

# TOEFL SAMPLE PAPER - PRACTICE QUESTION AND ANSWER KEY (SET 1)

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## Reading Section Directions

The Reading section of the TOEFL iBT® test measures your ability to understand academic passages written in English.

In the actual test, each passage in the Reading section is followed by 9 OR 10 questions about that passage. You will read three or four passages and answer the questions. If you receive three passages, you will have 54 minutes to read the passages and answer the questions. If you receive four passages, you will have 72 minutes to respond. In this practice test, you will answer questions about three passages.

Most questions in the Reading section are worth one point, but the last question in each set is worth more than one point. The directions indicate how many points you can receive. Some passages include a word or phrase that is underlined in blue. Choose the word or phrase to see a definition or explanation.

You can skip questions and go back later. You can review the correct answer for each question by reviewing the answer key at the end of the section at any time.

## Reading Practice Set 1

### Agriculture, Iron, and the Bantu Peoples

1. There is evidence of agriculture in Africa prior to 3000 B.C. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major centers of the Near East and Mediterranean world. The drying up of what is now the Sahara desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting-and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins are not African but West Asian. Once the idea of planting diffused, Africans began to develop their own

crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extends from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia.

**2.** Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780–1560 B.C.) and then spread across the Sudan to West Africa. Rock paintings in the Sahara indicate that horses and chariots were used to traverse the desert and that by 300–200 B.C., there were trade routes across the Sahara. Horses were adopted by peoples of the West African savannah, and later their powerful cavalry forces allowed them to carve out large empires. Finally, the camel was introduced around the first century A.D. This was an important innovation, because the camel's ability to thrive in harsh desert conditions and to carry large loads cheaply made it an effective and efficient means of transportation. The camel transformed the desert from a barrier into a still difficult, but more accessible, route of trade and communication.

**3.** Iron came from West Asia, although its routes of diffusion were somewhat different than those of agriculture. Most of Africa presents a curious case in which societies moved directly from a technology of stone to iron without passing through the intermediate stage of copper or bronze metallurgy, although some early copper-working sites have been found in West Africa. Knowledge of iron making penetrated into the forests and savannahs of West Africa at roughly the same time that iron making was reaching Europe. Evidence of iron making has been found in Nigeria, Ghana, and Mali.

**4.** This technological shift caused profound changes in the complexity of African societies. Iron represented power. In West Africa the blacksmith who made tools and weapons had an important place in society, often with special religious powers and functions. Iron hoes, which made the land more productive, and iron weapons, which made the warrior more powerful, had symbolic meaning in a number of West African societies. Those who knew the secrets of making iron gained ritual and sometimes political power.

**5.** Unlike in the Americas, where metallurgy was a very late and limited development, Africans had iron from a relatively early date, developing ingenious furnaces to produce the high heat needed for production and to

control the amount of air that reached the carbon and iron ore necessary for making iron. Much of Africa moved right into the Iron Age, taking the basic technology and adapting it to local conditions and resources.

**6.** The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. They spoke a language, proto-Bantu (“bantu” means “the people”), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion.

**Directions: Now answer the questions.**

**1. According to paragraph 1, why do researchers doubt that agriculture developed independently in Africa?**

- (A) African lakes and rivers already provided enough food for people to survive without agriculture.
- (B) The earliest examples of cultivated plants discovered in Africa are native to Asia.
- (C) Africa’s native plants are very difficult to domesticate.
- (D) African communities were not large enough to support agriculture.

**2. In paragraph 1, what does the author imply about changes in the African environment during this time period?**

- (A) The climate was becoming milder, allowing for a greater variety of crops to be grown.
- (B) Although periods of drying forced people south, they returned once their food supply was secure.
- (C) Population growth along rivers and lakes was dramatically decreasing the availability of fish.
- (D) A region that had once supported many people was becoming a desert where few could survive.

**3. According to paragraph 2, camels were important because they**

- (A) were the first domesticated animal to be introduced to Africa
- (B) allowed the people of the West African savannahs to carve out large empires
- (C) helped African peoples defend themselves against Egyptian invaders
- (D) made it cheaper and easier to cross the Sahara

**4. The word “profound” in the passage is closest in meaning to**

- (A) fascinating
- (B) far-reaching
- (C) necessary
- (D) temporary

**5. The word “ritual” in the passage is closest in meaning to**

- (A) military
- (B) physical
- (C) ceremonial
- (D) permanent

**6. According to paragraph 4, all of the following were social effects of the new metal technology in Africa EXCEPT:**

- (A) Access to metal tools and weapons created greater social equality.
- (B) Metal weapons increased the power of warriors.
- (C) Iron tools helped increase the food supply.
- (D) Technical knowledge gave religious power to its holders.

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

- (A) While American iron makers developed the latest furnaces, African iron makers continued using earlier techniques.
- (B) Africans produced iron much earlier than Americans, inventing technologically sophisticated heating systems.
- (C) Iron making developed earlier in Africa than in the Americas because of the ready availability of carbon and iron ore.
- (D) Both Africa and the Americas developed the capacity for making iron early, but African metallurgy developed at a slower rate.

**8. Paragraph 6 mentions all of the following as possible causes of the “Bantu explosion” EXCEPT**

- (A) superior weapons
- (B) better hunting skills
- (C) peaceful migration
- (D) increased population

**9. In the paragraph below, there is a missing sentence. Look at the paragraph and indicate (A, B, C and D) where the following sentence could be added to the passage.**

**These people had a significant linguistic impact on the continent as well.**

Where would the sentence best fit?

The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. **(A)** Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. **(B)** They spoke a language, proto-Bantu (“bantu” means “the people”), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. **(C)** Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion. **(D)**

- (A) Option A
- (B) Option B
- (C) Option C
- (D) Option D

**10. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by choosing 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.**

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice, or you can copy the sentence.

Agriculture and iron working probably spread to Africa from neighboring regions.

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#### Answer Choices

(A) Once Africans developed their own native crops, they no longer borrowed from other regions.

(B) The harshness of the African climate meant that agriculture could not develop until after the introduction of iron tools.

(C) The use of livestock improved transportation and trade and allowed for new forms of political control.

(D) As the Sahara expanded, the camel gained in importance, eventually coming to have religious significance.

(E) The spread of iron working had far-reaching effects on social, economic, and political organization in Africa.

(F) Today's Bantu-speaking peoples are descended from a technologically advanced people who spread throughout Africa.

## Reading Practice Set 2

*The passage below is based on information published in 2005.*

### Running Water on Mars?

1. Photographic evidence suggests that liquid water once existed in great quantity on the surface of Mars. Two types of flow features are seen: runoff channels and outflow channels. Runoff channels are found in the southern highlands. These flow features are extensive systems—sometimes hundreds of kilometers in total length—of interconnecting, twisting channels that seem to merge into larger, wider channels. They bear a strong resemblance to river systems on Earth, and geologists think that they are dried-up beds of long-gone rivers that once carried rainfall on Mars from the mountains down

into the valleys. Runoff channels on Mars speak of a time 4 billion years ago (the age of the Martian highlands), when the atmosphere was thicker, the surface warmer, and liquid water widespread.

**2.** Outflow channels are probably relics of catastrophic flooding on Mars long ago. They appear only in equatorial regions and generally do not form extensive interconnected networks. Instead, they are probably the paths taken by huge volumes of water draining from the southern highlands into the northern plains. The onrushing water arising from these flash floods likely also formed the odd teardrop-shaped “islands” (resembling the miniature versions seen in the wet sand of our beaches at low tide) that have been found on the plains close to the ends of the outflow channels. Judging from the width and depth of the channels, the flow rates must have been truly enormous—perhaps as much as a hundred times greater than the 105 tons per second carried by the great Amazon river. Flooding shaped the outflow channels approximately 3 billion years ago, about the same time as the northern volcanic plains formed.

**3.** Some scientists speculate that Mars may have enjoyed an extended early period during which rivers, lakes, and perhaps even oceans adorned its surface. A 2003 Mars Global Surveyor image shows what mission specialists think may be a delta—a fan-shaped network of channels and sediments where a river once flowed into a larger body of water, in this case a lake filling a crater in the southern highlands. Other researchers go even further, suggesting that the data provide evidence for large open expanses of water on the early Martian surface. A computer-generated view of the Martian north polar region shows the extent of what may have been an ancient ocean covering much of the northern lowlands. The Hellas Basin, which measures some 3,000 kilometers across and has a floor that lies nearly 9 kilometers below the basin’s rim, is another candidate for an ancient Martian sea.

**4.** These ideas remain controversial. Proponents point to features such as the terraced “beaches” shown in one image, which could conceivably have been left behind as a lake or ocean evaporated and the shoreline receded. But detractors maintain that the terraces could also have been created by geological activity, perhaps related to the geologic forces that depressed the Northern Hemisphere far below the level of the south, in which case they have nothing whatever to do with Martian water. Furthermore, Mars Global Surveyor data released in 2003 seem to indicate that the Martian surface contains too few carbonate rock layers—layers containing compounds of



carbon and oxygen—that should have been formed in abundance in an ancient ocean. Their absence supports the picture of a cold, dry Mars that never experienced the extended mild period required to form lakes and oceans. However, more recent data imply that at least some parts of the planet did in fact experience long periods in the past during which liquid water existed on the surface.

**5.** Aside from some small-scale gullies (channels) found since 2000, which are inconclusive, astronomers have no direct evidence for liquid water anywhere on the surface of Mars today, and the amount of water vapor in the Martian atmosphere is tiny. Yet even setting aside the unproven hints of ancient oceans, the extent of the outflow channels suggests that a huge total volume of water existed on Mars in the past. Where did all the water go? The answer may be that virtually all the water on Mars is now locked in the permafrost layer under the surface, with more contained in the planet's polar caps.

**Directions: Now answer the questions.**

**11. The word “merge” in the passage is closest in meaning to**

- (A) expand
- (B) separate
- (C) straighten out
- (D) combine

**12. The word “relics” in the passage is closest in meaning to**

- (A) remains
- (B) sites
- (C) requirements
- (D) sources

**13. In paragraph 2, why does the author include the information that 105 tons of water flow through the Amazon river per second?**

- (A) To emphasize the great size of the volume of water that seems to have flowed through Mars' outflow channels
- (B) To indicate data used by scientists to estimate how long ago Mars' outflow channels were formed
- (C) To argue that flash floods on Mars may have been powerful enough to cause tear-shaped “islands” to form
- (D) To argue that the force of flood waters on Mars was powerful enough to shape the northern volcanic plains

**14. According to paragraph 2, all of the following are true of the outflow channels on Mars EXCEPT:**

- (A) They formed at around the same time that volcanic activity was occurring on the northern plains.
- (B) They are found only on certain parts of the Martian surface.
- (C) They sometimes empty onto what appear to have once been the wet sands of tidal beaches.
- (D) They are thought to have carried water northward from the equatorial regions.

**15. All of the following questions about geological features on Mars are answered in paragraph 3 EXCEPT:**

- (A) What are some regions of Mars that may have once been covered with an ocean?
- (B) Where do mission scientists believe that the river forming the delta emptied?
- (C) Approximately how many craters on Mars do mission scientists believe may once have been lakes filled with water?
- (D) During what period of Mars' history do some scientists think it may have had large bodies of water?

**16. According to paragraph 3, images of Mars' surface have been interpreted as support for the idea that**

- (A) the polar regions of Mars were once more extensive than they are now
- (B) a large part of the northern lowlands may once have been under water
- (C) deltas were once a common feature of the Martian landscape
- (D) the shape of the Hellas Basin has changed considerably over time

**17. What can be inferred from paragraph 3 about liquid water on Mars?**

- (A) Lakes on early Mars were likely as large as some on Earth's surface today.
- (B) If there is any liquid water at all on Mars' surface today, its quantity is much smaller than the amount that likely existed there in the past.
- (C) Small-scale gullies on Mars provide convincing evidence that liquid water existed on Mars in the recent past.
- (D) The small amount of water vapor in the Martian atmosphere suggests that there has never been liquid water on Mars.

**18. According to paragraph 4, what do the 2003 Global Surveyor data suggest about Mars?**

- (A) Ancient oceans on Mars contained only small amounts of carbon.
- (B) The climate of Mars may not have been suitable for the formation of large bodies of water.
- (C) Liquid water may have existed on some parts of Mars' surface for long periods of time.
- (D) The ancient oceans that formed on Mars dried up during periods of cold, dry weather.

**19. In the paragraph below, there is a missing sentence. Look at the paragraph and indicate (A, B, C and D) where the following sentence could be added to the passage.**

**These landscape features differ from runoff channels in a number of ways.**

Where would the sentence best fit?

Outflow channels are probably relics of catastrophic flooding on Mars long ago. **(A)** They appear only in equatorial regions and generally do not form extensive interconnected networks. **(B)** Instead, they are probably the paths taken by huge volumes of water draining from the southern highlands into the northern plains. **(C)** The onrushing water arising from these flash floods likely also formed the odd teardrop-shaped "islands" (resembling the miniature versions seen in the wet sand of our beaches at low tide) that have been found on the plains close to the ends of the outflow channels. **(D)** Judging from the width and depth of the channels, the flow rates must have been truly enormous—perhaps as much as a hundred times greater than the 105 tons per second carried by the great Amazon river. Flooding shaped the outflow channels approximately 3 billion years ago, about the same time as the northern volcanic plains formed.

- (A) Option A
- (B) Option B
- (C) Option C
- (D) Option D

**20. 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.**

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice, or you can copy the sentence.

There is much debate concerning whether Mars once had water.
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**Answer Choices**

- (A) Various types of images have been used to demonstrate that most of the Martian surface contains evidence of flowing water.
- (B) The runoff and outflow channels of Mars apparently carried a higher volume of water and formed more extensive networks than do Earth's river systems.
- (C) Mars' runoff and outflow channels are large-scale, distinctive features that suggest that large quantities of liquid water once flowed on Mars.
- (D) Although some researchers claim that Mars may once have had oceans, others dispute this, pointing to an absence of evidence or offering alternative interpretations of evidence.
- (E) While numerous gullies have been discovered on Mars since 2000, many astronomers dismiss them as evidence that Mars once had liquid water.
- (F) There is very little evidence of liquid water on Mars today, and it is assumed that all the water that once existed on the planet is frozen beneath its surface

## **Reading Practice Set 3**

### **Ancient Rome and Greece**

1. There is a quality of cohesiveness about the Roman world that applied neither to Greece nor perhaps to any other civilization, ancient or modern.

Like the stones of a Roman wall, which were held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls. The physical bonds included the network of military garrisons, which were stationed in every province, and the network of stone-built roads that linked the provinces with Rome. The organizational bonds were based on the common principles of law and administration and on the universal army of officials who enforced common standards of conduct. The psychological controls were built on fear and punishment—on the absolute certainty that anyone or anything that threatened the authority of Rome would be utterly destroyed.

**2.** The source of the Roman obsession with unity and cohesion may well have lain in the pattern of Rome's early development. Whereas Greece had grown from scores of scattered cities, Rome grew from one single organism. While the Greek world had expanded along the Mediterranean Sea lanes, the Roman world was assembled by territorial conquest. Of course, the contrast is not quite so stark: in Alexander the Great the Greeks had found the greatest territorial conqueror of all time; and the Romans, once they moved outside Italy, did not fail to learn the lessons of sea power. Yet the essential difference is undeniable. The key to the Greek world lay in its high-powered ships; the key to Roman power lay in its marching legions. The Greeks were wedded to the sea; the Romans, to the land. The Greek was a sailor at heart; the Roman, a landsman.

**3.** Certainly, in trying to explain the Roman phenomenon, one would have to place great emphasis on this almost animal instinct for the territorial imperative. Roman priorities lay in the organization, exploitation, and defense of their territory. In all probability it was the fertile plain of Latium, where the Latins who founded Rome originated, that created the habits and skills of landed settlement, landed property, landed economy, landed administration, and a land-based society. From this arose the Roman genius for military organization and orderly government. In turn, a deep attachment to the land, and to the stability which rural life engenders, fostered the Roman virtues: *gravitas*, a sense of responsibility, *peitas*, a sense of devotion to family and country, and *iustitia*, a sense of the natural order.

**4.** Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. As always, there are the power worshippers,

especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. At the same time, there is a solid body of opinion that dislikes Rome. For many, Rome is at best the imitator and the continuator of Greece on a larger scale. Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. “Had the Greeks held novelty in such disdain as we,” asked Horace in his Epistles, “what work of ancient date would now exist?”

5. Rome’s debt to Greece was enormous. The Romans adopted Greek religion and moral philosophy. In literature, Greek writers were consciously used as models by their Latin successors. It was absolutely accepted that an educated Roman should be fluent in Greek. In speculative philosophy and the sciences, the Romans made virtually no advance on early achievements.

6. Yet it would be wrong to suggest that Rome was somehow a junior partner in Greco-Roman civilization. The Roman genius was projected into new spheres— especially into those of law, military organization, administration, and engineering. Moreover, the tensions that arose within the Roman state produced literary and artistic sensibilities of the highest order. It was no accident that many leading Roman soldiers and statesmen were writers of high caliber.

**Directions: Now answer the questions.**

**21. According to paragraph 1, all of the following are controls that held together the Roman world EXCEPT**

- (A) administrative and legal systems
- (B) the presence of the military
- (C) a common language
- (D) transportation networks

**22. According to paragraph 2, which of the following was NOT characteristic of Rome’s early development?**

- (A) Expansion by sea invasion
- (B) Territorial expansion
- (C) Expansion from one original settlement
- (D) Expansion through invading armies

**23. Why does the author mention “Alexander the Great” in the passage?**

- (A) To acknowledge that Greek civilization also expanded by land conquest
- (B) To compare Greek leaders to Roman leaders
- (C) To give an example of a Greek leader whom Romans studied
- (D) To indicate the superior organization of the Greek military

**24. The word “fostered” in the passage is closest in meaning to**

- (A) accepted
- (B) combined
- (C) introduced
- (D) encouraged

**25. Paragraph 3 suggests which of the following about the people of Latium?**

- (A) Their economy was based on trade relations with other settlements.
- (B) They held different values than the people of Rome.
- (C) Agriculture played a significant role in their society.
- (D) They possessed unusual knowledge of animal instincts.

**26. Paragraph 4 indicates that some historians admire Roman civilization because of**

- (A) the diversity of cultures within Roman society
- (B) its strength
- (C) its innovative nature
- (D) the large body of literature that it developed

**27. According to paragraph 4, intellectual Romans such as Horace held which of the following opinions about their civilization?**

- (A) Ancient works of Greece held little value in the Roman world.
- (B) The Greek civilization had been surpassed by the Romans.
- (C) Roman civilization produced little that was original or memorable.
- (D) Romans valued certain types of innovations that had been ignored by ancient Greeks.

**28. Which of the following statements about leading Roman soldiers and statesmen is supported by paragraphs 5 and 6?**

- (A) They could read and write the Greek language.
- (B) They frequently wrote poetry and plays.
- (C) They focused their writing on military matters.
- (D) They wrote according to the philosophical laws of the Greeks.

**29. In the paragraph below, there is a missing sentence. Look at the paragraph and indicate (A, B, C and D) where the following sentence could be added to the passage.**

**They esteem symbols of Roman power, such as the massive Colosseum.**

Where would the sentence best fit?

Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. **(A)** As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. **(B)** At the same time, there is a solid body of opinion that dislikes Rome. **(C)** For many, Rome is at best the imitator and the continuator of Greece on a larger scale. **(D)** Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. "Had the Greeks held novelty in such disdain as we," asked Horace in his Epistles, "what work of ancient date would now exist?"

- (A) Option A
- (B) Option B
- (C) Option C
- (D) Option D

**30. 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.**

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

The Roman world drew its strength from several important sources.
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### Answer Choices

- (A) Numerous controls imposed by Roman rulers held its territory together.
- (B) The Roman military was organized differently from older military organizations.
- (C) Romans valued sea power as did the Latins, the original inhabitants of Rome.
- (D) Roman values were rooted in a strong attachment to the land and the stability of rural life.
- (E) Rome combined aspects of ancient Greek civilization with its own contributions in new areas.
- (F) Educated Romans modeled their own literature and philosophy on the ancient Greeks.

### Answer Key

#### Reading Answer Key

#### Agriculture, Iron, and the Bantu Peoples

- 1) B
- 2) D
- 3) D
- 4) B
- 5) C
- 6) A
- 7) B
- 8) B
- 9) B
- 10) C,E,F

#### Running Water on Mars

- 11) D
- 12) A
- 13) A
- 14) C
- 15) C
- 16) B
- 17) B
- 18) B
- 19) A
- 20) C,D,F

## **Ancient Rome and Greece**

- 21) C**
- 22) A**
- 23) A**
- 24) D**
- 25) C**
- 26) B**
- 27) C**
- 28) A**
- 29) B**
- 30) A,D,E**

## **Listening Section Directions**

The Listening section of the TOEFL iBT test measures your ability to understand conversations and lectures in English.

In an actual test, the Listening section is divided into two or three separately timed parts. In each part, you will listen to one conversation and one or two lectures. You will hear each conversation and lecture only one time.

After each conversation or lecture, you will answer some questions about it. Answer the questions based on what is stated or implied by the speakers.

In an actual test, a clock that is provided shows you how much time remains. The clock does not count down while you are listening. The clock counts down only while you are answering questions. For this practice test, a useful guideline is to spend no more than 35 seconds to answer a question.

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

Some of the questions have special directions. These directions will appear with the question.

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

In the actual test you must answer each question. You can review the correct answer for each question by reviewing the answer key at the end of the section.

## **Listening Practice Set 1**

### **Retirement Party**

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

**Male Student :** Hi, Professor Mason. Do you have a minute?

**Female Professor:** Yes, of course, Eric. I think there was something I wanted to talk to you about, too.

**Male Student:** Probably my late essay.

**Female Professor:** Ah, that must have been it. I thought maybe I'd lost it...

**Male Student:** No, I'm sorry. Actually, it was my computer that lost it, the first draft of it, and... Well anyway, I finally put it in your mailbox yesterday.

**Female Professor:** Oh, and I haven't checked the mailbox yet today. Well, I'm glad it's there... I'll read it this weekend.

**Male Student:** Well, sorry again. Say, I can send it to you by e-mail too, if you like.

**Female Professor:** Great, I'll be interested to see how it all came out.

**Male Student:** Right. Now, uh, I just overheard some graduate students talking... something about a party for Dean Adams?

**Female Professor:** Retirement party, yes... all students are invited. Wasn't there a notice on the anthropology department's bulletin board?

**Male Student:** Uh, I don't know. But... I wanted to offer to help out with it. You know, whatever you need. Dean Adams, well, I took a few anthropology

classes with her, and they were great. Inspiring. And, well, I just wanted to pitch in.

**Female Professor:** Oh, that's very thoughtful of you, Eric, but it'll be pretty low-key. Nothing flashy. That's not her style.

**Male Student:** So there's nothing?

**Female Professor:** No, we'll have coffee and cookies... maybe a cake. But actually, a couple of the administrative assistants are working on that. You could ask them, but I think they've got it covered.

**Male Student:** OK.

**Female Professor:** Actually... no, never mind...

**Male Student:** What is it?

**Female Professor:** Well... It's nothing to do with the party, and I'm sure there are more exciting ways you could spend your time, but we do need some help with something. We're compiling a database of articles the anthropology faculty has published. There's not much glory in it, but we're looking for someone with some knowledge of anthropology who can enter the articles...I hesitate to mention it, but I don't suppose this is something you would...

**Male Student:** No, that sounds kinda cool. I'd like to see what they're writing about.

**Female Professor:** Wonderful... and there are also some unpublished studies. Did you know Dean Adams did a lot of field research in Indonesia? Most of it hasn't been published yet.

**Male Student:** No, like what?

**Female Professor:** Well, she's really versatile. She just spent several months studying social interactions in Indonesia, and she's been influential in ethnology. Oh, and she's also done work in South America that's closer to biology—especially with speciation.

**Male Student:** Uh, not to seem uninformed...

**Female Professor:** Well, how species form... you know, how two distinct species form from one—like when populations of the same species are isolated from each other and then develop in two different directions and end up as two distinct species.

**Male Student:** Interesting.

**Female Professor:** Yes, and while she was there in South America, she collected a lot of linguistic information, and songs...really fascinating.

**Male Student:** Well, I hate to see her leave.

**Female Professor:** Don't worry. She'll still be around. She's got lots of projects that she's still in the middle of.

**Directions:** Now answer the questions.

**1. Why does the man go to see the professor?**

- (A) To hand in a late assignment
- (B) To find out about jobs in the department
- (C) To discuss Dean Adams' current research
- (D) To volunteer to help organize an event

**2. How did the man learn about Dean Adams' retirement?**

- (A) He read about it in an e-mail message.
- (B) It was posted on a bulletin board.
- (C) He heard other students discussing it.
- (D) Dean Adams announced it in her class.

**3. Why does the professor refuse the man's offer to help with a party?**

**[Choose 2 answers.]**

- (A) Two people are already working on it.
- (B) She prefers that he spend his time on another project.
- (C) The party does not require much preparation.
- (D) Dean Adams is not permanently leaving the department.

**4. Why does the professor talk about speciation?**

- (A) To describe the main focus of the work she needs help with
- (B) To tell the man about a new research area in ethnology
- (C) To explain what Dean Adams chose to work on in Indonesia
- (D) To demonstrate how varied Dean Adams' research has been

**5. Part of the conversation is repeated below. Read it and answer the question.**

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

**Female Professor:** There's not much glory in it, but we're looking for someone with some knowledge of anthropology who can enter the articles...I hesitate to mention it, but I don't suppose this is something you would...

**Why does the professor say this:**

**Female Professor:** I hesitate to mention it, but I don't suppose this is something you would...

- (A) To express doubt about the man's qualifications for the project
- (B) To ask the man if he would be willing to work on the project
- (C) To ask the man to recommend someone for the project
- (D) To apologize for not being able to offer the project to the man

## **Listening Practice Set 2**

### **Bat Acoustics**

**Narrator:** Listen to part of a lecture in a biology class.

**Female Professor:** So, that's how elephants use infrasound... Now let's talk about the other end of the acoustical spectrum—sound that's too high for humans to hear: ultrasound.

**Female Professor:** Ultrasound is used by many animals that detect—and, some of them, send out—very high-frequency sounds. So, what's a good example? Yes, Carol?

**Female Student:** Well, bats—since they're all blind, bats have to use sound for—uh, y'know—to keep from flying into things.

**Female Professor:** That's echolocation.

**Female Professor:** Using echoes—reflected sound waves—to locate things... As Carol said, bats use it for navigation and orientation... and what else? Mike?

**Male Student:** Well, finding food is always important—and, uh, I guess, not becoming food for other animals...

**Female Professor:** Right on both counts. Avoiding other predators—and locating prey—uh, typically insects that fly around at night. Now, before I go on, let me just respond to something Carol was saying—this idea that bats are blind... actually, there are some species of bats—the ones that don't use echolocation—that do rely on their vision for navigation but, it is true that, for many bats, their vision is too weak to count on. OK, so: quick summary of how echolocation works. The bat emits these ultrasonic pulses—very high-pitched sound waves that we can't hear—and then: they analyze the echoes—how the waves bounce back. Uh, here, let me finish this diagram I started before class...

**Female Professor:** So the bat sends out these pulses—very focused bursts of sound, and echoes bounce back...

**Female Professor:** Y'know, I don't think I need to draw in the echoes. Your-your reading assignment for the next class—it has a diagram that shows this very clearly—so anyway as I was saying... By analyzing these echoes, the bat can determine, say, if there's a wall in a cave that it needs to avoid and—how far away it is. Another thing it uses ultrasound to detect, is the size and shape of objects. For example, one echo they'd quickly identify is the one they associate with a moth, which is common prey for a bat—particularly, a moth beating its wings. However, moths happen to have a major advantage over most other insects: they can detect ultrasound. This means that, when a bat approaches, the moth can detect the bat's presence... so it has time to escape to safety... or else they can just remain motionless—since, um, when they stop beating their wings, they'd be much harder for the bat to distinguish from, oh, a-a leaf... or-or some other object... Now, we've tended to underestimate just how sophisticated the abilities of animals that use

ultrasound are. In fact, we kind of assumed that they were filtering a lot out—uh, the way a sophisticated radar system can ignore echoes from stationary objects on the ground. Radar does this to remove “ground clutter”—information about, um, hills or buildings that it doesn’t need... but bats—we thought they were filtering out this kind of information because they simply couldn’t analyze it. But it looks as if we were wrong. Recently, there was this experiment with trees and a specific species of bats—a bat called the lesser spear-nosed bat. Now a tree should be a huge acoustical challenge for a bat, right? I mean, it’s got all kinds of surfaces, with different shapes and angles... So, well, the echoes from a tree are going to be a mass of chaotic acoustic reflections, right? Not like the echo from a moth. So, we thought, for a long time, that bats stopped their evaluation at simply “that’s a tree.” Yet, it turns out that—that bats, or at least this particular species, can not only tell that it’s a tree, but can also distinguish between, say, a pine tree and a deciduous tree—like, a maple, or an oak tree: just by their leaves—an-and when I say “leaves,” I mean pine needles, too. Any ideas on how it would know that?

**Male Student:** Well... like with the moth—could it be their shape?

**Female Professor:** You’re on the right track. It’s actually the echo off all the leaves—as a whole—that matters. Now, think: A pine tree—with all those little, densely packed needles... those produce a large number of faint reflections in wh-what’s called a-a “smooth” echo—the waveform is very even ... but an oak—which has fewer but bigger leaves with stronger reflections—produces a jagged waveform—or what we call a “rough” echo. And these bats can distinguish between the two—and not just with trees, but with any echo that comes in a smooth or rough shape.

**Directions: Now answer the questions.**

**1. What is the lecture mainly about?**

- (A) How animals emit ultrasonic pulses
- (B) How bats use acoustical signals
- (C) A comparison of echolocation and radar
- (D) Variations among bats in the use of ultrasound

**2. Why does the professor decide NOT to add more information to the diagram on the board?**

- (A) She wants students to complete the diagram themselves as an assignment.



- (B) She needs to look up some information in order to complete the diagram accurately.
- (C) The additional information is not relevant to the topic that she wants to discuss next.
- (D) Students already have the additional information in their textbook.

**3. According to the professor, what are two ways in which a moth might react when it detects the presence of a bat? [Chose 2 answers.]**

- (A) The moth might stop beating its wings.
- (B) The moth might emit high-frequency sounds.
- (C) The moth might leave the area.
- (D) The moth might change its color to match its surroundings.

**4. What surprising information did a recent experiment reveal about lesser spear-nosed bats?**

- (A) They filter out echoes from some types of trees.
- (B) They can analyze echoes from stationary objects with complex surfaces.
- (C) They cannot analyze “jagged” echoes.
- (D) They cannot analyze echoes from certain types of small moving objects.

**5. According to the professor, why does a pine tree produce a “smooth” echo?**

- (A) Because it has a smooth trunk
- (B) Because it has large branches spaced at regular intervals
- (C) Because it has many small, densely packed needles
- (D) Because it remains stationary in all types of weather

**6. Part of the conversation is repeated below. Read it and answer the question.**

**Female Professor:** Now, before I go on, let me just respond to something Carol was saying—this idea that bats are blind

**Why does the professor say this:**

**Female Professor:** Now, before I go on, let me just respond to something Carol was saying

- (A) To answer a question that Carol asked
- (B) To correct a statement that Carol made

- (C) To praise Carol for an example that she gave
- (D) To give an example of a principle that Carol stated

## **Listening Practice Set 3**

### **Graduation Requirements**

**Narrator:** Listen to a conversation between a student and a registrar.

**Male Student:** Hi, I'd like to drop off my graduation form. I understand you need this in order to process my diploma.

**Female Registrar:** OK, I'll take that. Uh, before you leave, lemme check our computer... Uh, looks like you're OK for graduation and...hmmmm. Actually, I'm getting a warning flag on your academic record here.

**Male:** Student Really?

**Female Registrar:** Yeah, let's see what's what. Uh, OK, are you familiar with our graduation requirements?

**Male Student:** Um, I think so

**Female Registrar:** Then you know you need forty-eight credits in your major field to graduate, and at least twenty-four credits at the intermediate level or higher. Also, after your second year, you have to meet with your department chair to outline a plan for the rest of your time here. In the past, we also issued letters before a student's final year began to let them know what they needed to take in their final year to be OK. But we don't do that anymore...

**Male Student:** I-I definitely met with my chairperson two years ago. Uh, he told me that I needed eight more courses at the intermediate level or higher in the last two years to be OK...so I'm not sure what the problem is. I made sure I got those credits.

**Female Registrar :** Unfortunately, the computer's usually pretty reliable... so I'm not sure what's going on here.

**Male Student:** It could be that I've taken two basic courses but coupled both of them with field experiences.

**Female Registrar:** What do you mean?

**Male Student:** Well, I could only take intro courses because there were no intermediate-level courses available for those particular topics. My chairperson told me that if I did independent field research in addition to the assigned work in each course, they would count as intermediate-level courses. My classmates, um, well, some of my classmates did this for an easy way to meet the intermediate course requirement. But I did it to get the kind of depth in those topics I was going for. As it turned out, I really enjoyed the fieldwork. It was a nice supplement to just sitting and listening to lectures.

**Female Registrar:** I'm sure that's true, but the computer's still showing them as basic-level courses, despite the fieldwork.

**Male Student:** I'm not sure what to do, then. I mean, should I cancel my graduation party?

**Female Registrar:** No! No reason to get worried like that. Just contact your chairperson immediately, OK? Uh, tell him to call me as soon as possible so that we can verify your fieldwork arrangement and certify those credits right away. It's not like there's an actual deadline today or anything, but if more than a few weeks go by, we might have a real problem that would be very difficult to fix in time for you to graduate. In fact, there probably would be nothing we could do.

**Male Student:** I'll get on that.

**Directions:** Now answer the questions.

**1. Why does the man go to see the registrar?**

- (A) To find out why he is not on the list of graduating students
- (B) To explain why he has not fulfilled his graduation requirements
- (C) To find out the exact requirements for graduation
- (D) To submit a document required for graduation

**2. According to the registrar, what step is currently taken to ensure that students fulfill their graduation requirements?**

- (A) Academic records are regularly checked by the registrar's office.
- (B) Students meet with a department chairperson to plan their course work.
- (C) Students receive letters listing the courses that they still need to take.
- (D) Warning letters are sent to students who have fallen behind in their course work.

**3. Why does the man mention his classmates?**

- (A) To explain how he obtained information about field research
- (B) To point out that many students like to do field research
- (C) To show that it is difficult to get intermediate-level credits
- (D) To emphasize his motivation to do field research in two of his courses

**4. Why does the registrar tell the man to contact his chairperson immediately?**

- (A) A deadline has already passed.
- (B) The man has a limited time to resolve his problem.
- (C) The man first needs to find out if the chairperson will help him.
- (D) Issuing a new grade may take longer than expected.

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

**Male Student:** I'm not sure what the problem is. I made sure I got those credits.

**Female Registrar:** Unfortunately, the computer's usually pretty reliable... so I'm not sure what's going on here.

**5. What does the registrar imply when she says this:**

**Female Registrar:** Unfortunately, the computer's usually pretty reliable... so I'm not sure what's going on here.

- (A) She is uncertain about the reliability of the computer.
- (B) She will approve the man's form despite her doubts about it.
- (C) She needs more information about the man's credits.
- (D) She needs to call someone to help her fix computer errors.

## Listening Practice Set 4

### Habitat Selection

**Narrator:** Listen to part of a lecture in an animal behavior class.

**Female Professor:** OK, well, last time we talked about passive habitat selection. Like plants, for example—they don't make active choices about where to grow—they're dispersed by some other agent, like the wind. And if the seeds land in a suitable habitat, they do well and reproduce.

With active habitat selection, an organism is able to physically select where to live and breed, and because an animal's breeding habitat is so important, we'd expect animal species to have developed preferences for particular types of habitats, places where their offspring have the best chance of survival.

So let's look at the effect these preferences can have by looking at some examples. But first let's recap. What do we mean by "habitat." Frank?

**Male Student:** Well, it's basically the place or environment where an organism normally lives and grows.

**Female Professor:** Right. And as we've discussed, there're some key elements that a habitat must contain: food, obviously. Water; and it's got to have the right climate; and spaces for physical protection. And we saw how important habitat selection is when we looked at habitats where some of these factors are removed, perhaps through habitat destruction. Um, I just read about a shorebird, the plover.

**Female Professor:** The plover lives by the ocean and feeds on small shellfish, insects, and plants. It blends in with the sand, so it's well camouflaged from predator birds above. But it lays its eggs in shallow depressions in the sand, with very little protection around them. So, if there're people or dogs on the beach, the eggs and fledglings in the nests are really vulnerable. Out in California, where there's been a lot of human development by the ocean, the plovers are now a threatened species. So, conservationists tried to create a new habitat for them. They made artificial beaches and

sandbars in areas inaccessible to people and dogs. And the plover population is up quite a bit in those places.

**Female Professor:** OK, that's an instance where a habitat is made less suitable. But now what about cases where an animal exhibits a clear choice between two suitable habitats—in cases like that, does the preference matter? Well, let's look at the blue warbler.

**Female Professor:** The blue warbler is a songbird that lives in North America. They clearly prefer hardwood forests with dense shrubs—ah, bushes—underneath the trees. They actually nest in the shrubs, not the trees so they're pretty close to the ground but these warblers also nest in forests that have low shrub density. It's usually the younger warblers that nest in these areas because the preferred spots where there are a lot of shrubs are taken by the older, more dominant birds.

**Female Professor:** And the choice of habitat seems to affect reproductive success. Because the older, more experienced birds, who nest in the high-density shrub areas, have significantly more offspring than those in low-density areas. Which suggests that the choice of where to nest does have an impact on the number of chicks they have.

But a preferred environment doesn't always seem to correlate with greater reproductive success. For example, in Europe, studies have been done of blackcap warblers—we just call them blackcaps.

**Female Professor:** The blackcap can be found in two different environments. Ah, their preferred habitat is forests near the edges of streams. However, blackcaps also live in pine woods away from water. Studies've been done on the reproductive success rates for the birds in both areas and the results showed—surprisingly—that the reproductive success was essentially the same in both areas—the preferred and the second-choice habitat. Well, why?

**Female Professor:** It turned out that there were actually four times as many bird pairs, or couples, living in the stream-edge habitat compared to the area away from the stream. So, the stream-edge area had a much denser population, which meant more members of the same species competing for resources—wanting to feed on the same things or build their nests in the same places, which lowered the suitability of the prime habitat even though it's their preferred habitat. So, the results of the studies suggest that when the

number of competitors in the prime habitat reaches a certain point, the second-ranked habitat becomes just as successful as the prime habitat, just because there are fewer members of the same species living there. So, it looks like competition for resources is another important factor in determining if a particular habitat is suitable.

**Directions: Now answer the questions.**

**1. What is the main purpose of the lecture?**

- (A) To compare active habitat selection with passive habitat selection
- (B) To show that most habitat preferences in animals are learned
- (C) To compare the habitat requirements of several bird species
- (D) To examine the consequences of habitat selection by animals

**2. What element of the plover's habitat in California was threatened?**

- (A) The availability of food
- (B) The availability of water
- (C) The safety of nests from human activity
- (D) The protection of nests from predatory birds

**3. What does the professor illustrate with the example of the blue warbler?**

- (A) The relationship between human activity and habitat loss
- (B) The relationship between habitat and reproductive success
- (C) The advantages of habitats with low vegetation density
- (D) The reproductive advantage that young warblers have over older warblers

**4. Why does the professor mention the population density of blackcaps in two different habitats?**

- (A) To explain the similar reproductive rates in the two habitats
- (B) To explain the relation between a species' population density and its nesting behavior
- (C) To illustrate the advantages of a preferred habitat over a secondary habitat
- (D) To illustrate the possible impact of making a poor habitat selection

**5. According to the professor, why did some blackcaps choose a secondary habitat?**

- (A) They were following a moving food supply.
- (B) Their preferred habitat was taken over by another bird species.

- (C) Their nesting sites were disturbed by human activity.
- (D) Their preferred habitat became too competitive.

**6. What can be inferred about the professor when she says this:**

**Female Professor:** OK, that's habitat destruction. But now what about cases where an animal exhibits a clear choice, one suitable habitat over another—in cases like that, does the preference matter?

- (A) She realizes that she just contradicted a statement she made earlier.
- (B) She is about to discuss another aspect of the topic.
- (C) She thinks the answer to her question is obvious.
- (D) She wants students to recall a case that she has already discussed.

## Listening Practice Set 5

### Birch Bark Canoes

**Narrator:** Listen to part of a lecture in an anthropology class.

**Female Professor:** So we've been discussing sixteenth century Native American life, and today we're going to focus on Iroquois and Huron peoples, um they lived in the northeastern Great Lakes region of North America. Now, uh back then, eh their lives depended on the natural resources of the forest, especially the birch tree. The birch tree can grow in many different types of soils and i-is prevalent in that area. Now, um eh can anyone here describe a birch tree?

**Male Student :** Umm, they're tall? And...white? The bark, I mean.

**Female Professor:** Yes, the birch tree has white bark. And this tough protective outer layer of the tree, this, this white bark, is waterproof, and this waterproof quality of the bark oh it made it useful for making things like cooking containers, um ...a-a variety of utensils. And...i-if you peel birch bark in the winter—eh we call it the “winter bark”—um, another layer, a tougher inner layer of the tree adheres to the bark, producing a stronger material...so the “winter bark” was used for larger utensils and containers.



**Male Student :** Umm, I know people make utensils out of wood, but utensils out of tree bark?

**Female Professor:** Well, birch bark is pliable and very easy to bend. The Native Americans would cut the bark and fold it into any shape they needed, then secure it with cords until it dried. They could fold the bark into many shapes.

**Female Student:** So, if they cooked in bowls made of birch bark, wouldn't that make the food taste funny?

**Female Professor:** Oh, that's one of the great things about birch bark. The taste of the birch tree doesn't get transferred to the food—so it was perfect for cooking containers.

Eh but the most important use of the bark by far was the canoe. Since the northeast region of North America is uh it's interconnected by many streams and waterways, water transportation by vessels like a canoe was most essential. The paths through the woods were often overgrown, so, so water travel was much faster. And here's what the Native Americans did...

hey would peel large sheets of bark from the tree to form lightweight yet sturdy canoes. The bark was stretched over frames made from tree branches, uh stitched together and sealed with resin —y-you know that, that sticky liquid that comes out of the tree— and when it dries, it's watertight. One great thing about these birch bark canoes was, uh they could carry a large amount of cargo. F- For example, a canoe weighing about 50 pounds could carry up to 9 people and 250 pounds of cargo.

**Female Student:** Wow! But...how far could they travel that way?

**Female Professor:** Well, like I said, the northeastern region is uh interconnected by rivers and streams, and uh the ocean at the coast. The canoes allowed them to travel over a vast area that-that today would take a few hours to fly over. You see, the Native Americans made canoes of all types, for travel on small streams or on large open ocean waters. For small streams they made narrow, maneuverable boats, while, while larger canoes were ] needed for the ocean. They could travel throughout the area, only occasionally having to portage, um to, to, carry the canoe over land a short

distance eh to another nearby stream. And since the canoes were so light...this wasn't a difficult task.

Now, how do you think this affected their lives?

**Female Student:** Well, if they could travel so easily over such a large area, they could trade with people from other areas...which I guess, would...lead them to form alliances?

**Female Professor:** Exactly. Having an efficient means of transportation, well that helped the Iroquois to form a federation, linked by natural waterways, and this federation expanded from uh what is now southern Canada all the way south to the Delaware River. And eh this efficiency of the birch bark canoes also made an impression on newcomers to the area. French traders in the seventeenth century modeled their ... eh well they adopted the design of the Iroquois birch bark canoes and they found that they could travel great distances—more than 1500 kilometers a month.

Now, besides the bark, Native Americans also used the wood of the birch tree. Eh, the young trees were used as supports for lodgings, with the waterproof bark used as roofing. Um, branches were folded into snowshoes, and the Native American people were all adept at running, running very fast over the snow in these uh these birch-branch snowshoes, which, if you've ever tried walking in snowshoes, you know isn't easy.

**Directions: Now answer the questions.**

**1. What is the lecture mainly about?**

- (A) Different kinds of trees used for building canoes
- (B) Various methods of Native American transportation
- (C) The value of birch trees to some Native American groups
- (D) The trading of birch wood products by Europeans in North America

**2. According to the professor, what characteristics of birch bark made it useful to Native Americans? [Chose 2 answers.]**

- (A) It repels water.
- (B) It can be eaten.
- (C) It is easy to fold.
- (D) It has a rough texture

**3. According to the professor, why was the canoe important to some Native American groups? [Chose 2 answers.]**

- (A) There was a network of waterways where they lived.
- (B) Snowy winters made land travel too difficult.
- (C) Some Native American groups sold their canoes to other groups.
- (D) Canoe travel helped form relationships between groups of Native Americans.

**4. Why does the professor mention French traders who arrived in the Iroquois region?**

- (A) To illustrate how far news of the Iroquois canoe design had traveled
- (B) To explain the kinds of objects the Iroquois received in exchange for their canoes
- (C) To support her point about how efficient the Iroquois canoe design was
- (D) To emphasize that the Iroquois were the first settlers in that region

**5. Why does the student say this:**

**Male Student:** Umm, I know people make utensils out of wood, but utensils out of tree bark?

- (A) To share what he knows about birch wood
- (B) To point out a misprint in the textbook
- (C) To bring up a point from a previous lecture
- (D) To request more explanation from the professor

**6. Why does the professor say this:**

**Female Professor:** The canoes allowed them to travel over a vast area that-that today would take a few hours to fly over.

- (A) To show how slow canoe travel was
- (B) To illustrate the size of a geographic area
- (C) To compare different means of travel
- (D) To describe how waterways change over time

**Answer Key on next page**  
**Listening Answer Key**

**Retirement Party**

- 1) D
- 2) C
- 3) A,C
- 4) D
- 5) B

**Bat Acoustics**

- 1) B
- 2) D
- 3) A,C
- 4) B
- 5) C
- 6) B

**Graduation Requirements**

- 1) D
- 2) B
- 3) D
- 4) B
- 5) C

**Habitat Selection**

- 1) D
- 2) C
- 3) B
- 4) A
- 5) D
- 6) B

**Birch Bark Canoes**

- 1) C
- 2) A C
- 3) A,D
- 4) C
- 5) D
- 6) B

## Speaking Section Directions

In the Speaking section of the TOEFL iBT test, you will be able to demonstrate your ability to speak in English about a variety of topics by answering four questions.

In the test, the first question is about a familiar topic. Your response is scored on your ability to speak clearly and coherently about the topic. In the next two questions, your responses are based on what you have read and heard. First you will read a short text, either about a campus-related change or an academic topic. The text will go away, and then you will listen to either a conversation about the campus-related change or a short lecture on the academic topic.

You will then be asked a question about what you have read and heard. You need to combine appropriate information from the text and the talk to provide a complete answer to the question. For the final question, you will listen to part of a lecture on an academic topic. You will then be asked to summarize the main points of what you heard. Your responses to these questions are scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you have read and/or heard.

During the test, you can take notes while you read and while you listen to the conversations and lectures, and you can use your notes to help prepare your response. Listen carefully to the directions for each question. The directions are not written on the screen. You will be given a short time to prepare your response (15 to 30 seconds, depending on the question). A clock shows how much preparation time remains. When the preparation time is up, you will be told to begin your response. A clock shows how much response time remains. A message appears on the screen when the response time has ended.

In this practice test, you will not record your responses. Instead, you will read sample responses. If you wish to practice your responses, you may do so by setting a timer and recording yourself using your own device.

## Speaking Set 1

### Online or Classroom

**State whether you agree or disagree with the following statement. Then explain your reasons, using specific details in your explanation.**

Learning through online courses is more effective than learning in the traditional classroom setting.

If this were an actual test question, you would have 15 seconds to prepare your response and 45 seconds to record your response.

Preparation Time: 15 seconds
Record Time: 45 seconds

This is a high-level response.

**Transcript:** *Learning through online courses more effect than learning the traditional classroom setting because of three reasons. The first is that you can take the courses wherever you are once you have the computer and uh internet and second is that a discussion on the classes could be more easily for some students who are very shy to discuss with the friends, classmates and professor face to face. They can talk whatever they like if they face a computer. What's more, it could be much easier for the students to hand in their assignment. They just could uh...they could just send the email to the professor and uh the professor can give the commen..uh commendator [unintelligible] of assignments in the email so I believe learning thorough...*

Overall, this speaker provides a full response. She states her opinion and provides three different, well- developed reasons for it. For the most part, the speakers is clear and easy to understand. The major weakness, which prevents the response from scoring at the highest level, is the imprecise vocabulary and minor grammatical errors. She makes several minor errors of word choice, word form, verb tense, prepositions, and so on. However, these errors seldom obscure meaning for the listener. For example, she said, "...they can talk whatever they like if they face a computer..." but she should have said, "they can say whatever they like if they are facing a computer..." In

her last sentence, she struggled to communicate the idea that the professor “could give comments on assignments by email.”

## **Speaking Set 2**

### **Banning Bicycles**

**Narrator:** Read the article from a university newspaper. You will have 50 seconds to read the article. Begin reading now.

**Reading Time: 50 seconds**

#### **University to Prohibit Bicycles on Campus**

Beginning next semester, the University will not allow the use of bicycles on campus. The campus sidewalks are intended for pedestrians and receive heavy pedestrian traffic. Several minor accidents have resulted from people on bicycles colliding with people walking, and although no one has been seriously hurt, University officials feel that bicycles pose a safety risk. Furthermore, the prohibition of bicycles will not be a problem for students, since the university currently operates a convenient alternative: the free campus bus system, which runs between all campus buildings.

**Narrator:** Now listen to a conversation between two students.

**Male Student:** Hey, Sue, did you see this article?

**Female Student:** Yeah, I did. I don't think that's a very good idea.

**Male Student:** Really? You don't think it's a safety hazard, like they said?

**Female Student:** No—at least not during the day. I'm pretty sure both of those accidents happened at night, when it's harder to see cyclists. They didn't say that in the article.

**Male Student:** Oh, that does make a difference.

**Female Student:** Sure it does. Maybe at night, with low visibility, there's a safety hazard. But I don't think there's any danger in the daytime...which is when most people need to move around and get to classes.

**Male Student:** Yeah, that makes sense.

**Female Student:** Besides, it's such a big campus, if they do this, it's going to be really hard to get around.

**Male Student:** Well, we can always take the bus I guess.

**Female Student:** But the buses only run once an hour.

**Male Student:** That's true. They're not very convenient.

**Female Student:** No, not at all. If people have to take the bus, we'll end up sitting around waiting for the next one all the time. And we're all too busy to waste our time doing that.

**The woman expresses her opinion of the proposed policy change. State her opinion, and explain the reasons she gives for holding that opinion.**

If this were an actual test question, you would have 30 seconds to prepare your response and 60 seconds to record your response.

Preparation Time: 30 seconds
Record Time: 60 seconds

This is a mid-level response.

**Transcript:** Well, the newspaper uh notice that uh the students cannot use bicycles because it is considered as a safe re...safe risk. But uh, the woman, the girl does not agree with it uh...she thinks that first uh [pause] the bus uh the bus cause accident uh mainly because when it's night people cannot see each other clearly and uh during daytime uh bike...a bicycle is very safe. And the second, she thinks that she thinks that the campus is quite big and not using bicycles causes very causes very inconvenience to uh get to classes. ] And finally although she thinks although the uh campus support provide bus but it's not..is...



The speaker seems to have understood some of the key points from the reading and the conversation. However, many important details are missing or incorrectly expressed in his response. For example, he incorrectly says that “the bus cause accident” but the reading suggested that accidents on sidewalks occurred when bicycles ran into pedestrians. Numerous vocabulary and grammar errors sometimes make it difficult to understand the speaker’s intended message. For example, it is not clear what is meant by phrases such as “...very causes very inconvenience...”, or “...campus support provide bus...” The speech is mostly clear and easy to understand, although the speaker repeats “uh” throughout the responses, which is often distracting to the listener.

## **Speaking Set 3**

### **Behavior Modification**

**Narrator:** Now read the passage from a psychology textbook. You have 45 seconds to read the passage. Begin reading now.

**Reading Time: 45 seconds**

### **Behavior Modification**

Individuals often modify their behavior based on what they have learned about the possible consequences of their actions. When an individual learns through experience that a certain behavior results in pleasant consequences, that behavior is likely to be repeated. An unpleasant consequence, on the other hand, discourages further repetition of the behavior. While behavior modification can be observed in experiments, it also occurs frequently in everyday settings, when individuals change their behavior based on what they have learned about the consequences of that behavior.

**Narrator:** Now listen to part of a lecture on the topic in a psychology class.

**Male Student:** This happens all the time with kids, in schools. Say there’s a little boy or girl who’s just starting school. Well, they’re not really used to the rules about proper behavior for a classroom, so at the beginning, they might, I

don't know, interrupt the teacher, walk around the classroom when they're supposed to be sitting down. You know, just misbehaving in general. OK, but what happens? Well, the teacher gets angry with them when they act this way. They might get punished--they have to sit at their desks when everyone else is allowed to go outside and play. And they certainly don't like that. Soon they'll learn that this kind of behavior gets them in trouble. They'll also learn that when they raise their hand to talk to the teacher and sit quietly and pay attention during class... they're rewarded. The teacher tells them she's proud of them, and maybe puts little happy-face stickers on their homework. Now that their behavior gets a good reaction from the teacher, the kids learn to always act this way in class... and not behave the way they used to.

**Using the example from the lecture, explain what behavior modification is and how it works.**

If this were an actual test question, you would have 30 seconds to prepare your response and 60 seconds to record your response.

Preparation Time: 30 seconds
Preparation Time: 30 seconds

This is a high-level response.

**Transcript:** Behavior modification is defined as uh people's, uh chan-people's changing their behavior based on their experiences about the consequences of the behaviors. And according to reading too, the patt-um, behavior modification can be observed both in experiments and in real life. The professor gives a example of-of observation of the modification in real life about kids. First when kids first moved in school, they do not know the rules, so they do things like, uh, walking around when they're not supposed to or talking, uh, when teacher's speaking. This behaviors will result in punishments like um, the teacher's, uh, reproaching them about how inappropriate that is. And soon-soon--soon they learn to behave better, um, because uh if they learn to raise hands, um, and or keeps out in the class is more pleasant, teachers praise them, through this they learned, um, this behavior is better for them.

Overall, the speaker is clear and easy to understand. His pronunciation is generally good and he uses intonation effectively to express meaning. He is

able to use a range of simple and complex grammatical structures and vocabulary to express his ideas, although he makes several minor errors such as errors in agreement (“this behaviors”) and dropping pronouns and articles (“learn to raise [their] hands”). These errors don’t obscure meaning for the listener. His vocabulary use is often very precise and effective (“...reproaching them about how inappropriate that is...”). His definition of behavior modification is clear and accurate. He is able to summarize key points from the lecture to support the definitions. Overall, this is a mostly coherent and accurate synthesis of the reading and listening material.

## Speaking Set 4

### Reliability vs Features

**Narrator:** Listen to part of a lecture in a business class.

**Female Professor:** If a consumer has to choose between two products, what determines the choice? Assume that someone, a purchaser, is choosing between two products that cost the same. OK? If people have a choice between two identically priced products, which one will they choose? They choose the one they think is of higher quality, of course. But what does it mean for a product to be a high-quality product? Well, business analysts usually speak of two major factors of quality—one factor is reliability, and the other is what we call features.

So, reliability. What’s reliability? Well, a product is reliable if it works the way we expect it to work, if it can go a reasonable amount of time without needing repairs. If a product, a car for example, doesn’t work the way it should and needs repairs too soon, we say it’s [stress on the first syllable] unreliable. So, product reliability means, basically, the absence of defects or problems that you weren’t expecting. [pause] It used to be that when people thought about product quality, they thought mainly about reliability. Today it’s different. People do still care about reliability, don’t get me wrong. It’s just that manufacturing standards are so now so high that, take cars for example, today, today’s cars all very reliable. So reliability is important, but it’s not gonna be the deciding factor.

So, if reliability isn't the deciding factor any more, what is? Features—all those extras, the things a product has that aren't really necessary but that make it easier to use or that make it cool: for example, new cars today are loaded with features like electric windows, sun roofs, air conditioning, stereos, and so forth. When people are comparing products today, they look at features—because reliability's pretty much equal cross the board. And that's why manufacturers include so many features in their products.

**Using points and examples from the lecture, explain the two major factors of product quality and how their role in consumer decision making has changed.**

If this were an actual test question, you would have 20 seconds to prepare your response and 60 seconds to record your response.

Preparation Time: 20 seconds
Record Time: 60 seconds

This is a mid-level response.

**Transcript:** For example, you're going to purchase something which has the same price, so the choices, or the things that you have to look on is, uh, the quality, since they have the same price. So what do you mean by, uh, quality? So we're looking the reliability as well as the features. So when is it reliable, it should work the way it should work, while with the features, what are present in the product. Now normally, if, uh, people purchase things now, they look more in the features rather than the reliability of the product. They, they look more on the things that the present and not on its use, which is actually not necessary. So, people tend to, or the consumers tend to focus more on the features rather than the reliability.

While the speaker's pronunciation is clear and intonation is effective, the content is very vague and incomplete. Listeners who are not familiar with the lecture she is describing, would not be able to understand it from her response. Her response captures a few key ideas from the lecture. However, she does not connect her ideas by using helpful transitional expressions, and as a result, the content is often difficult for the listener to follow. She also does not include any specific details such as the information about buying a car to

help explain her ideas. So while she attempts to explain two aspects of quality, reliability and features, her explanation is vague and not complete.

## **Writing Based on Reading and Listening Directions**

For this task, you will read a passage about an academic topic. In the actual test, a clock at the top of the screen shows how much time you have to read. You can take notes on the passage while you read. The passage will then be removed, and you will listen to a lecture on the same topic. While you listen, you can also take notes. You will be able to see the reading passage again when it is time for you to write. You can use your notes to help you answer the question.

In the actual test you will have 20 minutes to write a response to the question that asks you about the relationship between a reading passage and a lecture. You should try to answer the question as completely as possible using information for the reading passage and the lecture. The question does not ask you to express your personal opinion. Typically, an effective response is 150 to 225 words.

This practice test will show you mid-level and high-level sample responses.

### **Writing Set 1**

#### **The Chevalier**

Toward the end of his life, the Chevalier de Seingalt (1725–1798) wrote a long memoir recounting his life and adventures. The Chevalier was a somewhat controversial figure, but since he met many famous people, including kings and writers, his memoir has become a valuable historical source about European society in the eighteenth century. However, some critics have raised doubts about the accuracy of the memoir. They claim that the Chevalier distorted or invented many events in the memoir to make his life seem more exciting and glamorous than it really was.

For example, in his memoir the Chevalier claims that while living in Switzerland, he was very wealthy, and it is known that he spent a great deal of money there on parties and gambling. However, evidence has recently surfaced that the Chevalier borrowed considerable sums of money from a Swiss merchant. Critics thus argue that if the Chevalier had really been very rich, he would not have needed to borrow money.

Critics are also skeptical about the accuracy of the conversations that the Chevalier records in the memoir between himself and the famous writer Voltaire. No one doubts that the Chevalier and Voltaire met and conversed. However, critics complain that the memoir cannot possibly capture these conversations accurately, because it was written many years after the conversations occurred. Critics point out that it is impossible to remember exact phrases from extended conversations held many years earlier.

Critics have also questioned the memoir's account of the Chevalier's escape from a notorious prison in Venice, Italy. He claims to have escaped the Venetian prison by using a piece of metal to make a hole in the ceiling and climbing through the roof. Critics claim that while such a daring escape makes for enjoyable reading, it is more likely that the Chevalier's jailers were bribed to free him. They point out that the Chevalier had a number of politically well-connected friends in Venice who could have offered a bribe.

**Narrator:** Now listen to part of a lecture on the topic you just read about.

**Female Professor:** No memoir can possibly be correct in every detail, but still, the Chevalier's memoir is pretty accurate overall and is, by and large, a reliable historical source. Let's look at the accuracy of the three episodes mentioned in the reading.

First, the loan from the merchant: Well, that doesn't mean that the Chevalier was poor. Let me explain. We know that in Switzerland, the Chevalier spent huge amounts of money on parties and on gambling. And he had wealth, but it was the kind of property you have to sell first to get money. So, it usually took a few days to convert his assets into actual money. So, when he ran out of cash, he had to borrow some while he was waiting for his money to arrive—but that's not being poor!

Second, the conversations with Voltaire: The Chevalier states in his memoir that each night, immediately after conversing with Voltaire, he wrote down

everything he could remember about that particular night's conversation. Evidently, the Chevalier kept his notes of these conversations for many years and referred to them when writing the memoir. Witnesses who lived with the Chevalier in his later life confirm that he regularly consulted notes and journals when composing the memoir.

Third, the Chevalier's escape from the prison in Venice: Other prisoners in that prison had even more powerful friends than he did, and none of them were ever able to bribe their way to freedom, so bribery hardly seems likely in his case. The best evidence, though, comes from some old Venetian government documents. They indicate that soon after the Chevalier escaped from the prison, the ceiling of his old prison room had to be repaired. Why would they need to repair a ceiling unless he had escaped exactly as he said he did?

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You will now see a question that asks you to summarize the points made in the lecture and to explain how they cast doubt on points made in the reading passage. If this were an actual TOEFL iBT test, you would have 20 minutes to write your response. In this practice test, you may write your response and then compare it to the sample responses.

**Directions:** Read the question below. You have 20 minutes to plan, write and revise your essay. Typically, an effective response will contain a minimum of 150-225 words.

**Summarize the points made in the lecture, being sure to explain how they respond to the specific points made in the reading passage.**

[illegible]



## Sample Responses

### Task 1 – Medium response:

Giving some logical reasons, the professor is defending the Chevalier's memoir and making it reliable. She uses sophistications to make the critics convince that their claim on memoir is not true. First of all, she mentions the issue about borrowing some money from a merchant by Chevalier. She thinks the Chevalier was in trouble with cash and he hadn't enough time to prepare it. He hadn't time to sell his own properties and estates to provide the money, so the loan is reasonable and it doesn't show his poverty. Secondly, the critics say that he escaped out the jail by bribing the watchman. But we know that there were more powerful men there in the jail with much more powerful friends and relations that made the escape so easier for them but they weren't able to escape. Therefore, we can accept what the Chevalier has said about the way he could manage to escape from the prison using a piece of metal and digging the ceiling. And the last reason the critics give on unreliability of the Chevalier's memoir is that the details of the conversation between Chevalier and Voltaire is not truly mentioned in details in the Chevalier's memoir. They believe that there's a long period of time between the time they were conversing and the time Chevalier wrote that on paper. And it is impossible to write the exact talk that was occurred at that time. However, the professor solves the dilemma easily. In his point of view, the Chevalier had a chance to get the tool due to the watchmen's come and go to repair the ceiling. Overall the professor is trying to make his opinion seem to be true.

### Rationale:

This response is in the medium writing proficiency range. It would probably earn the score of 3 based on the Integrated Writing Scoring Rubric. The writer manages to convey some lecture information in response to the points made in the reading passage, but some ideas are omitted, unclear, or poorly connected. In response to the argument that the Chevalier was poor because we know he had to borrow money, the writer explains that the Chevalier was short on cash but not necessarily poor because he had other assets, which took some time to sell. Second, in response to the reading argument that the Chevalier probably bribed his way out of prison rather than escaping, the writer conveys the argument that other, more powerful men were not able to escape from the same prison. However, the writer does not clearly explain that they were unable to escape through bribery. Finally, the writer summarizes the

reading argument that the Chevalier would have been unlikely to remember his conversations with Voltaire so many years later, but then, confusingly, returns to the Chevalier's escape from the prison. The writer tries to indicate (but not very clearly) that the Chevalier was able to get out of the prison by using the tools of a person who came to repair the ceiling. Apart from not connecting ideas well in this part of the response and not responding to the reading argument about Voltaire, the writer also conveys a very imprecise idea of what the lecturer said about the ceiling repairs. The errors in the use of language are fairly frequent in this response and obscure the meaning of several ideas. A few examples: "She uses sophistications to make the critics convince"; "powerful friends and relations that made the escape so easier for them but they weren't able to escape"; "he could manage to escape from the prison using a piece of metal and digging the ceiling"; "the last reason the critics gives on unreliability of the Chevalier's memoir is that the details of the conversation between Chelavier and Voltaire is not truely mentioned in details in the Chelavier's memoir."

### **Task 1 – High response:**

The professor starts by saying that no memoir is completely accurate but she believes that the memoir of the Chevalier de Seingalt was fairly accurate and can be used as a valuable historical source. Though some critics disagree she is convinced that the memoir is accurate about its details and has given considerable proof in her lecture.

While living in Switzerland the Chevalier mentions that he was wealthy and that he would indulge in extravaganzas like parties and gambling. The new evidence that the Chevalier did, in fact, borrow money from Swiss merchants does not necessarily mean that he was poor. On the contrary the Professor theorizes that the Chevalier had a lot of assets as wealth and it would require time for him to convert the assets into readily useable currency. In such unfortunate circumstances where his vices would require immediate money he would borrow some, for the time being, only to pay them back later. Her theory is logical and sound.

The second piece critics would like to disclaim as true is the count of all conversations with Voltaire which he recorded with accuracy in his memoir which was penned down years later. The professor puts forward the fact that

the Chevalier would dutifully make a note of the entire length of the conversation every night after meeting with Voltaire. Such an act is confirmed by witnesses who saw the Chevalier refer to journals and notes while writing his memoir.

The final piece is the account of the dramatic jail break from Venice where he used a piece of metal to create a hole in the roof and then escaped. Such an account, though hard to believe, might actually be true as the Professor points out to some Italian government records dating back to that time which shows repairs being carried out to the ceiling of the very same cell in which the Chevalier was imprisoned.

Though it may seem a bit dramatic and over the top, on the outset, the Professor is convinced that the memoirs of the Chevalier were true and accurate and could be used as a historical reference towards eighteenth century Europe.

**Rationale:**

This response is in the high writing proficiency range. It would probably earn the score of 5 based on the Integrated Writing Scoring Rubric. The response is well organized, conveys the important information from all three lecture points, and connects it well with information that was presented in the reading passage. In response to the reading argument that the Chevalier de Seingalt exaggerated his wealth because we know he was forced to borrow money; the writer correctly conveys the lecturer's argument that the Chevalier needed the loans only because his considerable assets could not always be quickly converted into cash. In response to the argument that the Chevalier could not possibly remember his conversations with Voltaire so many years later, the writer conveys that the Chevalier based his memoirs on extensive notes he took at the time of his conversations with the famous author. Finally, in response to the argument that the Chevalier's description of his escape from prison through a hole in a ceiling is hard to believe, the writer conveys the argument that Chevalier's account is supported by the historical records describing ceiling repairs in the prison where he was held. There are a few minor language errors ("it's details", "count of all conversations", "records... which shows repairs being carried out", "on the outset") but they do not interfere with meaning in any way. In fact, the writer is very skilled in using sophisticated and accurate paraphrasing to convey the content from the lecture and the passage. A few examples: "he would indulge in extravaganzas

like parties and gambling”; “conversations with Voltaire which he recorded with accuracy in his memoir which was penned down years later”; “repairs being carried out to the cieling [ceiling] of the very same cell in which the Chevalier was imprisoned.”

## Independent Writing Task 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. If this were an actual TOEFL iBT test, you would have 30 minutes to plan, write, and revise your essay.

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.

In this practice test, you may write your response and then compare it to the sample responses.

## Writing Set 2

### Facts vs Concepts and Ideas

**Directions:** Read the question below. You have 30 minutes to plan, write and revise your essay. Typically an effective response will contain a minimum of 300 words.

**Directions:** Do you agree or disagree with the following statement? It is more important for students to understand ideas and concepts than it is for them to learn facts. Use specific reasons and examples to support your answer.

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[illegible]

## Sample Responses

### Task 2 – Medium response:

Basically, I agree with the idea that it is more important for students to understand ideas and concepts than it is for them to learn facts. There are two reasons to make my view convincing. That is because only learning facts is easy to get a main point in wrong ways and students are easy to lose their concentration for studying.

There are some people who just want to get facts to reduce their learning time. However, it is really dangerous idea and could be a temporary and impermanent knowledge. For instance, when people learn english, they just memorize vocavoralies and the grammer. This make people, even though they have studied english for more than 10 years, unable to communicate with foreigners. That is because they might learn focused on the facts such as a score of English test, not trying to study what this words came from such as prefixs and stems of english. If someone who just learn in wrong way will be a teacher, he will definitely his students in the same method. In turns, it could be a serious problem, especailly if it were the educational case.

Furthermore, students who concentrate on only the facts are easy to lose their interests of studying. If they could learn something how it came from or how it works, that encourages students to study harder and allows them to develop more creative hypothesis. For instance, when I had the history class in the college, there are two kinds of distinctive teachers. One helps me to teach how to get a good grade in terms of the history class teaching only the facts, the other teaches me both the answer such as the name of the war and all processing of the history such as why a specific war has to be, or what was the problem between two countries. I still remember parts of the history the second teacher taught, although it is not really related to my current major. When students learn something with the concepts and main idea, it will go longer than getting the information about only the facts.

As stated above, I agree with the idea that students should learn something both the concepts and the facts together. That is because it is possible for students to study in a wrong way which might be dangerous, and getting only facts will lead students to get a lack of interests in studying. It is impossible to overstate the importance of both the process and the result in getting some knowledge.

### **Rationale:**

This essay is in the medium writing proficiency range. It would probably earn the score of 3 based on the Independent Writing Scoring Rubric. It addresses the topic fairly well, and generally displays unity, progression, and coherence. After expressing the general opinion that learning ideas and concepts is more important than learning facts, the writer provides an example of English language learners who focus on memorization, a strategy that makes them unable to communicate. The writer then continues by explaining how learning ideas and concepts motivates students to “study harder.” The writer provides an example of a history teacher in college who made the class interesting and memorable by explaining reasons for historical events, rather than just listing historical facts. The connections of ideas in the essay are not always clear, however. For example, how is getting “a main point in wrong ways” exemplified?

Or how exactly should we understand the connections between ideas and facts, or process and result, in the final paragraph? The writer’s facility in the use of language is not consistent. The writer can express complex and nuanced ideas in places, such as the distinction between two kinds of history teacher in the third paragraph. However, there are mistakes throughout: “That

is because only learning facts is easy to get a main point in wrong ways and students are easy to lose their concentration for studying.”; “If someone who just learns in a wrong way will be a teacher, he will definitely teach his students in the same method”; “If they could learn something how it came from or how it works”; “are easy to lose their interests of studying”; and others. Several of these lapses in facility also obscure meaning: what does “That is because they might learn focused on the facts such as a score of English test” mean? Or, “all processing of the history”?

## **Task 2 – High response:**

It is a well-known tradition for students to dislike dates. Therefore, it seems that maybe they don't like learning facts, which seems harder than "just" understanding an idea or concept.

Indeed, once you have understood the idea of something, theoretically, it remains in your mind, whereas facts are easily forgotten. You can then re-use the concept you have learned before, only because you understood how it worked, why it was important, and so on. And, something very important for the students, if they don't really remember the exact words their teacher used to explain the concept, they can make up something of their own, which may still be accurate.

On the contrary, you cannot do the same with facts. Facts, as it is implied, are precise, occurred in special situations, and were followed by special consequences. For example, you can explain to someone what is the concept of Epicure's philosophy, even if you don't really remember all the aspects of it, eventually your explanation may still be valuable for the other person. It is more complicated with facts; indeed, you cannot imagine how Henry 8th left the Catholic Church to create the Church of England, unless you know the facts, the dates, the consequences, and so on.

As far as I am concerned, I think that facts are as important as concepts or ideas. Facts are needed to understand concepts, and concepts are needed to foresee facts' consequences, for example.

Concepts may sometimes be too abstract for students, and the vocabulary generally used to explain a "concept" is not really words that we use in everyday's life, and it may be a problem for some students. Here, facts can

help the teacher (or the person explaining) making the ideas clearer for the others.

To conclude, I would say that there is a very close relationship between understanding ideas and learning facts; none is more important than the other, and when you are studying, you need to do both to succeed.

**Rationale:**

This essay is in the high writing proficiency range. It would probably earn the score of 5 based on the Independent Writing Scoring Rubric. The writer conveys complex and well-argued ideas on the topic and supports them very well with appropriate examples. The essay is well organized, coherent, and shows a clear progression of ideas. The writer starts by exploring the idea that facts are for many people harder to remember than concepts and ideas. As an example of this idea, the writer contrasts how easy it is to remember and talk about the basic principles of Epicurean philosophy (ideas) with how difficult it is to remember and coherently convey the sequence of events that led to the creation of the Church of England (facts). The writer continues with a couple of additional brief reflections: one about the need to learn both facts and ideas, the other about the fact that concepts may appear too abstract to some students, in which case using some facts might help students understand the concepts. Both of these are valid and relevant ideas, and the writer manages to express them coherently and clearly even without adding specific examples. The writer's facility in the use of language is consistent and she or he uses a variety of structures and a varied vocabulary to convey the ideas. A couple of examples: "It is more complicated with facts; indeed, you cannot imagine how Henry 8th left the Catholic Church to create the Church of England, unless you know the facts, the dates, the consequences, and so on"; "Facts are needed to understand concepts, and concepts are needed to foresee facts' consequences, for example." One can find some minor errors in the writing, such as "they can made up something of their own", or "you can explain to someone what is the concept", but they are not particularly noticeable or frequent and do not interfere with meaning. Note that the Scoring Rubric says that 5-level responses may contain minor lexical or grammatical errors.