is best inserted at square 1.

Square 1 is correct because the inserted sentence is a transitional sentence, moving the discussion away from one set of climatic conditions (cold) to another set of climatic conditions (dryness). It is at square 1 that the transition between topics takes place.

Squares 2, 3, and 4 all precede sentences that provide details of dry climatic conditions. No transition is taking place at any of those places, so the inserted sentence is not needed.

12. This is a Fill in a Table question. It is completed correctly below. The correct choices for the “constructive processes” column are 1, 5, and 6. Choices 3 and 7 are the correct choices for the “destructive processes” column. Choices 2 and 4 should not be used in either column.

Directions: Three of the answer choices below are used in the passage to illustrate constructive processes, and two are used to illustrate destructive processes. Complete the table by matching appropriate answer choices to the processes they are used to illustrate. This question is worth 3 points.

<table>
<thead>
<tr>
<th>Constructive Processes</th>
<th>Destructive Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collision of Earth’s crustal plates</td>
<td>Wind-driven sand</td>
</tr>
<tr>
<td>Earthquakes</td>
<td>Weather processes</td>
</tr>
<tr>
<td>Volcanic activity</td>
<td></td>
</tr>
</tbody>
</table>

Answer Choices

1. Collision of Earth’s crustal plates
2. Separation of continents
3. Wind-driven sand
4. Formation of grass roots in soil
5. Earthquakes
6. Volcanic activity
7. Weather processes
### Answer Key and Self-Scoring Chart

**Directions:** Check your answers against the Answer Key below. Write the number 1 on the line to the right of each question if you picked the correct answer. (For questions worth more than one point, follow the directions given.) Total your points at the bottom of the chart.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Your Raw Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>1, 3</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>3, 4</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>2, 3</td>
<td></td>
</tr>
</tbody>
</table>

For question 21, write 2 if you placed three answer choices correctly. Write 1 if you placed two choices correctly.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Your Raw Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>Yes: 2, 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No: 1</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Listening Scripts and Answer Explanations

Questions 1–5

Track 11 Listening Script

Narrator
Listen to a conversation between a student and a professor.

Professor
Hey, Ellen. How are you doing?

Student
Oh, pretty good, thanks. How are you?

Professor
OK.

Student
Did you, um, have a chance to look at my grad school application . . . you know, the statement of purpose I wrote.

Professor
Well, yeah. In fact, here it is. I just read it.

Student
Oh, great! What did you think?

Professor
Basically, it's good. What you might actually do is take some of these different points here, and actually break them out into separate paragraphs. So, um, one: your purpose for applying for graduate study; uh, why do you want to go to graduate school, and an area of specialty; and, uh, why you want to do the area you're specifying; um, and what you want to do with your degree once you get it.

Student
OK.

Professor
So those are . . . they're pretty clear on those four points they want.

Student
Right.

Professor
So, you might just break them out into uh . . . you know, separate paragraphs and expand on each point some. But really what's critical with these is that, um, you've gotta let yourself come through. See, you gotta let them see you in these statements. Expand some more on what's happened in your own life and what shows your . . . your motivation and interest in this area—in geology. Let 'em see what really, what . . . what captures your imagination about this field.
Questions 11–16

Track 14 Listening Script

Narrator
Listen to part of a talk in an Environmental Science class.

Professor
So, I wanted to discuss a few other terms here . . . actually, some, uh some ideas about how we manage our resources.

Let’s talk about what that . . . what that means. If we take a resource like water . . . well, maybe we should get a little bit more specific here—back up from the more general case—and talk about underground water in particular.

So, hydrogeologists have tried to figure out . . . how much water can you take out from underground sources? This has been an important question. Let me ask you guys: how much water, based on what you know so far, could you take out of, say, an aquifer . . . under the city?

Male Student
As . . . as much as would get recharged?

Professor
OK. So, we wouldn’t want to take out any more than naturally comes into it. The implication is that, uh, well, if you only take as much out as comes in, you’re not gonna deplete the amount of water that is stored in there, right?

Wrong, but that’s the principle. That’s the idea behind how we manage our water supplies. It’s called “safe yield.” Basically, what this method says is that you can pump out as much water as naturally recharges . . . as naturally flows back in.

So, this principle of safe yield—it’s based on balancing what we take out with what gets recharged. But what it does is, it ignores how much water naturally comes out of the system.

In a natural system, a certain amount of recharge comes in and a certain amount of water naturally flows out through springs, streams, and lakes. And over the long term the amount that’s stored in the aquifer doesn’t really change much. It’s balanced. Now humans come in . . . and start taking water out of the system. How have we changed the equation?

Female Student
It’s not balanced anymore?

Professor
Right. We take water out, but water also naturally flows out. And the recharge rate doesn’t change, so the result is we’ve reduced the amount of water that’s stored in the underground system.

If you keep doing that long enough—if you pump as much water out as naturally comes in—gradually the underground water levels drop. And when that happens, that can affect surface water. How? Well, in underground systems there are natural discharge points—places where the water flows out of the underground systems, out to lakes and streams. Well, a drop in the water level can mean those discharge points
21. This question is easy to recognize as a Connecting Content question. Based on information in the lecture, you must indicate whether or not certain statements about human emotion reflect beliefs held by Plato. The chart correctly filled out looks like this:

For each sentence, put a checkmark in the YES or NO column.

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotion is usually controlled by the faculty of desire.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Emotion ought to be controlled by the faculty of intellect.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Emotion is what motivates soldiers.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

The professor discusses emotions and desires as being controlled by the intellect, but he says nothing about them being related to one another, so statement 1 is not supported by the lecture. According to the professor, Plato does believe that for people to be happy, the intellect must control emotions, so statement 2 is supported. The professor says about Plato’s soldiers, “Emotion is what characterizes this group.” So statement 3 is also supported by the lecture.

22. This is a Detail question. In the last two paragraphs of the lecture, when the professor returns to discussing individuals, he says three times that in Plato’s theory the parts of the individual must be in harmony. When the lecturer repeats a point two or three times, that is a good clue that it is one of the main points of the excerpt, and you should be prepared to answer a question about it. The correct answer is choice 1.

Questions 23–28

Track 19 Listening Script

Narrator
Listen to part of a talk in a botany class.

Professor
OK. So we’ve talked about some different types of root systems of plants, and I’ve shown you some pretty cool slides, but now I want to talk about the extent of the root system—the overall size of the root system . . . the depth. I want to tell you about one particular experiment. I think you’re going to find this pretty amazing. OK. So there was this scientist . . . this very meticulous scientist decided that the best place to see a whole root system—to actually see how big the entire system got—the best place would be to grow it . . . where?

Female Student
Um, water?

Professor
In water. So he took rye plants—it was rye plants—and he started growing them in water. Now, you’ve all heard of growing stuff in water before, right?
Professor
OK. And . . . and that’s probably the primary reason for functional organization right there—is that we want some engineering consistency. We want the same kind of technology used in all four cars. If we disperse those four engineers into four parts of the organization and they work by themselves, there’s a lot less chance that the technology’s gonna be the same from car to car. So instead we maintain the functional organization—that means the engineers work together in one part of the building. And their offices are next to each other because we want them to talk to each other. When an engineer works on a project, they bring the expertise of their whole functional group with them.

But there’s a downside of that though, isn’t there? I mean, organizing a company into functional groups is not all positive. Where’s the allegiance of those engineers? It’s to their coordinator, right? It’s to that chief engineer. But we really want our one engineer, the engineer that’s working on car number one, we want that person’s loyalty to be to that project as well as to the head of the engineering group. We . . . we really want both, don’t we? We want to maintain the functional organization, so we can maintain uniformity and technology transfer, and expertise. We want the cutting edge expertise in every group. But at the same time we also want the engineer to be totally dedicated to the needs of the project. Ideally, we have a . . . a hybrid, a combination of both functional and project organization.

But there’s a problem with this kind of hybrid structure. When you have both functional and project organization, well, what does that violate in terms of basic management principles?

Female Student
Unity of command.

Professor
Unity of command. That’s exactly right. So this . . . this is a vicious violation of unity of command, isn’t it? It says that this engineer working on a project seems to have two bosses. We . . . we got the engineering boss, and we got the project manager boss. But the project manager is responsible for the project, and is not the official manager of the engineer who works on the project. And we try to maintain peace in the organizations and sometimes it’s disrupted and we have conflicts, don’t we? The project manager for car one wants a car part to fit in a particular way, for a specific situation, a specialized case. Well, the, uh, engineering director says no, we gotta have standardization. We can’t make a special mold for that particular part for that particular car. We’re not gonna do that. So we got a conflict.

Answer Explanations

29. 2 This is a Gist-Content question. Although the lecture includes exchanges between the professor and the students, it is clearly organized around a comparison of the strengths and weaknesses of two different organizational principles. It is not about the automobile industry; that is just an example (choice 1). It is not even about engineering; that is a function that is used as an example (choice 3). It does not offer a resolution of the conflict it describes (choice 4). The correct choice is 2; it is about two alternative organizational structures.
Sample Responses

Play Audio Track 35 to hear a high-level response for Question 3.

Rater’s Comments
The speaker gives a clear and coherent response that is detailed and accurate. He speaks quickly, but this does not prevent him from being understood. He very clearly states the man’s opinion and summarizes the man’s reasons for having that opinion. He uses complex grammatical structures and a wide variety of appropriate vocabulary. As a result, his speech seems to flow automatically.

Play Audio Track 36 to hear a mid-level response for Question 3.

Rater’s Comments
The speaker’s first language moderately influences her pronunciation, intonation, and pacing. This creates some listener effort. She provides content that is relevant to the task, but her limitations in language use hinder her ability to accurately convey relevant details. She fills the entire time with understandable speech. However, she incorrectly repeats throughout the response time that students cannot afford to ride the bus. She also says that few students will drive cars and overcrowd the parking lots. This creates confusion for the listener. The speaker never mentions the man’s concern about increased noise and traffic on campus.

Question 4

Track 27 Listening Script

Narrator
Now read the passage about the nature of social interaction. You will have 45 seconds to read the passage. Begin reading now.

Reading Time: 45 seconds

Social Interaction
People deal with each other every day. This interaction is at the heart of social life. The study of social interaction is concerned with the influence people have over one another’s behavior. People take each other into account in their daily behavior and in fact, the very presence of others can affect behavior. For example, one principle of social interaction, audience effects, suggests that individuals’ work is affected by their knowledge that they are visible to others, that the presence of others tends to alter the way people behave or perform an activity.

Narrator
Now listen to part of a talk in a sociology class. The professor is discussing audience effects.

Professor
OK, so we said that the way we interact with others has an impact on our behavior . . .
be in control of the major decisions of their lives, while on the other hand, some would not like their parents to be involved in any sort of decision making process of their lives. In my opinion, the young adults should always consult their parents as their guides. I will try to demonstrate my point in the following paragraphs.

Let’s assume a teenager grows up into a young adult. Now a major decision that he/she might have had to make was to what college/university they were going to attend. If we assume that the person seek complete independence from the early age, then they are generally going to make the decision themselves. But even if they made this decision by themselves, what is the probability that this is the best decision. We all would agree that the best lesson learned is from a mistake, but why even let that happen? This is the most important decision they would have to make so far, and if they don’t ask around, if they don’t look at the wider picture, how are they supposed to end up at their very best opportunity? This, is what is known as a making/breaking point because this decision of theirs can make or break a very powerful potential future.

Now, suppose they passed the first make/break point. Then comes another one when they are going to marry. Normally, in the western culture, the man and the woman choose their marriage partners themselves, so this is not much of an important issue here. But, what about the cultures that predominantly have arranged marriages? In that case, choosing a husband or wife could be a huge decision, because generally the marriages are not easily broken as in the western culture. So, when it comes to this point, one would definitely want to know their parents thinking and their previous experience. This could come in very handy when one has a choice to make.

To sum it up, it is very good idea to ask for parents guides, and is never a bad idea to give up a part of independence for a better future.

Rater’s Comments
This essay has a rather informal, conversational tone and an “argument” that is coherently and fully developed. Sentence structure is varied throughout, and the writer consistently demonstrates command of language and English idioms, especially by using various informal expressions (“Let’s assume,” “we would all agree,” “can make or break,” “come in very handy”). The essay meets all the criteria for a score of 5.

Score 4 Essay—Sample 1

There are different opinion regarding how long young adults should live with their parents. Some argue that the sooner a young adults become independence is the better while other think that it will be beneficial if they can live with their parents longer. In my opinion both have positive and negative sides. This essay will provide arguments for each case.

Some young adults favor for leaving their parents soon. They want to live free, independence from their parents’ supervision. The good thing about being independence as soon as possible is that they can learn how to live by themselves. They must think how to support their living, otherwise they will still need the help
The differences in feeding preferences lead, in turn, to differences in migratory habits. The wildebeests follow, in their migration, the pattern of local rainfall. The other species do likewise. But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. The sequence in which they migrate correlates with their body size. The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson’s gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

14. 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. This question is worth 2 points.

East African herbivores, though they all live in the same environment, have a range of feeding preferences.

- The survival of East African mammals depends more than anything else on the quantity of highly nutritious fruits that they are able to find.
- A herbivore’s size and metabolic rate affect the kinds of food and the quantities of food it needs to eat.
- Zebras and wildebeests rarely compete for the same food resources in the same locations.
- The different digestive systems of herbivores explain their feeding preferences.
- Migratory habits are influenced by feeding preferences.
- Patterns in the migratory habits of East African herbivores are hard to establish.
GREEN ICEBERGS

Icebergs are massive blocks of ice, irregular in shape; they float with only about 12 percent of their mass above the sea surface. They are formed by glaciers—large rivers of ice that begin inland in the snows of Greenland, Antarctica, and Alaska—and move slowly toward the sea. The forward movement, the melting at the base of the glacier where it meets the ocean, and waves and tidal action cause blocks of ice to break off and float out to sea.

Icebergs are ordinarily blue to white, although they sometimes appear dark or opaque because they carry gravel and bits of rock. They may change color with changing light conditions and cloud cover, glowing pink or gold in the morning or evening light, but this color change is generally related to the low angle of the Sun above the horizon. However, travelers to Antarctica have repeatedly reported seeing green icebergs in the Weddell Sea and, more commonly, close to the Amery Ice Shelf in East Antarctica.

One explanation for green icebergs attributes their color to an optical illusion when blue ice is illuminated by a near-horizon red Sun, but green icebergs stand out among white and blue icebergs under a great variety of light conditions. Another suggestion is that the color might be related to ice with high levels of metallic compounds, including copper and iron. Recent expeditions have taken ice cores from green icebergs and ice cores—vertical, cylindrical ice samples measuring down to great depths—from the glacial ice shelves along the Antarctic continent. Analyses of these cores and samples provide a different solution to the problem.

The ice shelf cores, with a total length of 215 meters (705 feet), were long enough to penetrate through the ice—which is formed from the compaction of snow and contains air bubbles—and to continue into the clear, bubble-free ice formed from seawater that freezes on the bottom of the glacial ice. The properties of this clear sea ice were very similar to the ice from the green iceberg. The scientists concluded that green icebergs form when a two-layer block of shelf ice breaks away and capsizes (turns upside down), exposing the bubble-free shelf ice that was formed from seawater.

A green iceberg that stranded just west of the Amery Ice Shelf showed two distinct layers: bubbly blue-white ice and bubble-free green ice separated by a one-meter-long ice layer containing sediments. The green ice portion was textured by seawater erosion. Where cracks were present, the color was light green because of light scattering; where no cracks were present, the color was dark green. No air bubbles were present in the green ice, suggesting that the ice was not formed from the compression of snow but instead from the freezing of seawater. Large concentrations of single-celled organisms with green pigments (coloring substances) occur along the edges of the ice shelves in this region, and the seawater is rich in their decomposing organic material. The green iceberg did not contain large amounts of particles from these organisms, but the ice had accumulated dissolved organic matter from the seawater. It appears that unlike salt, dissolved organic substances are not excluded from the ice in the freezing process. Analysis shows that the dissolved organic material absorbs enough blue wavelengths from solar light to make the ice appear green.

Chemical evidence shows that platelets (minute flat portions) of ice form in the
Chemical evidence shows that platelets (minute flat portions) of ice form in the water and then accrete and stick to the bottom of the ice shelf to form a slush (partially melted snow). The slush is compacted by an unknown mechanism, and solid, bubble-free ice is formed from water high in soluble organic substances. When an iceberg separates from the ice shelf and capsizes, the green ice is exposed.

10. The word **accrete** in the passage is closest in meaning to
   - advance
   - transfer
   - flatten out
   - come together

11. Which of the following is NOT explained in the passage?
   - Why blocks of ice break off where glaciers meet the ocean
   - Why blocks of shelf ice sometimes capsize after breaking off
   - Why green icebergs are commonly produced in some parts of Antarctica
   - Why green icebergs contain large amounts of dissolved organic pigments

12. The passage supports which of the following statements about the Amery Ice Shelf?
   - The Amery Ice Shelf produces only green icebergs.
   - The Amery Ice Shelf produces green icebergs because its ice contains high levels of metallic compounds such as copper and iron.
   - The Amery Ice Shelf produces green icebergs because the seawater is rich in a particular kind of soluble organic material.
   - No green icebergs are found far from the Amery Ice Shelf.

Icebergs are ordinarily blue to white, although they sometimes appear dark or opaque because they carry gravel and bits of rock. They may change color with changing light conditions and cloud cover, glowing pink or gold in the morning or evening light, but this color change is generally related to the low angle of the Sun above the horizon. However, travelers to Antarctica have repeatedly reported seeing green icebergs in the Weddell Sea and, more commonly, close to the Amery Ice Shelf in East Antarctica.

One explanation for green icebergs attributes their color to an optical illusion when blue ice is illuminated by a near-horizon red Sun, but green icebergs stand out among white and blue icebergs under a great variety of light conditions. Another suggestion is that the color might be related to ice with high levels of metallic compounds, including copper and iron. Recent expeditions have taken ice samples from green icebergs and ice cores—vertical, cylindrical ice samples reaching down to great depths—from the glacial ice shelves along the Antarctic continent. Analyses of these cores and samples provide a different solution to the problem.
Several suggestions, ranging from light conditions to the presence of metallic compounds, have been offered to explain why some icebergs appear green.

Answer Choices

1. **Ice cores were used to determine that green icebergs were formed from the compaction of metallic compounds, including copper and iron.**

2. **All ice shelves can produce green icebergs, but the Amery Ice Shelf is especially well suited to do so.**

3. **Green icebergs form when a two-layer block of ice breaks away from a glacier and capsizes, exposing the bottom sea ice to view.**

4. **Ice cores and samples revealed that both ice shelves and green icebergs contain a layer of bubbly glacial ice and a layer of bubble-free sea ice.**

5. **Green icebergs are white until they come into contact with seawater containing platelets and soluble organic green pigments.**

6. **In a green iceberg, the sea ice contains large concentrations of organic matter from the seawater.**
31. According to the professor, why did the state of South Dakota originally want to create a colossal monument?

- To generate income from tourism
- To symbolize the unity of society
- To commemorate the Great Depression
- To honor United States Presidents

32. Listen again to part of the lecture by playing Track 54. Then answer the question.

Why does the professor discuss the poem by Emma Lazarus?

- To emphasize the close relationship between literature and sculpture
- To illustrate how the meaning associated with a monument can change
- To stress the importance of the friendship between France and the United States
- To point out a difference between Mount Rushmore and the Statue of Liberty

33. What does the professor imply about the poem by Emma Lazarus?

- It is one of his favorite poems.
- Few people have read the entire poem.
- He does not need to recite the full text of the poem.
- Lazarus was not able to complete the poem.

STOP. This is the end of the Listening section of TOEFL iBT Practice Test 2.
Questions

1. You will now be asked a question about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Now play Audio Track 55 to hear Question 1.

What kind of reading material, such as novels, magazines, or poetry, do you most like to read in your free time? Explain why you find this kind of reading material interesting.

Preparation time: 15 seconds
Response time: 45 seconds

2. You will now be asked to give your opinion about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Now play Audio Track 56 to hear Question 2.

Some students would prefer to live with roommates. Others would prefer to live alone. Which option would you prefer and why?

Preparation time: 15 seconds
Response time: 45 seconds
6. You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

Now play Audio Track 60 to hear part of a lecture.

Using points and examples from the talk, explain how learning art can impact a child’s development.

Preparation time: 20 seconds
Response time: 60 seconds

STOP. This is the end of the Speaking Section of TOEFL iBT Practice Test 2.
Directions: This section measures your ability to use writing to communicate in an academic environment. There will be two writing tasks.

For the first writing task, you will read a passage and listen to a lecture and then answer a question based on what you have read and heard. For the second task, you will answer a question based on your own knowledge and experience.

At the end of this Practice Test you’ll find a script for the audio track.

Here are the directions for the first writing task.

Writing Based on Reading and Listening

Directions: For this task, you will read a passage about an academic topic and you will listen to a lecture about the same topic. You may take notes while you read and listen.

Then you will write a response to a question that asks you about a relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. You may refer to the reading passage again when you write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content.

You should allow 3 minutes to read the passage. Then listen to the lecture. Then allow 20 minutes to plan and write your response.

Write your response in the space provided.
Writing Based on Knowledge and Experience

**Directions:** For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

You have 30 minutes to plan and complete your essay.

Write your essay in the space provided.

**Essay Topic**

Do you agree or disagree with the following statement? Young people enjoy life more than older people do.

Use specific reasons and examples to support your answer.
STOP. This is the end of the Writing section of TOEFL Practice Test 2.
Below is a table that converts your Reading section answers into a TOEFL iBT Reading Scaled Score. Take the number of correct answers from your Answer Key table and find that number in the left-hand column of the table. The right-hand column of the table gives a TOEFL iBT Reading scaled score for each number of correct answers. For example, if the total of points from your Answer Key is 26, the table shows a scaled score of 18.

You should use your score estimate as a general guide only. Your actual score on the TOEFL iBT test may be higher or lower than your score on the practice version.

### Reading Comprehension

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Listening Scripts

Questions 1–5

Track 43 Listening Script

Narrator
Listen to a conversation between a student and a professor.

Professor
Sandy, how's class been going for you this semester?

Female Student
*genuine enthusiasm* Oh, it's great. I really like your business psychology class, but I have one major concern about the last assignment, you know—the one where we have to interview a local business owner, uh, I mean entrepreneur?

Professor
Are you having trouble coming up with interview questions?

Female Student
Well, that's just it. I mean, I worked on my high school newspaper for years, so I actually have great questions to ask. The thing is . . . I'm new to the area, and I don't know people off campus . . . So, I was wondering . . . well, could you possibly give me the name of someone I could interview?

Professor
You don't know anyone who owns a business?

Female Student
Well, yeah, back home . . . my next-door neighbors—they own a shoe store, and they're really successful—but they're not local.

Professor
Well, it wouldn’t be fair to the other students if I gave you the name of a contact—but I could help you figure out a way to find someone on your own. Let's see . . . Do you read the local newspaper?

Female Student
Sure, whenever I have the time.

Professor
Well, the business section in the paper often has stories about local business people who've been successful. If you find an article, you could call the person who is profiled.

Female Student
You mean, just call them up . . . out of the blue . . . and ask them if they'll talk to me?

Professor
Sure, why not?
Listening Scripts

This section presents the listening scripts for the audio portions of questions 1–6 in the Speaking Section.

Use the sample Independent and Integrated Speaking rubrics on pages 187–190 to see how responses are scored. The raters who listen to your responses will analyze them in three general categories. These categories are Delivery, Language Use, and Topic Development. All three categories have equal importance.

Question 1
Track 55 Listening Script
Narrator
What kind of reading material, such as novels, magazines, or poetry, do you most like to read in your free time? Explain why you find this kind of reading material interesting.

Question 2
Track 56 Listening Script
Narrator
Some students would prefer to live with roommates. Others would prefer to live alone. Which option would you prefer and why?

Question 3
Track 57 Listening Script
Female Student
I can’t believe these plans. It just doesn’t make sense to me.

Male Student
Really? Seemed OK to me, especially the argument about the cars.

Female Student
Yeah, I know. But the thing is, it doesn’t matter where students live ‘cuz they still hafta get to class somehow, right? At least if they built new dorms on campus, students would use campus transportation [cut off by Male Student]. . .
The tables in Appendix 1 show how test takers from around the world perform on TOEFL iBT. The data are based on examinees who took the TOEFL iBT between January 2007 and December 2007. The most recent version of the annual TOEFL iBT Test and Score Data Summary can be viewed on the TOEFL website at www.ets.org/toefl.

Table 1 gives actual ranges of observed scores for the period from January 2007 to December 2007. The percentile ranks for section and total scale scores are shown in Table 2 for the total group. In Tables 3–6, examinees have been classified by their reason for taking the test (information supplied by them at the test center).

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<thead>
<tr>
<th>Section</th>
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<tr>
<td>Total</td>
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</table>
Listen to programs with academic content, such as NOVA, BBC and NPR broadcasts.
Listen to conversations and phone recordings.

Listen actively:
- Take notes as you listen for main ideas and important details.
- Make predictions about what you will hear next.
- Summarize.
- Write down new words and expressions.

For more difficult material, listen several times:
1. First listen with English subtitles, if they are available;
2. Then, without subtitles, listen for the main ideas and key details;
3. Then listen again to fill in gaps in your basic understanding and to understand the connections.

Level: LOW (0–13)

YOUR PERFORMANCE
Test takers who receive a score at the LOW level, as you did, typically understand the main idea and some important details of conversations. However, test takers at the LOW level may have difficulty understanding lectures and conversations in English that involve abstract or complex ideas and recognizing the relationship between those ideas. Test takers at this level also may not understand sections of lectures and conversations that contain difficult vocabulary or complex grammatical structures.

ADVICE FOR IMPROVEMENT
Test takers at the LOW level typically can:
- understand main ideas when they are stated explicitly or marked as important, but may have difficulty understanding main ideas if they are not stated explicitly;
- understand important details when they are stated explicitly or marked as important, but may have difficulty understanding details if they are not repeated or clearly marked as important, or if they are conveyed over several exchanges among different speakers;
- understand ways that speakers use language to emphasize a point or to indicate agreement or disagreement, but generally only when the information is related to a central theme or is clearly marked as important; and
- make connections between the key ideas in a conversation, particularly if the ideas are related to a central theme or are repeated.
Level: LIMITED (1.5–2.0)

**YOUR PERFORMANCE**

Your responses indicate some difficulty speaking in English about everyday experiences and opinions. Listeners sometimes have trouble understanding you because of noticeable problems with pronunciation, grammar and vocabulary. While you are able to respond partially to the questions, you are not able to fully develop your ideas, possibly due to limited vocabulary and grammar.

**ADVICE FOR IMPROVEMENT**

Give yourself about 20 seconds to think about what you did yesterday. After 20 seconds, begin to recount what you did. Try to talk for one minute.

- Pay attention to your use of the past tense.
- Try to use connecting words and phrases, such as “first,” “then,” “while I was.”

Give yourself about 20 seconds to think about what you will probably do tomorrow. Try to talk for one minute. After 20 seconds, begin to talk about what you are planning to do.

Level: WEAK (0–1.0)

**YOUR PERFORMANCE**

Your responses are incomplete. They contain little or no content and are difficult for listeners to understand.

**ADVICE FOR IMPROVEMENT**

Practice speaking about different topics without a lot of preparation. Write down several questions about various topics (for example, about your family, your hobbies, your friends or your school). Select a question and answer it aloud. Think of a story that you are familiar with. Tell the story to several different people. Try to tell the story faster each time.
**Level: GOOD (3.5–4.0)**

**YOUR PERFORMANCE**

Your responses demonstrate an ability to communicate effectively in English about academic topics typical of first-year university studies. Your speech is mostly clear and fluent. You are able to use appropriate vocabulary and grammar to explain concepts and ideas from reading or lecture material. You are able to talk about key information and relevant details with only minor inaccuracies.

**ADVICE FOR IMPROVEMENT**

Record yourself and then listen and transcribe what you said.

- Read a short article from a newspaper or textbook. Record yourself summarizing the article.
- Transcribe the recording and review the transcription. Think about other ways to say the same thing.

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**Level: FAIR (2.5–3.0)**

**YOUR PERFORMANCE**

Your responses demonstrate that you are able to speak in English about academic reading and lecture material, with only minor communication problems. For the most part, your speech is clear and easy to understand. However, some problems with pronunciation and intonation may occasionally cause difficulty for the listener. Your use of grammar and vocabulary is adequate to talk about the topics, but some ideas are not fully developed or are inaccurate.

**ADVICE FOR IMPROVEMENT**

Practice speaking for a limited time on different academic topics.

- Read a short article from a newspaper or a textbook. Write down key content words from the article.
- Write down 2 or 3 questions about the article that include the content words.
- Practice answering the questions aloud. Try to include the content words in your response.
- After practicing, record your answers to the questions.
Level: LIMITED (1.0–2.0)

**YOUR PERFORMANCE**

You attempted to express your opinion, but your response indicates notable deficiencies, such as:

- your response contains insufficient detail;
- your ideas and your connections of ideas are difficult to understand because of many grammatical errors and/or very unclear expressions and sentence structure; and/or
- your response is only marginally related to the question that was asked.

**ADVICE FOR IMPROVEMENT**

Study the organization of good paragraphs and essays. A good paragraph discusses ONE main idea. This idea is usually written in the first sentence, which is called the topic sentence. In essay writing, each paragraph should discuss one aspect of the main idea of an essay.

- Write paragraphs in English that focus on one main idea and contain several complete sentences that explain or support that idea.
- Ask your teacher to review your paragraphs for correctness.