

# TOEFL iBT® Practice Test 2

## READING

In this section, you will be able to demonstrate your ability to understand academic passages in English. You will read and answer questions about **two passages**.

In the actual test, you will have 36 minutes total to read both passages and answer the questions. A clock will indicate how much time remains.

Some passages may include one or more notes explaining words or phrases. The words or phrases are marked with footnote numbers and the notes explaining them appear at the end of the passage.

Most questions are worth 1 point, but the last question for each passage is worth 2 points.

You may review and revise your answers in this section as long as time remains.

At the end of this practice test, you will find an answer key, information to help you determine your score, and explanations of the answers.

### LOIE FULLER

The United States dancer Loie Fuller (1862–1928) found theatrical dance in the late nineteenth century artistically unfulfilling. She considered herself an artist rather than a mere entertainer, and she, in turn, attracted the notice of other artists.

Fuller devised a type of dance that focused on the shifting play of lights and colors on the voluminous skirts or draperies she wore, which she kept in constant motion principally through movements of her arms, sometimes extended with wands concealed under her costumes. She rejected the technical virtuosity of movement in ballet, the most prestigious form of theatrical dance at that time, perhaps because her formal dance training was minimal. Although her early theatrical career had included stints as an actress, she was not primarily interested in storytelling or expressing emotions through dance; the drama of her dancing emanated from her visual effects.

Although she discovered and introduced her art in the United States, she achieved her greatest glory in Paris, where she was engaged by the Folies Bergère in 1892 and soon became “La Loie,” the darling of Parisian audiences. Many of her dances represented elements or natural objects—Fire, the Lily, the Butterfly, and so on—and thus accorded well with the fashionable Art Nouveau style, which emphasized nature imagery and fluid, sinuous lines. Her dancing also attracted the attention of French poets and painters of the period, for it appealed to their liking for mystery, their belief in art for art’s sake, a nineteenth-century idea that art is valuable in itself rather than because it may have some moral or educational benefit, and their efforts to synthesize form and content.

Fuller had scientific leanings and constantly experimented with electrical lighting (which was then in its infancy), colored gels, slide projections, and other aspects of stage technology. She invented and patented special arrangements of mirrors and concocted chemical dyes for her draperies. Her interest in color and light paralleled the research of several artists of the period, notably the painter Seurat, famed for his Pointillist technique of creating a sense of shapes and light on canvas by applying extremely small dots of color rather than by painting lines. One of Fuller’s major inventions was underlighting, in which she stood on a pane of frosted glass illuminated from underneath. This was particularly effective in her *Fire Dance* (1895), performed to the music of Richard Wagner’s “Ride of the Valkyries.” The dance caught the eye of artist Henri de Toulouse-Lautrec, who depicted it in a lithograph.

As her technological expertise grew more sophisticated, so did the other aspects of her dances. Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. She began to address more ambitious themes in her dances such as *The Sea*, in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a *Radium Dance*, which simulated the phosphorescence of that element. She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

At the Paris Exposition in 1900, she had her own theater, where, in addition to her own dances, she presented pantomimes by the Japanese actress Sada Yacco. She assembled an all-female company at this time and established a school around 1908, but neither survived her. Although she is remembered today chiefly for her innovations in stage lighting, her activities also touched Isadora Duncan and Ruth St. Denis, two other United States dancers who were experimenting with new types of dance. She sponsored Duncan's first appearance in Europe. Her theater at the Paris Exposition was visited by St. Denis, who found new ideas about stagecraft in Fuller's work and fresh sources for her art in Sada Yacco's plays. In 1924 St. Denis paid tribute to Fuller with the duet *Valse à la Loie*.

**Directions:** Now answer the questions.

PARAGRAPH 1

The United States dancer Loie Fuller (1862–1928) found theatrical dance in the late nineteenth century artistically unfulfilling. She considered herself an artist rather than a mere entertainer, and she, in turn, attracted the notice of other artists.

1. What can be inferred from paragraph 1 about theatrical dance in the late nineteenth century?
  - (A) It influenced many artists outside of the field of dance.
  - (B) It was very similar to theatrical dance of the early nineteenth century.
  - (C) It was more a form of entertainment than a form of serious art.
  - (D) It was a relatively new art form in the United States.

PARAGRAPH 2

Fuller devised a type of dance that focused on the shifting play of lights and colors on the voluminous skirts or draperies she wore, which she kept in constant motion principally through movements of her arms, sometimes extended with wands concealed under her costumes. She rejected the technical virtuosity of movement in ballet, the most prestigious form of theatrical dance at that time, perhaps because her formal dance training was minimal. **Although her early theatrical career had included stints as an actress, she was not primarily interested in storytelling or expressing emotions through dance; the drama of her dancing emanated from her visual effects.**

2. According to paragraph 2, all of the following are characteristic of Fuller's type of dance EXCEPT
  - (A) experimentation using color
  - (B) large and full costumes
  - (C) continuous movement of her costumes
  - (D) technical virtuosity of movement

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3. 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) Fuller was more interested in dance's visual impact than in its narrative or emotional possibilities.

(B) Fuller used visual effects to dramatize the stories and emotions expressed in her work.

(C) Fuller believed that the drama of her dancing sprang from her emotional style of storytelling.

(D) Fuller's focus on the visual effects of dance resulted from her early theatrical training as an actress.

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**3**

Although she discovered and introduced her art in the United States, she achieved her greatest glory in Paris, where she was engaged by the Folies Bergère in 1892 and soon became "La Loie," the darling of Parisian audiences. Many of her dances represented elements or natural objects—Fire, the Lily, the Butterfly, and so on—and thus accorded well with the fashionable Art Nouveau style, which emphasized nature imagery and fluid, sinuous lines. Her dancing also attracted the attention of French poets and painters of the period, for it appealed to their liking for mystery, their belief in art for art's sake, a nineteenth-century idea that art is valuable in itself rather than because it may have some moral or educational benefit, and their efforts to **synthesize** form and content.

4. The word "**synthesize**" in the passage is closest in meaning to

(A) improve

(B) define

(C) simplify

(D) integrate

5. According to paragraph 3, why was Fuller's work well received in Paris?

(A) Parisian audiences were particularly interested in artists and artistic movements from the United States.

(B) Influential poets tried to interest dancers in Fuller's work when she arrived in Paris.

(C) Fuller's work at this time borrowed directly from French artists working in other media.

(D) Fuller's dances were in harmony with the artistic values already present in Paris.

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4

Fuller had scientific leanings and constantly experimented with electrical lighting (which was then in its infancy), colored gels, slide projections, and other aspects of stage technology. She invented and patented special arrangements of mirrors and concocted chemical dyes for her draperies. Her interest in color and light paralleled the research of several artists of the period, notably the painter Seurat, famed for his Pointillist technique of creating a sense of shapes and light on canvas by applying extremely small dots of color rather than by painting lines. One of Fuller's major inventions was underlighting, in which she stood on a pane of frosted glass illuminated from underneath. This was particularly effective in her *Fire Dance* (1895), performed to the music of Richard Wagner's "Ride of the Valkyries." The dance caught the eye of artist Henri de Toulouse-Lautrec, who depicted it in a lithograph.

6. According to paragraph 4, Fuller's *Fire Dance* was notable in part for its

- (A) use of colored gels to illuminate glass
- (B) use of dyes and paints to create an image of fire
- (C) technique of lighting the dancer from beneath
- (D) draperies with small dots resembling the Pointillist technique of Seurat

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5

As her technological expertise grew more sophisticated, so did the other aspects of her dances. Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. She began to address more ambitious themes in her dances such as *The Sea*, in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a *Radium Dance*, which simulated the phosphorescence of that element. She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

7. Why does the author mention Fuller's "*The Sea*"?

- (A) To point out a dance of Fuller's in which music did not play an important role
- (B) To explain why Fuller sometimes used music by progressive composers
- (C) To illustrate a particular way in which Fuller developed as an artist
- (D) To illustrate how Fuller's interest in science was reflected in her work

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6

At the Paris Exposition in 1900, she had her own theater, where, in addition to her own dances, she presented pantomimes by the Japanese actress Sada Yacco. She assembled an all-female company at this time and established a school around 1908, but neither survived her. Although she is remembered today chiefly for her innovations in stage lighting, her activities also touched Isadora Duncan and Ruth St. Denis, two other United States dancers who were experimenting with new types of dance. She sponsored Duncan's first appearance in Europe. Her theater at the Paris Exposition was visited by St. Denis, who found new ideas about stagecraft in Fuller's work and fresh sources for her art in Sada Yacco's plays. In 1924 St. Denis paid tribute to Fuller with the duet *Valse à la Loie*.

8. According to paragraph 6, what was true of Fuller's theater at the Paris Exposition?

- (A) It presented some works that were not by Fuller.
- (B) It featured performances by prominent male as well as female dancers.
- (C) It became a famous school that is still named in honor of Fuller.
- (D) It continued to operate as a theater after Fuller died.

P  
A  
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A  
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R  
A  
P  
H  
5

As her technological expertise grew more sophisticated, so did the other aspects of her dances. (A) Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. (B) She began to address more ambitious themes in her dances such as *The Sea*, in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. (C) Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a *Radium Dance*, which simulated the phosphorescence of that element. (D) She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

9. **Directions:** Look at the part of the passage that is displayed above. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

**For all her originality in dance, her interests expanded beyond it into newly emerging artistic media.**

Where would the sentence best fit?

- (A) Choice A
- (B) Choice B
- (C) Choice C
- (D) Choice D

10. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

**Loie Fuller was an important and innovative dancer.**

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**Answer Choices**

- [A] Fuller believed that audiences in the late nineteenth century had lost interest in most theatrical dance.
- [B] Fuller transformed dance in part by creating dance interpretations of works by poets and painters.
- [C] Fuller's work influenced a number of other dancers who were interested in experimental dance.
- [D] Fuller introduced many technical innovations to the staging of theatrical dance.
- [E] Fuller continued to develop throughout her career, creating more complex works and exploring new artistic media.
- [F] By the 1920s, Fuller's theater at the Paris Exposition had become the world center for innovative dance.

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## GREEN ICEBERGS

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

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

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

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

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

Chemical evidence shows that platelets (minute flat portions) of ice form in the water and then accrete and stick to the bottom of the ice shelf to form a slush (partially melted snow). The slush is compacted by an unknown mechanism, and solid, bubble-free ice is

formed from water high in soluble organic substances. When an iceberg separates from the ice shelf and capsizes, the green ice is exposed.

The Amery Ice Shelf appears to be uniquely suited to the production of green icebergs. Once detached from the ice shelf, these bergs drift in the currents and wind systems surrounding Antarctica and can be found scattered among Antarctica's less colorful icebergs.

**Directions:** Now answer the questions.

PARAGRAPH  
1

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

11. According to paragraph 1, all of the following are true of icebergs EXCEPT:

- (A) They do not have a regular shape.
- (B) They are formed where glaciers meet the ocean.
- (C) Most of their mass is above the sea surface.
- (D) Waves and tides cause them to break off glaciers.

PARAGRAPH  
2

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

12. According to paragraph 2, what causes icebergs to sometimes appear dark or opaque?

- (A) A heavy cloud cover
- (B) The presence of gravel or bits of rock
- (C) The low angle of the Sun above the horizon
- (D) The presence of large cracks in their surface

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

13. The word “**penetrate**” in the passage is closest in meaning to

- (A) collect
- (B) pierce
- (C) melt
- (D) endure

14. According to paragraph 4, how is glacial ice formed?

- (A) By the compaction of snow
- (B) By the freezing of seawater on the bottom of ice shelves
- (C) By breaking away from the ice shelf
- (D) By the capsizing of a two-layer block of shelf ice

15. According to paragraph 4, ice shelf cores helped scientists explain the formation of green icebergs by showing that

- (A) the ice at the bottom of green icebergs is bubble-free ice formed from frozen seawater
- (B) bubble-free ice is found at the top of the ice shelf
- (C) glacial ice is lighter and floats better than sea ice
- (D) the clear sea ice at the bottom of the ice shelf is similar to ice from a green iceberg

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

16. Why does the author mention that "**The green ice portion was textured by seawater erosion**"?

- (A) To explain why cracks in the iceberg appeared light green instead of dark green
- (B) To suggest that green ice is more easily eroded by seawater than white ice is
- (C) To support the idea that the green ice had been the bottom layer before capsizing
- (D) To explain how the air bubbles had been removed from the green ice

17. The word "**excluded**" in the passage is closest in meaning to

- (A) kept out
- (B) compressed
- (C) damaged
- (D) gathered together

18. Paragraph 5 supports which of the following statements about the Amery Ice Shelf?

- (A) The Amery Ice Shelf produces only green icebergs.
- (B) The Amery Ice Shelf produces green icebergs because its ice contains high levels of metallic compounds such as copper and iron.
- (C) The Amery Ice Shelf produces green icebergs because the seawater is rich in a particular kind of soluble organic material.
- (D) No green icebergs are found far from the Amery Ice Shelf.

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

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

19. **Directions:** Look at the part of the passage that is displayed above. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

**Scientists have differed as to whether icebergs appear green as a result of light conditions or because of something in the ice itself.**

Where would the sentence best fit?

- (A) Choice A
- (B) Choice B
- (C) Choice C
- (D) Choice 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.**

**Several suggestions, ranging from light conditions to the presence of metallic compounds, have been offered to explain why some icebergs appear green.**

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#### Answer Choices

- [A] Ice cores were used to determine that green icebergs were formed from the compaction of metallic compounds, including copper and iron.
- [B] All ice shelves can produce green icebergs, but the Amery Ice Shelf is especially well suited to do so.
- [C] Green icebergs form when a two-layer block of ice breaks away from a glacier and capsizes, exposing the bottom sea ice to view.
- [D] Ice cores and samples revealed that both ice shelves and green icebergs contain a layer of bubbly glacial ice and a layer of bubble-free sea ice.
- [E] Green icebergs are white until they come into contact with seawater containing platelets and soluble organic green pigments.
- [F] In a green iceberg, the sea ice contains large concentrations of organic matter from the seawater.

**STOP. This is the end of the Reading section of TOEFL iBT Practice Test 2.**

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# LISTENING

In this section, you will be able to demonstrate your ability to understand conversations and lectures in English.

In the actual test, the section is divided into two separately timed parts. You will hear each conversation or lecture only one time. A clock will indicate how much time remains. The clock will count down only while you are answering questions, not while you are listening. You may take up to 16.5 minutes to answer the questions.

In this practice test, there is no time limit for answering questions.

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

Answer the questions based on what is stated or implied by the speakers.

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

**In the actual test, you must answer each question. You cannot return to previous questions.**

At the end of this practice test, you will find an answer key, information to help you determine your score, and explanations of the answers.

Listen to Track 34. 



### Questions

**Directions:** Mark your answer by filling in the oval or square next to your choice.

1. Why does the student go to see the professor?  
 A For suggestions on how to write interview questions  
 B For assistance in finding a person to interview  
 C To ask for advice on starting a business  
 D To schedule an interview with him
  
2. Why does the student mention her high school newspaper?  
 A To inform the professor that she plans to print the interview there  
 B To explain why the assignment is difficult for her  
 C To show that she enjoys writing for school newspapers  
 D To indicate that she has experience with conducting interviews
  
3. How does the professor help the student?  
 A He gives her a list of local business owners.  
 B He allows her to interview business owners in her hometown.  
 C He suggests that she read the business section of the newspaper.  
 D He gives her more time to complete the assignment.

4. What does the professor want the students to learn from the assignment?

- (A) That starting a business is risky
- (B) Why writing articles on local businesses is important
- (C) How to develop a detailed business plan
- (D) What personality traits are typical of business owners

5. Listen again to part of the conversation by playing Track 35.



Then answer the question.

What does the student imply?

- (A) She is surprised by the professor's reaction.
- (B) The professor has not quite identified her concern.
- (C) The professor has guessed correctly what her problem is.
- (D) She does not want to finish the assignment.

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Listen to Track 36. 

## Anthropology



### Questions

6. What does the professor mainly discuss?  
 A Various errors in early calendars  
 B Why people came to believe that Earth moves around the Sun  
 C Examples of various types of calendars used in different cultures  
 D The belief that the position of planets and stars can predict future events
  
7. The professor discusses various theories on how Stonehenge was used. What can be inferred about the professor's opinion?  
 A She is sure Stonehenge was used as a calendar.  
 B She believes the main use for Stonehenge was probably as a temple or a tomb.  
 C She thinks that the stones were mainly used as a record of historical events.  
 D She admits that the purpose for which Stonehenge was constructed may never be known.

8. According to the professor, how was the Mayan calendar mainly used?

- (A) To keep track of long historical cycles
- (B) To keep track of the lunar months
- (C) To predict the outcome of royal decisions
- (D) To allow priests to compare the orbits of Earth and Venus

9. According to the professor, what was the basis of the ancient Chinese astrological cycle?

- (A) The cycle of night and day
- (B) The orbit of the Moon
- (C) The cycle of the seasons
- (D) The orbit of the planet Jupiter

10. How did the Romans succeed in making their calendar more precise?

- (A) By changing the number of weeks in a year
- (B) By adding an extra day every four years
- (C) By carefully observing the motion of the planet Jupiter
- (D) By adopting elements of the Chinese calendar

11. How does the professor organize the lecture?

- (A) By mentioning the problem of creating a calendar, then describing various attempts to deal with it
- (B) By speaking of the modern calendar first, then comparing it with earlier ones
- (C) By discussing how a prehistoric calendar was adapted by several different cultures
- (D) By emphasizing the advantages and disadvantages of using various time cycles

Listen to Track 37. 



### Questions

12. Why does the student go to Professor Kirk's office?

- (A) To find out if he needs to take a certain class to graduate
- (B) To respond to Professor Kirk's invitation
- (C) To ask Professor Kirk to be his advisor
- (D) To ask Professor Kirk to sign a form

13. Why is the woman surprised at the man's request?

- (A) He has not tried to sign up for Introduction to Biology at the registrar's office.
- (B) He has waited until his senior year to take Introduction to Biology.
- (C) A journalism student should not need a biology class.
- (D) Professor Kirk no longer teaches Introduction to Biology.

14. What does the man say about his advisor?

- (A) She encouraged the man to take a science class.
- (B) She encouraged the man to major in journalism.
- (C) She is not aware of the man's problem.
- (D) She thinks very highly of Professor Kirk.

15. How will the man probably try to communicate his problem to Professor Kirk?

- (A) By calling her
- (B) By sending an e-mail to her
- (C) By leaving her a note
- (D) By visiting her during office hours

16. Listen to Track 38 to answer the question.



Why does the man say this to the woman?

- (A) To thank the woman for solving his problem
- (B) To politely refuse the woman's suggestion
- (C) To explain why he needs the woman's help
- (D) To show that he understands that the woman is busy

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Listen to Track 39. 

## Astronomy



### Questions

17. What is the lecture mainly about?

- (A) Various theories explaining why Mars cannot sustain life
- (B) Various causes of geological changes on Mars
- (C) The development of views about the nature of Mars
- (D) Why it has been difficult to obtain information about Mars

18. According to the professor, what was concluded about Mars after the first spacecraft flew by it in 1965?

- (A) It had few geological features of interest.
- (B) It was similar to Earth but colder.
- (C) It had at one time supported life.
- (D) It had water under its surface.

19. What does the professor imply about conditions on Mars billions of years ago?

Select 2 answers.

- A Mars was probably even drier than it is today.
- B The atmospheric pressure and the temperature may have been higher than they are today.
- C Mars was inhabited by organisms that have since become fossilized.
- D Large floods were shaping the planet's surface.

20. What is the possible significance of the gullies found on Mars in recent years?

- A They may indicate current volcanic activity on Mars.
- B They may indicate that the surface of Mars is becoming increasingly drier.
- C They may indicate the current existence of water on Mars.
- D They may hold fossils of organisms that once existed on Mars.

21. Listen to Track 40 to answer the question.



Why does the professor say this?

- A To stress that Mars is no longer interesting to explore
- B To describe items that the spacecraft brought back from Mars
- C To share his interest in the study of fossils
- D To show how much the view of Mars changed based on new evidence

22. Listen again to part of the lecture by playing Track 41.



Then answer the question.

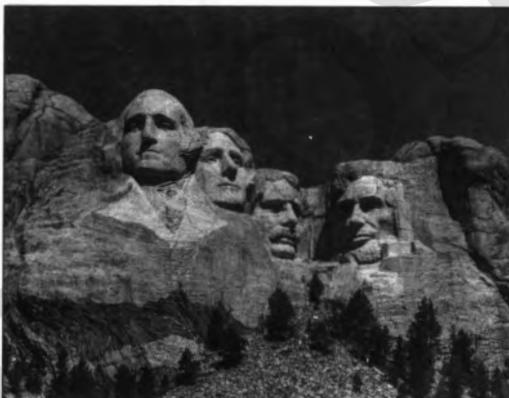
Why does the student say this?

- A To ask for clarification of a previous statement
- B To convey his opinion
- C To rephrase an earlier question
- D To express his approval

GO ON TO THE NEXT PAGE

Listen to Track 42. 

Art History  
Colossal Statues



*On the actual test, an image of the Statue of Liberty would appear here.*

## Questions

23. What does the professor mainly discuss?

- (A) The design and creation of the Statue of Liberty
- (B) The creators of two colossal statues in the United States
- (C) The purpose and symbolism of colossal statues
- (D) The cost of colossal statues in ancient versus modern times

24. What evidence does the professor give that supports the idea that modern-day colossal statues are valued social and political symbols?

- (A) They are very costly to build.
- (B) They are studied in classrooms around the world.
- (C) They are designed to last for thousands of years.
- (D) They are inspired by great poetry.

25. According to the professor, what was one result of the Great Depression of the 1930s?

- (A) International alliances eroded.
- (B) Immigration to the United States increased.
- (C) The public experienced a loss of confidence.
- (D) The government could no longer provide funds for the arts.

26. According to the professor, why did the state of South Dakota originally want to create a colossal monument?

- (A) To generate income from tourism
- (B) To symbolize the unity of society
- (C) To commemorate the Great Depression
- (D) To honor United States presidents

27. Why does the professor discuss the poem by Emma Lazarus?

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

28. Listen again to part of the lecture by playing Track 43. 

Then answer the question.

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

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

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

# SPEAKING

In this section, you will be able to demonstrate your ability to speak about a variety of topics.

In the actual test, the Speaking section will last approximately 16 minutes. You will answer four questions by speaking into the microphone. You may use your notes to help you answer the questions. Your notes will not be scored. For each question, you will have time to prepare before giving your response. You should answer the questions as completely as possible in the time allowed.

For this practice test, you may want to use a personal recording device to record and play back your responses.

For each question, play the audio track listed and follow the directions to complete the task. You may take notes while you listen.

At the end of this Practice Test, you will find scripts for the audio tracks, Important Points for each question, sample responses, and comments on those responses by official raters.

## Questions

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

Now play Track 44 to hear Question 1.



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

**Preparation Time: 15 Seconds**

**Response Time: 45 Seconds**

2. Now you will read a passage about a campus situation and then listen to a conversation about the same topic. You will then answer a question, using information from both the reading passage and the conversation. You will have 30 seconds to prepare and 60 seconds to speak.

Now play Track 45 to hear Question 2.



**Reading Time: 50 Seconds**

### **University May Build New Student Apartments Off Campus**

The Department of Student Housing is considering whether to build new student housing off campus in a residential area of town. Two of the major factors influencing the decision will be parking and space. Those who support building off campus argue that building new housing on campus would further increase the number of cars on and around campus and consume space that could be better used for future projects that the entire university community could benefit from. Supporters also say that students might even have a richer college experience by being connected to the local community and patronizing stores and other businesses in town.



The woman expresses her opinion of the university's plan. State her opinion and explain the reasons she gives for holding that opinion.

**Preparation Time: 30 Seconds**

**Response Time: 60 Seconds**

3. Now you will read a passage about an academic subject and then listen to a lecture on the same topic. You will then answer a question, using information from both the reading passage and the lecture. You will have 30 seconds to prepare and 60 seconds to speak.

Now play Track 46 to hear Question 3.



**Reading Time: 45 Seconds**

#### **Actor-Observer**

People account for their own behavior differently from how they account for the behavior of others. When observing the behavior of others, we tend to attribute their actions to their character or their personality rather than to external factors. In contrast, we tend to explain our own behavior in terms of situational factors beyond our own control rather than attributing it to our own character. One explanation for this difference is that people are aware of the situational forces affecting them but not of situational forces affecting other people. Thus, when evaluating someone else's behavior, we focus on the person rather than the situation.

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Explain how the two examples discussed by the professor illustrate differences in the ways people explain behavior.

**Preparation Time: 30 Seconds**

**Response Time: 60 Seconds**

4. Now you will listen to a lecture. You will then be asked to summarize the lecture. You will have 20 seconds to prepare and 60 seconds to speak.

Now play Track 47 to hear Question 4. 



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

**Preparation Time: 20 Seconds**

**Response Time: 60 Seconds**

**STOP. This is the end of the Speaking section of TOEFL iBT Practice Test 2.**

# WRITING

In this section, you will be able to demonstrate your ability to use writing to communicate in an academic environment. There will be two writing tasks.

At the end of this Practice Test, you will find a script for the audio track, topic notes, sample responses, and comments on those responses by official raters.

Turn the page to see the directions for the first writing task.

### Integrated Writing

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

In your response, provide a detailed summary of the lecture and explain how the lecture relates to the reading passage.

In the actual test, you will have 3 minutes to read the passage and 20 minutes to write your response. While you write, you will be able to see the reading passage. If you finish your response before time is up, you may go on to the second writing task.

Now you will see the reading passage. It will be followed by a lecture.

**Reading Time: 3 minutes**

Professors are normally found in university classrooms, offices, and libraries doing research and lecturing to their students. More and more, however, they also appear as guests on television news programs, giving expert commentary on the latest events in the world. These television appearances are of great benefit to the professors themselves as well as to their universities and the general public.

Professors benefit from appearing on television because by doing so they acquire reputations as authorities in their academic fields among a much wider audience than they have on campus. If a professor publishes views in an academic journal, only other scholars will learn about and appreciate those views. But when a professor appears on TV, thousands of people outside the narrow academic community become aware of the professor's ideas. So when professors share their ideas with a television audience, the professors' importance as scholars is enhanced.

Universities also benefit from such appearances. The universities receive positive publicity when their professors appear on TV. When people see a knowledgeable faculty member of a university on television, they think more highly of that university. That then leads to an improved reputation for the university. And that improved reputation in turn leads to more donations for the university and more applications from potential students.

Finally, the public gains from professors' appearing on television. Most television viewers normally have no contact with university professors. When professors appear on television, viewers have a chance to learn from experts and to be exposed to views they might otherwise never hear about. Television is generally a medium for commentary that tends to be superficial, not deep or thoughtful. From professors on television, by contrast, viewers get a taste of real expertise and insight.

*Now play Track 48.* 



### Question 1

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

You have 20 minutes to plan and write your response.

**Response Time: 20 minutes**

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## Writing for an Academic Discussion

For this task, you will read an online discussion. A professor has posted a question about a topic, and some classmates have responded with their ideas.

In the actual test, you will have 10 minutes to write a response that contributes to the discussion.

### Question 2

Your professor is teaching a class on ecology. Write a post responding to the professor's question.

#### In your response, you should do the following.

- Express and support your opinion.
- Make a contribution to the discussion in your own words.

An effective response will contain at least 100 words.



Dr. Gupta

Today, there is debate over how we should treat natural ecosystems, meaning wilderness areas that are basically untouched by human activity. These natural ecosystems were once seen purely as resources to be exploited, but many people now believe that wilderness areas should be protected from any human use or interference so that they continue developing completely naturally. To what extent do you support protecting and preserving natural ecosystems? Should some wilderness areas be totally protected from human use?



Andrew

People who are already struggling to feed their families are the ones most likely to be affected by, for example, a ban on mining in a wilderness area. We cannot prohibit human activities in natural ecosystems without economic consequences. I believe humans have a fundamental right to use natural resources for survival and to build wealth.



Kelly

There are very few truly wild places left on Earth, and once they're gone, we can never get them back. I believe we need to protect our remaining natural ecosystems from human interference. Not only will the animals and plants in those places benefit, but so will we humans because our own survival depends on the health of our planet.

**Response Time: 10 minutes**

GO ON TO THE NEXT PAGE

**STOP. This is the end of the Writing section of TOEFL iBT® Practice Test 2.**

TOEFL iBT® Practice Test 2

# Answers, Explanations, and Listening Scripts

## Reading

### Answer Key and Self-Scoring Chart

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

Question Number	Correct Answer	Your Raw Points
<b>Loie Fuller</b>		
1.	C	
2.	D	
3.	A	
4.	D	
5.	D	
6.	C	
7.	C	
8.	A	
9.	D	
10.*	C, D, E	
<b>TOTAL:</b>		

\* For question 10, write 2 if you picked all three correct answers. Write 1 if you picked two correct answers.

Question Number	Correct Answer	Your Raw Points
<b>Green Icebergs</b>		
11.	C	
12.	B	
13.	B	
14.	A	
15.	D	
16.	C	
17.	A	
18.	C	
19.	B	
20.*	C, D, F	
<b>TOTAL:</b>		

\* For question 10, write 2 if you picked all three correct answers. Write 1 if you picked two correct answers.

Below is a table that converts your Reading section answers into a TOEFL iBT Reading scaled score. Take the total raw points for both sets from your answer key and find that number in the left-hand column of the table. The right-hand column of the table gives a TOEFL iBT Reading scaled score for each number of raw points. For example, if the total points from your answer key is 18, the table shows a scaled score of 24 to 29.

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

### Reading Comprehension

Raw Point Total	Scale Score
22	30
21	29–30
20	28–30
19	26–29
18	24–29
17	22–28
16	21–26
15	19–25
14	18–23
13	16–22
12	14–20
11	12–19
10	11–17
9	9–16
8	7–14
7	4–12
6	3–10
5	1–7
4	0–4
3	0–2
2	0
1	0
0	0

# Answer Explanations

## Loie Fuller

1. **C** This is an Inference question asking about an inference that can be supported by paragraph 1. The correct answer is choice C. The phrase “mere entertainer” in sentence 2 suggests that entertainment is less serious than art. Choice A is incorrect because we know only that other artists were attracted to Loie Fuller as an artist; there is no information about what fields these artists were in or if their work was actually influenced by Loie Fuller. Choice B is incorrect because there is no information about theatrical dance in the early nineteenth century. Choice D is incorrect because there is no indication in the paragraph about the length of time theatrical dance had been practiced.
2. **D** This is a Negative Factual Information question asking for specific information that can be found in paragraph 2. Choice D is the correct answer. Sentence 2 in the paragraph states that Loie Fuller rejected technical virtuosity, so it cannot be a characteristic of her type of dance. The information in choices A, B, and C is stated in sentence 1 as part of her type of dance.
3. **A** This is a Sentence Simplification question. As with all of these questions, a single sentence in the passage is highlighted:

Although her early theatrical career had included stints as an actress, she was not primarily interested in storytelling or expressing emotions through dance; the drama of her dancing emanated from her visual effects.

The correct answer is choice A. Choice A contains all of the essential information in the tested sentence. It omits the information in the first clause (“Although her early theatrical career had included stints as an actress”) because this information is secondary to Loie Fuller’s main interest in dance.

Choices B, C, and D are all incorrect because they change the meaning of the highlighted sentence. Choices B and C are incorrect because the highlighted sentence states that Fuller was not interested in storytelling, so to say that she dramatized stories or had a particular style of storytelling is incorrect.

Choice D is incorrect because the highlighted sentence indicates the opposite idea: it indicates that Fuller’s early career had little effect on her style of dance.

4. **D** This is a Vocabulary question. The word being tested is “synthesize.” It is highlighted in the passage. The correct answer is choice D, “integrate.” According to the passage, French poets and painters wanted to blend, or integrate, form and content.

5. **D** This is a Factual Information question asking for specific information that can be found in paragraph 3. The correct answer is choice D. Sentence 2 in this paragraph states that Fuller's dances were in accord, or agreed, with the Art Nouveau style that was fashionable in Paris at the time. Choice A is incorrect because the paragraph says only that Parisian audiences liked Fuller's work; artists and artistic movements from the United States, in general, are not mentioned in this paragraph. Choice B is incorrect because the paragraph states that poets themselves were interested in Fuller's work. It does not state that poets tried to make other people interested in her work. Choice C is incorrect because the paragraph states in the first sentence that Fuller discovered and introduced her ideas herself; she did not borrow or take them from other artists.

6. **C** This is a Factual Information question asking for specific information that can be found in paragraph 4. The correct answer is choice C. Sentence 4 in the paragraph states that Fuller invented the technique of underlighting, or lighting the dancer from beneath. Choices A, B, and D are incorrect because they inaccurately describe how certain techniques were used by Fuller. Furthermore, none of these techniques is mentioned in connection with Fuller's *Fire Dance*.

7. **C** This is a Rhetorical Purpose question asking why the author mentions Fuller's dance titled *The Sea*. The correct answer is choice C. The paragraph begins by stating that aspects of Fuller's expertise with dance grew along with her technical expertise. *The Sea* is mentioned as an example of one way that Fuller's expertise grew, or one way that she developed as an artist, which, in this case, is in the scope of her themes. Choices A and B are incorrect because *The Sea* is not mentioned in connection with the use of music. Choice D is incorrect because *The Sea* is not mentioned in connection with science. The paragraph states that science is the theme of a different dance by Fuller, the *Radium Dance*.

8. **A** This is a Factual Information question asking for specific information that can be found in paragraph 6. The correct answer is choice A. Sentence 1 in this paragraph states that Fuller presented works by another artist, Sada Yacco. Choice B is incorrect because the paragraph states that Fuller created an all-female dance company at the time of the Paris Exposition, but we do not know if that company, or any particular company, performed in Fuller's theater. Choice C is incorrect because the paragraph states only that she established a school in 1908; we do not know that the school directly resulted from the Paris Exposition. Furthermore, we do not know from the paragraph that a school exists today that is named after Fuller. Choice D is incorrect because the paragraph does not state that Fuller's theater continued to operate after the Paris Exposition ended.

9. **D** This is an Insert Text question. You can see the four possible answer choices in paragraph 5.

As her technological expertise grew more sophisticated, so did other aspects of her dances. **(A)** Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. **(B)** She began to address more ambitious themes in her dances such as *The Sea*, in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. **(C)** Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created *Radium Dance*, which simulated the phosphorescence of that element. **(D)** She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

The sentence provided, “For all her originality in dance, her interests expanded beyond it into newly emerging artistic media,” is best inserted at choice **(D)**.

The “newly emerging artistic media” are elaborated on with the information about films in the sentence following choice **(D)**.

Choices **(A)**, **(B)**, and **(C)** are incorrect because the information provided in the sentences before and after each of these squares is focused on Fuller’s dance work, whereas the given sentence directs the reader away from Fuller’s dance work and toward other forms of art.

10. **C D E** This is a Prose Summary question. It is completed correctly below. The correct choices are C, D, and E. Choices A, B, and F are therefore incorrect.

**Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some 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.**

**Loie Fuller was an important and innovative dancer.**

- C** Fuller's work influenced a number of other dancers who were interested in experimental dance.
- D** Fuller introduced many technical innovations to the staging of theatrical dance.
- F** Fuller continued to develop throughout her career, creating more complex works and exploring new artistic media.

#### Answer Choices

- A** Fuller believed that audiences in the late nineteenth century had lost interest in most theatrical dance.
- B** Fuller transformed dance in part by creating dance interpretations of works by poets and painters.
- C** Fuller's work influenced a number of other dancers who were interested in experimental dance.
- D** Fuller introduced many technical innovations to the staging of theatrical dance.
- E** Fuller continued to develop throughout her career, creating more complex works and exploring new artistic media.
- F** By the 1920s, Fuller's theater at the Paris Exposition had become the world center for innovative dance.

#### Correct Choices

*Choice C:* “Fuller's work influenced a number of other dancers who were interested in experimental dance.” This is a main idea, presented in paragraph 6. Fuller's influence on dancers who later became famous for their own work is discussed.

*Choice D:* “Fuller introduced many technical innovations to the staging of theatrical dance.” This is a main theme of the passage that is repeated in several paragraphs. Her technical innovations are detailed at length in paragraph 4 but are also mentioned in paragraphs 5 and 6.

*Choice E:* “Fuller continued to develop throughout her career, creating more complex works and exploring new artistic media.” This main idea is the focus of paragraph 5, which discusses her use of music, the more complex themes that she addressed in her dances, and also the films that she appeared in and directed.

*Incorrect Choices*

*Choice A*, “Fuller believed that audiences in the late nineteenth century had lost interest in most theatrical dance,” is incorrect because, while it could be true, the passage never makes this claim. The passage suggests only that Fuller lost interest in theatrical dance.

*Choice B*, “Fuller transformed dance in part by creating dance interpretations of works by poets and painters,” is incorrect because the passage does not state that Fuller based her dances on the works of other artists. The passage states several times that Fuller’s work was entirely original: she developed her own work and, in fact, invented many techniques.

*Choice F*, “By the 1920s, Fuller’s theater at the Paris Exposition had become the world center for innovative dance,” is incorrect because Fuller’s theater existed for only one year, the year of the Paris Exposition (1900). Furthermore, the passage makes no claim about any particular place as being the “center for innovative dance.”

## Green Icebergs

11. **C** This is a Negative Factual Information question testing specific information in paragraph 1. The correct answer is choice C. The information in choice C is contradicted in sentence 1, which states that icebergs “float with only about 12 percent of their mass above the sea surface.” The information given in the other choices is stated in the paragraph.
12. **B** This is a Factual Information question testing specific information in paragraph 2. The correct answer is choice B. The information in choice B is taken directly from sentence 1 in the paragraph, which states that icebergs “sometimes appear dark or opaque because they carry gravel and bits of rock.” Choice A is incorrect because, as sentence 2 states, cloud cover may result in “pink or gold” colors, not dark colors. Choice C is incorrect because “the low angle of the Sun above the horizon” is discussed as a possible cause of pink or gold colors. Choice D is incorrect because the issue of large cracks in icebergs is not discussed in paragraph 2.
13. **B** This is a Vocabulary question. The word being tested is “penetrate.” It is highlighted in the passage. The correct answer is choice B, “pierce.” In other words, ice shelf cores were long enough to pierce through glacial ice.
14. **A** This is a Factual Information question testing specific information in paragraph 4. The correct answer is choice A. Sentence 1 in the paragraph discusses “glacial ice—which is formed from the compaction of snow.” Choice B is incorrect because the information given describes sea ice, a different type of ice. Choice C is incorrect because the information given describes the first step in the formation of green icebergs. Choice D is incorrect because the information given describes the second step in the formation of green icebergs.

15. **D** This is a Factual Information question testing specific information in paragraph 4. The correct answer is choice D. Sentence 2 in the paragraph states that clear sea ice is “very similar” to the ice from green icebergs. Choices A, B, and C do not answer the question asked. Choice A is also incorrect because it mistakenly identifies green icebergs as having frozen seawater at the bottom, whereas the last sentence in the paragraph says that the blocks that form green icebergs have capsized so that the bubble-free ice is on top of them. Choice B is incorrect because the information given is the opposite of what is stated in the passage, which is that bubble-free ice is formed and found on the bottom of shelf ice. Choice C is incorrect because the information given is not discussed in the passage at all.

16. **C** This is a Rhetorical Purpose question. It tests why the author mentions that “The green ice portion was textured by seawater erosion.” This sentence is highlighted in the passage. The correct answer is choice C. The highlighted sentence is evidence that the green ice part of the iceberg was once under water. The fact that this green ice is no longer under water but is now exposed to air is evidence that the green icebergs are formed from pieces of the ice shelf that have broken off and turned upside down. Choice A is incorrect because the information given, while factual according to the passage, does not explain why the author includes the information that the green ice portion was textured by seawater erosion. Choice B is incorrect because there is no comparison made between the erosion of green ice and white ice in the paragraph. Choice D is incorrect because, while sentences 1 and 4 in the paragraph state that green ice has no bubbles, there is no information in the paragraph indicating that green ice initially has bubbles and that they are removed.

17. **A** This is a Vocabulary question. The word being tested is “excluded.” It is highlighted in the passage. The correct answer is choice A, “kept out.” In other words, dissolved organic substances are not kept out of the ice in the freezing process.

18. **C** This is an Inference question asking for an inference that can be supported by the passage. The correct answer is choice C. Sentences 5, 6, and 7 in paragraph 5 support this information by indicating that the seawater around these icebergs contains the decomposing material of green-pigmented organisms. This decomposing material dissolves in seawater, which then freezes as part of the iceberg. The information in choice A is incorrect because paragraph 7 says that the Amery Ice Shelf is well suited to the production of green icebergs. This does not mean that the Amery Ice Shelf produces *only* green icebergs. The information in choice B is incorrect because copper and iron are mentioned in paragraph 3 only as *possible* color sources in green icebergs. The last sentence in paragraph 3 states that a source other than copper and iron was found. The information in choice D is incorrect because the passage gives no indication of where all green icebergs are located. Paragraph 2 mentions the Weddell Sea in Antarctica, and paragraph 7 states that green icebergs “drift” around Antarctica. Therefore green icebergs can be found far from the Amery Ice Shelf.

19. **B** This is an Insert Text question. You can see the four possible answer choices in paragraphs 2 and 3.

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

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

The sentence provided, “Scientists have differed as to whether icebergs appear green as a result of light conditions or because of something in the ice itself,” is best inserted at choice **(B)**.

Choice **(B)** is correct because the sentence provided introduces two possible explanations for the color of green icebergs. Paragraph 3 is the first place in the passage where explanations are offered for the color of green icebergs. The beginning of paragraph 3 is the only appropriate place to introduce these possible explanations.

Choice **(A)** is incorrect because green icebergs are mentioned for the first time in the last sentence in paragraph 2. It does not make sense to insert the given sentence, which introduces explanations for the color of green icebergs, before the first mention of green icebergs.

Choice **(C)** is incorrect because its position is *between* the detailed discussions of the two explanations introduced in the given sentence. The given sentence introduces the two explanations; therefore it must come *before* the discussions.

Choice **(D)** is incorrect because its position is *after* the detailed discussions of the two explanations introduced in the given sentence. The given sentence introduces the two explanations; therefore it must come *before* the discussions.

20. **C D E** This is a Prose Summary question. It is completed correctly below. The correct choices are C, D, and F. Choices A, B, and E are therefore incorrect.

**Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some 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.**

**Several suggestions, ranging from light conditions to the presence of metallic compounds, have been offered to explain why some icebergs appear green.**

- C** Green icebergs form when a two-layer block of ice breaks away from a glacier and capsizes, exposing the bottom sea ice to view.
- D** Ice cores and samples revealed that both ice shelves and green icebergs contain a layer of bubbly glacial ice and a layer of bubble-free sea ice.
- F** In a green iceberg, the sea ice contains large concentrations of organic matter from the seawater.

#### Answer Choices

- A** Ice cores were used to determine that green icebergs were formed from the compaction of metallic compounds, including copper and iron.
- B** All ice shelves can produce green icebergs, but the Amery Ice Shelf is especially well suited to do so.
- C** Green icebergs form when a two-layer block of ice breaks away from a glacier and capsizes, exposing the bottom sea ice to view.
- D** Ice cores and samples revealed that both ice shelves and green icebergs contain a layer of bubbly glacial ice and a layer of bubble-free sea ice.
- E** Green icebergs are white until they come into contact with seawater containing platelets and soluble organic green pigments.
- F** In a green iceberg, the sea ice contains large concentrations of organic matter from the seawater.

#### Correct Choices

*Choice C, “Green icebergs form when a two-layer block of ice breaks away from a glacier and capsizes, exposing the bottom sea ice to view,” is correct because it summarizes important parts of paragraphs 4 and 5. These explain that green icebergs are capsized pieces of ice that have broken off of an ice shelf.*

*Choice D, “Ice cores and samples revealed that both ice shelves and green icebergs contain a layer of bubbly glacial ice and a layer of bubble-free sea ice,” is correct because it summarizes the key information in paragraphs 3 and 4 that explains how scientists were able to determine how green icebergs are formed. The scientists compared ice from green icebergs to ice from ice shelves by drilling ice core samples out of ice shelves.*

*Choice F*, “In a green iceberg, the sea ice contains large concentrations of organic matter from the seawater,” is correct because it summarizes the key information from paragraph 5 about the source of the green pigments in green icebergs.

*Incorrect Choices*

*Choice A*, “Ice cores were used to determine that green icebergs were formed from the compaction of metallic compounds, including copper and iron,” is incorrect because it is factually incorrect according to the passage. The last sentence in paragraph 3 contradicts this idea.

*Choice B*, “All ice shelves can produce green icebergs, but the Amery Ice Shelf is especially well suited to do so,” is incorrect because the passage does not state at any point that ice shelves other than the Amery Ice Shelf can produce green icebergs.

*Choice E*, “Green icebergs are white until they come into contact with seawater containing platelets and soluble organic green pigments,” is incorrect because the passage never discusses whether green icebergs are originally white, or any particular color.

# Listening

## Answer Key and Self-Scoring Chart

**Directions:** Check your answers against the answer key below. Write the number 1 on the line to the right of each question if you picked the correct answer. Total your points at the bottom of the chart.

Question Number	Correct Answer	Your Raw Points
1.	B	
2.	D	
3.	C	
4.	D	
5.	B	
6.	C	
7.	A	
8.	A	
9.	D	
10.	B	
11.	A	
12.	D	
13.	B	
14.	A	
15.	C	
16.	B	
17.	C	
18.	A	

For question 19, write 1 if you picked both correct answers. Write 0 if you picked only one correct answer or no correct answers.

19.	B, D	
20.	C	
21.	D	
22.	B	
23.	C	
24.	A	
25.	C	
26.	A	
27.	B	
28.	C	
<b>TOTAL:</b>		

Below is a table that converts your Listening section answers into a TOEFL iBT Listening scaled score. Take the total of raw points from your answer key and find that number in the left-hand column of the table. The right-hand column of the table gives a TOEFL iBT Listening scaled score for each total of raw points. For example, if the total points from your answer key is 27, the table shows a scaled score of 29 to 30.

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

### Listening

Raw Point Total	Scaled Score
28	30
27	29–30
26	27–30
25	25–30
24	24–29
23	23–27
22	22–26
21	21–25
20	19–24
19	18–23
18	17–21
17	16–20
16	14–19
15	13–18
14	12–17
13	10–15
12	9–14
11	7–13
10	6–12
9	5–10
8	3–9
7	2–7
6	1–6
5	1–4
4	0–2
3	0–1
2	0
1	0
0	0

# Listening Scripts and Answer Explanations

## Questions 1–5

### Track 34 Listening Script

**Narrator**

Listen to a conversation between a student and a professor.

**Professor**

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

**Female Student**

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

**Professor**

Are you having trouble coming up with interview questions?

**Female Student**

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

**Professor**

You don't know anyone who owns a business?

**Female Student**

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

**Professor**

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

**Female Student**

Sure, whenever I have the time.

**Professor**

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

**Female Student**

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

**Professor**

Sure, why not?

**Female Student**

Well, aren't people like that awfully busy? Too busy to talk to a random college student.

**Professor**

Many people enjoy telling the story of how they got started. Remember, this is a business psychology class, and for this assignment, I want you to get some real insight about business owners, their personality, what drives them to become an entrepreneur.

**Female Student**

Like, how they think?

**Professor**

And what motivates them. Why did they start their business? I'm sure they'd talk to you, especially if you tell them you might start a business someday.

**Female Student**

I'm not sure I'd have the guts to do that. Opening a business seems so risky, so scary.

**Professor**

Well, you can ask them if they felt that way too. Now you just need to find someone to interview to see if your instincts are correct.

**Track 35 Listening Script (Question 5)****Narrator**

Listen again to part of the conversation.

**Professor**

Are you having trouble coming up with interview questions?

**Student**

Well, that's just it. I mean I worked on my high school newspaper for years, so I actually have great questions to ask.

**Narrator**

What does the student imply?

## Answer Explanations

1. **B** This is a Gist-Purpose question. This type of question is typically asked first in listening conversations that take place in a professor's office. At the beginning of the conversation, the student explains that she does not know anyone off campus to interview for her business class assignment and asks the professor if he could recommend someone. This is why she came to his office, so choice B is correct. The student mentions that she has already written her questions; therefore she does not need suggestions on how to write them (choice A). She does not ask for advice on how she might start a business (choice C). She does not say anything about scheduling an interview or any further meetings with the professor (choice D).
2. **B** This is an Understand Organization question. You need to understand why the student talks about having worked on her high school newspaper. Choice A is incorrect because the interview is for a class assignment, not for publication in a newspaper. The student suggests that working on her high school newspaper has made part of the assignment—coming up with questions—easy for her, not difficult (choice B). And while it may be true that she enjoys newspaper work (choice C), that is not why she mentions her high school paper. She mentions it to show she is an experienced interviewer; thus the correct choice is D.
3. **C** This is a Detail question. To help the student solve her problem, the professor does not offer a list of business owners (choice A), nor does he offer to change the due date of the student's assignment (choice D). The student mentions people who own a shoe store in her hometown, but she does not ask the professor to allow her to interview them (choice B) because she realizes that the assignment is to interview owners of a *local* business. The professor helps the student by referring her to the business section of the local newspaper, which often prints stories about successful businesspeople in the local area; thus choice C is correct.
4. **D** This is another Detail question. It is the student, not the professor, who says that opening a business seems risky (choice A); the assignment does not involve writing an article (choice B) or developing a detailed business plan (choice C). The professor says explicitly that he wants the class to learn about the personalities of business owners and what motivates them. Therefore choice D is the correct answer.
5. **B** This question requires that you Make an Inference. The conversation begins with the student telling the professor that she has a concern about the assignment, but she does not say at first exactly what her concern is. When the professor asks if she is having trouble coming up with interview questions, he is trying to find out what her specific concern is. When she says that she has written some great questions already, she is telling him indirectly that interview questions are not the problem. He has not quite identified her

concern, so choice B is the correct answer, and choice C, which states the opposite, is incorrect. Nothing in the student's words or tone of voice suggests that she does not want to finish the assignment (choice D) or that she is surprised by what the professor has said to her (choice A).

## Questions 6–11

### Track 36 Listening Script

#### **Narrator**

Listen to part of a lecture in an anthropology class.

Anthropology



#### **Professor**

OK, I, I want to begin today by talking about calendars. I know, some of you are thinking it's not all that fascinating, right? But listen, the next time you look at a calendar, I want you to keep something in mind. There are at least three natural ways of measuring the . . . the passage of time—by day, by month, and by year. And these are all pretty easy to see, right? I mean a day is based on one rotation of Earth. A month is how long the Moon takes to move around the Earth. And a year is the time it takes for Earth to move around the Sun, right? So they're all based on natural events. But the natural clocks of Earth, the Moon, and the Sun run on different times, and you can't divide any one of these time periods by another

one without having some messy fraction left over. I mean one lunar month—that's the time it takes for the Moon to go around Earth—one month is about 29 and a half days . . . not really a nice round number. And one year is a little more than 365 days. So these are obviously numbers that don't divide into each other very neatly. And this makes it pretty difficult to create some sort of tidy calendar that really works.

Not that different cultures haven't tried. Have any of you ever been to Stonehenge? No . . . you know, that amazing circle of giant stones in England? Well, if you ever go, and find yourself wondering why this culture way back in prehistoric England would go to so much work to construct this monumental ring of enormous stones, . . . well, keep in mind that a lot of us think it was designed, at least partially, as a calendar—to mark when the seasons of the year begin, according to the exact day when the Sun comes up from a particular direction. I have colleagues who insist it's a temple, maybe, or a tomb . . . but they can't deny that it was also used as a calendar . . . probably to help figure out, for example, when farmers should begin their planting each year.

The Mayans, in Central America, also invented a calendar, but for a different purpose. The Mayans, especially the royalty and priests, wanted to look at long cycles of history—so the calendar they used had to be able to count far into the future as well as far into the past. And not only were the Mayans keeping track of the natural timekeepers we mentioned before—Earth, the Moon, and the Sun—but another natural timekeeper: the planet Venus.

Venus rises in the sky as the morning star every 584 days, and the Venus cycle was incorporated in the Mayan calendar. So the Mayans kept track of long periods of time, and they did it so accurately, in fact, that their calendar is considered about as complicated and sophisticated as any in the world.

Now, the ancient Chinese believed very strongly in astrology—the idea that you can predict future events based on the positions of the stars and planets like, say, Jupiter. Incidentally, the whole Chinese system of astrology was based on the fact that the planet Jupiter goes around the Sun once every 12 years, so one orbit of Jupiter lasts 12 of our Earth years. Apparently, that's why the Chinese calendar has a cycle of 12 years. You know, like, "The Year of the Dragon," "The Year of the Tiger," and so on . . . all parts of a 12-year astrological cycle, that we get from the orbit of Jupiter.

Calendars based on the orbits of other planets, though, are a lot less common than those based on the cycle of the Moon—the lunar month. I could mention any number of important cultures around the world that have depended on lunar calendars, but there really isn't time.

So let's go right to the calendar that's now used throughout most of the world—a solar calendar—based on the number of days in a year. This calendar's mainly derived from the one the ancient Romans devised a couple thousand years ago. I mean the Romans—with more than a little help from the Greeks—realized that a year actually lasts about 365 and one-quarter days. And so they decided to round off most years to 365 days but make every fourth year into a leap year. I mean, somehow, you have to account for that extra one-fourth of a day each year, so every four years, they made the calendar one day longer. By adding the leap year, the Romans were able to make a calendar that worked so well—that, with a few minor adjustments, this calendar is still widely used today.

## Answer Explanations

6. **C** This is a Gist-Content question. Choice C is correct because the professor spends almost the entire lecture discussing four types of calendars used historically in England, Central America, China, and ancient Rome, as well as the modern calendar used throughout the world today. Errors in early calendars (choice A) are not discussed; in fact, the professor emphasizes how surprisingly accurate and sophisticated these early calendars were. Choice D is incorrect because astrology—the belief that the position of stars and planets can predict events—is mentioned only in the context of the Chinese calendar. Why people came to believe that Earth moves around the Sun (choice B) is not discussed at all.

7. **A** This question requires you to Understand the Speaker's Attitude. The professor indirectly expresses her certainty that Stonehenge served as a calendar by stating, “a lot of us think it was designed, at least partially, as a calendar.” Her use of the pronoun *us* indicates that she includes herself in that group. When mentioning colleagues who think Stonehenge served another purpose, she adds that “they can't deny that it was also used as a calendar.” Thus the correct answer is choice A.

8. **A** This is a Detail question. Choice A is correct because the professor states that the Mayans were interested in tracking long cycles of history. There is no mention of lunar months in the discussion of the Mayan calendar (choice B). It was the ancient Chinese, not the Mayans, who wanted a calendar system to predict events (choice C). The Mayan calendar was *based on* the appearance of Venus in the morning sky and on the movements of other natural time-keepers like Earth, but comparing the orbits of Earth and Venus (choice D) was not the calendar's *purpose*.

9. **D** This is another Detail question. Choice D is correct because the professor states that the ancient Chinese calendar was based on Jupiter's 12-year-long orbit around the Sun, not on night-day cycles (choice A), the Moon (choice B), or the seasons (choice C).

10. **B** This is also a Detail question. Choice B is correct because the professor says that the ancient Romans put an extra day into the calendar every 4 years to account for the actual length of a single Earth orbit, which is  $365\frac{1}{4}$  days. According to the professor, this addition, which improved the calendar's precision, is what made the calendar work so well that it is still widely used.

11. **A** This is an Understanding Organization question. Before discussing any specific calendars, the professor identifies a problem: that all calendars are based on natural astronomical cycles, which are not coordinated with one another mathematically. The professor then describes various historical calendars and the natural cycles on which they were based, ending with a description of the modern calendar and its solution to the coordination problem. Thus choice A is correct.

## Questions 12–16

### Track 37 Listening Script

**Narrator**

Listen to part of a conversation between a student and a university employee.

**Employee**

Oh, hello . . . can I help you?

**Student**

Um . . . yeah . . . I'm looking for Professor Kirk; is she here? I mean is this her office?

**Employee**

Yes, you're in the right place—Professor Kirk's office is right behind me—but no . . . she's not here right now.

**Student**

Um, do you know when she'll be back?

**Employee**

Well, she's teaching all morning. She won't be back until . . . let me check . . . hmm, she won't be back until . . . after lunch. That's when she has her office hours. Perhaps you could come back then?

**Student**

Oh, unfortunately no. I have class this afternoon. And I was really hoping to talk to her today. Hey, um, do you know if . . . she's accepting any more students into her Introduction to Biology class?

**Employee**

You wanna know if you can take the class?

**Student**

Yes, if she's letting any more students sign up, I'd like, I'd like to join the class.

**Employee**

Introduction to Biology is a very popular class, especially when she teaches it. A lot of students take it.

**Student**

Yeah, that's why the registrar said it was full. I've got the form the registrar gave me, um, to get her permission to take the class. It's all filled out except for her signature. I'm hoping she'll let me in even though the class is full. You see, I'm a senior this year, and, uh . . . this'll be my last semester, so it's my last chance . . .

**Employee**

Oh, wow, really. I mean most students fulfill their science requirement the first year.

**Student**

Well, I mean, um . . . to be honest, I kept putting it off. I'm not really a big fan of science classes in general, and with the labs and everything, I've never quite found the time.

**Employee**

Your advisor didn't say anything?

**Student**

Well, to tell you the truth, she's been after me to take a class like this for a while, but I'm double-majoring in art and journalism and so my schedule's been really tight with all the classes I gotta take, so somehow I never . . .

**Employee**

Well, perhaps you could leave the form with me and I'll see if she'll sign it for you.

**Student**

You know, I appreciate that, but maybe I should explain the problem to her in person . . . I didn't want to do it, but I guess I'll have to send her an e-mail.

**Employee**

Hmm. You know, not all professors check their e-mails regularly—I . . . I'm not sure if Professor Kirk does it or not. Here's an idea . . . why don't you stick a note explaining your situation under her door and ask her to call you if she needs more information?

**Student**

Hey, that's a good idea, and then I can leave the form with you—if you still don't mind.

**Track 38 Listening Script (Question 16)****Narrator**

Why does the man say this to the woman:

**Student**

You know, I appreciate that, but maybe I should explain the problem to her in person . . .

## Answer Explanations

12. **B** This is a Gist-Purpose question. The student wants Professor Kirk to give him permission to enroll in a course that is already full. In order to do this, the professor must sign a form that the student has brought with him. That is why he is there; thus choice D is correct. The student already knows that he must take a science course in order to graduate (choice A). There is no indication that Professor Kirk has invited the student to her office (choice B), and the student already has an advisor (choice C).

13. **B** This is a Detail question. When the man says he will graduate soon, the woman says, “Oh, wow” and points out that most students fulfill their science requirement their first year. This indicates that she is surprised that the man has waited so long, making choice B the correct answer. None of the other choices is factually true, according to the information in the conversation.

14. **B** This is another Detail question. Choice A is correct because it paraphrases the man’s statement that his advisor has “been after me to take a class like this for a while.” She wants him to take the class because she is aware of the man’s situation and knows he cannot graduate without the science class. Therefore choice C, which states that she is unaware of his problem, is incorrect. There is nothing in the conversation indicating that the advisor encouraged the man to major in journalism (choice B). And although Professor Kirk’s popularity among students is mentioned in the conversation, no reference is made to the advisor’s opinion of Professor Kirk (choice D).

15. **C** This is a Connecting Content question. After the woman suggests that the man stick a note under Professor Kirk’s door, the man says, “that’s a good idea,” indicating that he will follow her advice. Thus choice C is correct. There is some discussion about sending an e-mail (choice B), but that idea is rejected. There is no discussion of calling Professor Kirk (choice A), and the man explains early in the conversation that his schedule conflicts with the professor’s office hours (choice D).

16. **B** This question requires you to Understand the Function of What Is Said. In the replayed audio, the man rejects the woman’s offer to give the form to Professor Kirk. Instead of simply saying, “No,” the man says he does “appreciate” her offer but thinks it would be better for him to speak with Professor Kirk directly. Choice B captures both the man’s politeness and his intention. The man’s problem is not yet solved (choice A), and he has already explained what he needs (choice C). Choice D is incorrect because the woman implied earlier that it is Professor Kirk, not she, who is busy.

## Questions 17–22

## Track 39 Listening Script

**Narrator**

Listen to part of a lecture in an astronomy class.

**Astronomy****Professor**

I'm sure y'all have been following the news about Mars. A lot of spacecraft have been visiting the planet recently—some have gone into orbit around it, while others have landed on it. And, they've sent back a ... an abundance of data that's reshaping our knowledge ... our vision of the planet in a lot of ways. Is there anything that you've been particularly struck by in all the news reports?

**Female Student**

Well, they seem to mention water a lot, which kinda surprised me, as I have this picture in my head that Mars is dry ... sorta dry and dead.

**Professor**

You're not the only one. You know, for centuries, most of our knowledge of the planet came from what we saw through telescopes, so, obviously, it was pretty limited—and our views of the planet were formed as much by writers ... as they were by serious scientists. When the first science-fiction stories came out, Mars was described as being a lot like Earth except ...

**Male Student**

I know: the planet was red and, uh, the people were green. I've seen some of those old movies. What were they thinking? I mean really ... they ...

**Professor**

Well, it seems silly to us now, but those ideas were quite imaginative and, occasionally, scary in their time. Anyway, we began to rethink our image of Mars when the first space-craft flew by the planet in 1965 and sent pictures back to Earth. Those pictures showed a planet that looked a lot more like our Moon than Earth—lots of craters and not much else. It was bitterly cold, it had a very thin atmosphere, and that atmosphere was mostly carbon dioxide. So the view of Mars after this first flyby mission was that dry, dead planet that Lisa mentioned.

But, then there were more visits to the planet in the 1970s—and this time the space-craft didn't just fly by; they orbited ... or landed. This allowed us to receive much more detailed images of the planet, and it turned out to be a pretty interesting place. Mars had ... has a lot more than craters—it has giant volcanoes and deep canyons. It also showed signs of dried-up riverbeds and plains that had been formed by massive floods. So we concluded that there must have been water on the planet at one time—billions of years ago. Now, what does it take for water to exist?

**Male Student**

You need to have a warm-enough temperature so that it doesn't freeze.

**Professor**

That's one thing—and the other is that you need enough atmospheric pressure, thick-enough air so that the water doesn't instantly vaporize. The Mars we see today doesn't have either of those conditions—it is too cold and the air is too thin—but a long time ago, there may have been a thicker atmosphere that created a greenhouse effect that raised temperatures—and maybe that combination produced water on the surface of the planet. So maybe Mars wasn't just a dead, boring rock; maybe, it was, uh, a fascinating fossil that was once alive and dynamic—worthy of exploration. Now let's jump forward a few decades to the beginning of this century, and a new generation of orbiters and landers that have been sent to Mars. Of course, the scientific instruments now surveying Mars are far more sophisticated than the instruments of the '70s, so we're getting all kinds of new data for analysis. And, not surprisingly, that data is challenging our notions of what Mars is like. Lisa, you mentioned that a lot of the news reports talked about water—do you remember any of the details?

**Female Student**

Well, they were showing these pictures of these long, uh, cuts in the ground, which would be gullies here; I mean on Earth. They say that since, uh, gullies are usually formed by water, it seems like they might be evidence that water still exists on Mars, but I didn't get how that worked.

**Professor**

I'm not surprised. There're a lot of theories ... a lot of speculation ... and some argue the formations aren't caused by water at all. But there're some ingenious theories that assume

that there's a lot of water right under the planet's surface that somehow is causing the gullies to form. If we could only get a lander there . . . but the gullies aren't in places where we can send landers yet. Anyway, if there is some kind of water activity, it may change our view of the planet once again . . . to something that's not dead, not even a fossil, but rather a planet like Earth that undergoes cycles—think of our ice ages—over long periods of time. Maybe Mars could sustain water again at some distant date.

### Track 40 Listening Script (Question 21)

**Narrator**

Why does the professor say this:

**Professor**

So maybe Mars wasn't just a dead, boring rock; maybe, it was, uh, a fascinating fossil that was once alive and dynamic—worthy of exploration.

### Track 41 Listening Script (Question 22)

**Male Student**

I know: the planet was red and, uh, the people were green. I've seen some of those old movies. What were they thinking? I mean really . . .

**Narrator**

Why does the student say this:

**Male Student**

What were they thinking?

### Answer Explanations

17. **C** This is a Gist-Content question. The professor begins by saying that an abundance of data is reshaping “our vision of the planet in a lot of ways.” He goes on to discuss how Mars was imagined before it was visited by spacecraft, and then how, in recent years, successive spacecraft have sent back detailed images that are providing an increasingly realistic view of the planet. Thus choice C is correct.
18. **A** This is a Detail question. Choice A is correct because the professor says that the images obtained in 1965 made Mars appear as dry and dead as the Moon, with “lots of craters and not much else.” He mentions the 1965 view that Mars was very cold, but he does not say that the images showed it to be similar to Earth (choice B)—quite the opposite. The existence of life on Mars in the distant past is presented not as a conclusion (choice C) but as a matter of theory and speculation coming after the 1970s orbits and the even more recent Mars landings. The theory that water exists under Mars's surface (choice D) is also a recent development.

19. **B B** This is a Making Inferences question. Note that the square boxes in front of the answer choices indicate that you must select two correct answers. In the lecture, the professor contrasts the dry conditions of Mars today with the possibility that Mars had water on its surface billions of years ago. Choice B, which says that the atmospheric pressure and the temperature may have been higher on Mars in the past than they are today, forms part of his explanation of how Mars could once have had water. Choice D is also correct because part of the evidence for the existence of water on Mars is the plains and the dried-up riverbeds currently visible on Mars's surface; according to the professor, they could have been created by flooding.

20. **C** This is a Detail question. One of the students mentions that she has seen news reports that showed gullies on Mars, and she says that they seem to be evidence of water. The professor confirms that gullies may indeed be evidence of water on Mars and says that there are theories that water under the surface caused the gullies to form. Thus choice C is correct. The professor mentions volcanoes on Mars (choice A) and Mars's dry climate (choice B), but he does not associate either with gullies. References are made to fossils but not to any actual fossils (choice D); the professor uses the word *fossil* metaphorically when he likens the entire planet to an object that may be dead but that is nevertheless worth investigating because it was once alive.

21. **B** This is an Understanding Organization question. In this replayed statement, the professor uses imagery to describe the early conception of Mars—“a dead, boring rock”—and the modern conception formed by additional evidence—“a fascinating fossil that was once alive and dynamic.” By making this contrast, the professor both sums up the lecture and emphasizes that the change in our view of Mars was a very significant one. Thus the correct answer is choice D.

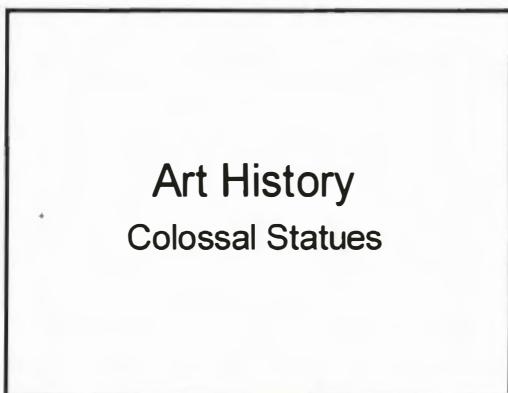
22. **B** This question requires you to Understand the Function of What Is Said. The student's comment is an indirect criticism of early filmmakers for their unrealistic portrayals of Mars. Thus choice B is correct. His opinion is a negative one, so he is not expressing approval (choice D). The student is not seeking clarification or rephrasing a previous question, so choices A and C do not accurately reflect the intention of his statement.

## Questions 23–28

## Track 42 Listening Script

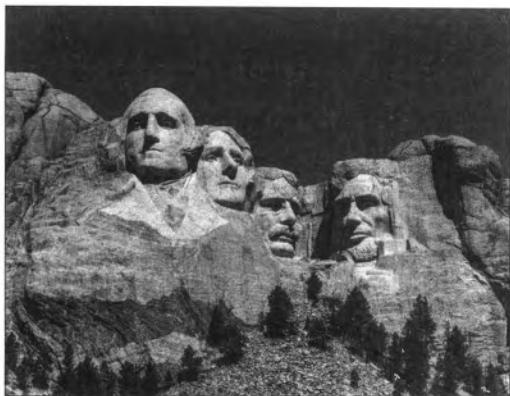
**Narrator**

Listen to part of a lecture in an art history class. The professor has been talking about colossal statues.

**Professor**

We've been looking at colossal statues—works of exceptionally huge size—and their essentially public role, in commemorating a political or religious figure. We've seen how some of these statues date back thousands of years . . . like the statues of the pharaohs of ancient Egypt—which you can still visit today—and how others, though surviving only in legend, have fired the imagination of writers and artists right up to our own time, such as the Colossus of Rhodes, that 110-foot statue of the Greek god Helios. Remember, this same word, *colossus*—which means a giant or larger-than-life-size statue—is what today's term *colossal* derives from.

Now, it was one thing to build such statues, at an equally colossal cost, when the funds were being allocated by ancient kings and pharaohs. But if we're going to think about modern-day colossal statues, we need to reexamine more closely their role as social and political symbols, in order to understand why a society today—a society of free, taxpaying citizens—would agree to allocate so much of its resources to erecting them. A good example to start out with would be Mount Rushmore.



Now, many of you have probably seen pictures of Mount Rushmore; perhaps you've actually visited the place. Mount Rushmore, in South Dakota, is a colossal representation of the faces of four U.S. presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln, carved directly into a mountain. Imagine: each of those faces in the rock is over 60 feet high! Now, carving their faces took over six and a half years, and cost almost a million dollars. And this was in the 1930s, during the worst economic depression in U.S. history! Does that strike any of you as odd?

Well, I personally think that the Great Depression of the 1930s actually makes this more understandable, not less so. Often it's the case that, precisely at times of hardship—when the very fabric of society seems to be unraveling and confidence is eroding—uh, that people clamor for some public expression of strength and optimism, perhaps as a way of symbolizing its endurance in the face of difficulty.

So with that in mind, let's go back to Mount Rushmore. Actually, the original motivation for a colossal monument in South Dakota had very little to do with all this symbolism . . . and everything to do with money: you see, it was first conceived of basically as a tourist attraction, and it was supposed to feature the images of legendary figures of the American West, like the explorers Lewis and Clark. The government of South Dakota thought it would bring lots of money into the state.

It was only later on that the sculptor—the artist who designed and oversaw the project, a man named Gutzon Borglum—decided the project should be a monument honoring four of the most-respected presidents in U.S. history; much more than a tourist attraction . . . its very prominence and permanence became perceived as a symbol of the endurance of U.S. ideals and the greatness of the country's early leaders. So, you see, what began as a tourist attraction became something far loftier.

Let's look at another example of this phenomenon.

*On the actual test, an image  
of the Statue of Liberty  
would appear here.*

The Statue of Liberty is another colossal statue—one that I assume a number of you are familiar with. But, umm, I would guess that—like many people today—you don't realize that, when it was designed, over a century ago—by a French sculptor—it was intended to symbolize the long friendship between the people of France and the people of the United States—one which dated back to France's support of the American colonies' war for independence from the British.

But the shift in the statue's meaning started soon after it was built. Back in 1883, Emma Lazarus wrote that famous poem—you know, the one that goes: "Give me your tired, your poor . . ." and so on and so forth. That poem describes the Statue of Liberty as a beacon of welcome for the entire world. Well, in the early 1900s, it was put on a plaque on the pedestal that the Statue of Liberty stands on.

From that point on, the Statue of Liberty was no longer perceived as just a gift between friendly republics. It now became a tribute to the United States' history of immigration and openness.

This association was strengthened in the imagination of the general public just a few decades after the statue's completion, with the immigration waves of the early twentieth century . . . especially since the statue happened to be the first sign of America seen by those immigrants sailing into the port of New York. So, as with Mount Rushmore, the original motivation for this colossal statue was forgotten, and the statue is now valued for more important reasons.

### Track 43 Listening Script (Question 28)

**Professor**

Back in 1883, Emma Lazarus wrote that famous poem—you know, the one that goes: "Give me your tired, your poor . . ." and so on and so forth.

**Narrator**

Why does the professor discuss the poem by Emma Lazarus?

## Answer Explanations

23. **C** This is a Gist-Content question. The lecture is part of a larger art history lecture on the general topic of colossal statues. Having completed his discussion of ancient colossal statues, the professor now focuses on modern times and begins by raising this question: why would elected officials be willing to invest enormous sums of public money to create colossal statues? To understand why, he says, one needs to “reexamine more closely their role as social and political symbols.” Choice C best expresses that idea. Choices A, B, and D are mentioned but are not the main focus of this excerpt.

24. **A** This is a Making Inferences question. In examining the role of modern colossal statues as social and political symbols, the professor explains that these very expensive statues are built only when free, taxpaying citizens agree to fund their construction. If these symbols are so costly to build, then the people who agree to fund their construction must place a high value on them. Therefore choice A is correct. While it is probably true that important colossal statues are discussed in many classrooms (choice B), this fact is not mentioned by the professor. The fact that the statues last thousands of years is discussed with regard to ancient, not modern, statues (choice C). A famous poem is discussed in the lecture, but this poem was inspired by the Statue of Liberty, not the other way around (choice D).

25. **C** This is a Detail question. In his discussion of the Great Depression, the professor says that people’s confidence gets eroded in times of financial hardship, making choice C correct. While the other events may have resulted from the Great Depression, they are not mentioned by the professor in this regard.

26. **A** This is a Detail question. At the opening and again at the closing of his discussion of Mount Rushmore, the professor says that the monument was originally intended as a tourist attraction to bring money to the state of South Dakota. Choice A is correct because it paraphrases these statements. The unity of society (choice B) is addressed in the lecture in connection with colossal statues, and symbolizing this ideal might have been one of the sculptor’s goals. Nevertheless, the professor emphasizes that neither unifying society nor the Great Depression (choice C) was the original motivation for the state of South Dakota. Choice D is incorrect for the same reason: honoring United States presidents was not the original purpose of the statue; in fact, the monument started out as a depiction of legendary figures of the American West, not U.S. presidents.

27. **D** This is an Understanding Organization question. Choice B is correct because the professor talks about Emma Lazarus’s poem as a second example of how the meaning associated with a monument can change. Before mentioning the poem, the professor points out that the Statue of Liberty was given to the United States by France as a gift symbolizing the long friendship between the two countries. But then Lazarus wrote the poem describing the

statue as a beacon of welcome for the entire world. The professor says that the poem gave a new meaning to the statue and that this meaning strengthened after the poem was placed on the statue's pedestal. The professor is not making a general observation about literature and sculpture (choice A). He mentions the friendship between the United States and France only to set up a contrast with the newer meaning of the statue (choice C). And he discusses the poem to show a similarity, not a difference, between Mount Rushmore and the Statue of Liberty, that similarity being the fact that the symbolism of both monuments has shifted over time.

28. **C** You are asked to listen again to part of the lecture and to decide what the professor is implying about the poem.

Back in 1883, Emma Lazarus wrote that famous poem—you know, the one that goes: "Give me your tired, your poor . . ." and so on and so forth.

This is a Making Inferences question. To arrive at the correct answer (choice C), you must understand that the expression "so on and so forth" is typically used when a listener does not need any further information to understand what the speaker is referring to. In this case, the professor assumes that the students are very familiar with the poem, so he does not need to recite more than the first few words of it.

# Speaking

## Listening Scripts, Important Points, and Sample Responses with Rater Comments

Use the Speaking rubrics on pages 184–187 to see how responses are scored. The raters who listen to your responses will analyze them in three general categories. These categories are Delivery, Language Use, and Topic Development. All three categories have equal importance.

This section includes important points that should be covered when answering each question. All of these points must be present in a response in order for it to receive the highest score in the Topic Development category. These important points are guides to the kind of information raters expect to hear in a high-level response.

This section also refers to example responses on the accompanying audio tracks. Some responses were scored at the highest level, while others were not. The responses are followed by explanations of their scores.

### Question 1: Paired Choice

#### Track 44 Listening Script

##### Narrator

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

**Preparation Time: 15 Seconds**

**Response Time: 45 Seconds**

#### Important Points

In this question, you need to state whether you, as a student, would prefer to live with roommates or live alone, and then you need to explain your preference. You should explain your reason or reasons fully and clearly, using details and examples where you can. For instance, you could say you prefer to live with a roommate and then explain one or two reasons, such as having someone to discuss problems with, being able to share the cooking and cleaning, or avoiding loneliness. If you want to talk about the advantages or disadvantages of *both* options and say they are equally good, that is permissible. However, it might be more difficult for you to finish discussing both options in the time allowed.

## Sample Responses

**Play Track 49 to hear a high-level response for Question 1.** 

### Rater Comments

This speaker's response presents a clear progression of ideas. He chooses to discuss an advantage of living with a roommate before he describes the disadvantages, which, to him, are stronger than the advantage. He gives an example of how a roommate might be a problem, then states his preference—living alone—and relates it to his personal experience. His pronunciation is easy to understand, and he speaks very fluently. A few of his word choices are not precise, but this would not prevent a listener from understanding his ideas.

**Play Track 50 to hear a low-level response for Question 1.** 

### Rater Comments

For the first part of his response, the speaker is only reading the question aloud and not actually answering it. His pronunciation is strongly affected by his first language, so the listener must make a great effort to try to understand what he is saying. His response is marked by long pauses as he tries to think of the next word to say, indicating that he possesses a very limited English vocabulary. The lowest level of the rubric describes the characteristics of this response.

## Question 2: Fit and Explain

### Track 45 Listening Script

#### Narrator

Read the article from the university newspaper about the plan to build new student housing. You will have 50 seconds to read the article. Begin reading now.

**Reading Time: 50 Seconds**

#### University May Build New Student Apartments Off Campus

The Department of Student Housing is considering whether to build new student housing off campus in a residential area of town. Two of the major factors influencing the decision will be parking and space. Those who support building off campus argue that building new housing on campus would further increase the number of cars on and around campus and consume space that could be better used for future projects that the entire university community could benefit from. Supporters also say that students might even have a richer college experience by being connected to the local community and patronizing stores and other businesses in town.

**Narrator**

Now listen to two students discussing the article.

**Woman**

I can't believe these plans. It just doesn't make sense to me.

**Man**

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

**Woman**

Yeah, I know. But the thing is, it doesn't matter where students live 'cause they still have to get to class somehow, right? At least if they built new dorms on campus, students would use campus transportation . . .

**Man**

. . . instead of their cars. I see what you're getting at. If they live off campus, they're *still* going to have to drive and park on campus. Might even create more traffic.

**Woman**

Exactly.

**Man**

OK. Still, though . . . the point about students interacting more with people in the community: that doesn't seem to be a bad thing, does it?

**Woman**

But the more time spent off campus, in town, the less time spent on campus. What about all the clubs, shows, discussions, a—all the campus happenings that just kind of . . . happen? It's important to be *on* campus to really take advantage of these things. Having a different living experience shouldn't be given up at the expense of not being as much a part of the university community.

**Narrator**

The woman expresses her opinion of the university's plan. State her opinion and explain the reasons she gives for holding that opinion.

**Preparation Time: 30 Seconds**

**Response Time: 60 Seconds**

**Important Points**

The woman disagrees with the housing department's plan to build new student housing off campus. She thinks students will still have to drive to campus to get to class, so there will not be any decrease in the number of cars around campus. She also thinks students will miss opportunities to be involved in on-campus activities, which are just as important as the experience of living in town.

## Sample Responses

**Play Track 51 to hear a high-level response for Question 2.** 

### Rater Comments

The speaker gives a sustained, coherent response that accurately and efficiently explains the woman's opinion of the main points of the newspaper article. He did not waste time by including unimportant details from the conversation or reading. His pacing is fluid, and he demonstrates good control of a variety of grammatical structures and vocabulary. His pronunciation is exceptionally clear.

**Play Track 52 to hear a mid-level response for Question 2.** 

### Rater Comments

This speaker covers all the important points of the woman's opinion. However, the speaker never states what the university plan is, so she does not make it entirely clear what, in general, the woman in the conversation is disagreeing with. Her response contains some minor errors in word choice, such as "assist" rather than "attend," but overall she demonstrates good control of both vocabulary and grammar. Her pacing is usually steady, though with a number of hesitations that require listener effort at times.

## Question 3: General/Specific

### Track 46 Listening Script

#### Narrator

Now read the passage about a topic in psychology. You will have 45 seconds to read the passage. Begin reading now.

**Reading Time: 45 Seconds**

#### Actor-Observer

People account for their own behavior differently from how they account for the behavior of others. When observing the behavior of others, we tend to attribute their actions to their character or their personality rather than to external factors. In contrast, we tend to explain our own behavior in terms of situational factors beyond our own control rather than attributing it to our own character. One explanation for this difference is that people are aware of the situational forces affecting them but not of situational forces affecting other people. Thus, when evaluating someone else's behavior, we focus on the person rather than the situation.

**Narrator**

Now listen to part of a lecture in a psychology class.

**Professor**

So we encounter this in life all the time, but many of us are unaware that we do this . . . even psychologists who study it . . . like me. For example, the other day I was at the store and I was getting in line to buy something. But just before I was actually in line, some guy comes out of nowhere and cuts right in front of me. Well, I was really annoyed and thought, "That was rude!" I assumed he was just a selfish, inconsiderate person when, in fact, I had no idea why he cut in line in front of me or whether he even realized he was doing it. Maybe he didn't think I was actually in line yet . . . But my immediate reaction was to assume he was a selfish or rude person.

OK, so a few days after that, I was at the store again. Only this time I was in a real hurry—I was late for an important meeting—and I was frustrated that everything was taking so long. And what's worse, all the checkout lines were long, and it seemed like everyone was moving so slowly. But then I saw a slightly shorter line! But some woman with a lot of stuff to buy was walking toward it, so I basically ran to get there first, before her, and, well, I did. Now, I didn't think of myself as a bad or rude person for doing this. I had an important meeting to get to—I was in a hurry, so, you know, I had done nothing wrong.

**Narrator**

Explain how the two examples discussed by the professor illustrate differences in the ways people explain behavior.

**Preparation Time: 30 Seconds**

**Response Time: 60 Seconds**

**Important Points**

We explain others' behavior differently from how we explain our own behavior. The professor describes how he thought that the man who cut ahead of him in line was a rude person. This example shows that we tend to explain the behavior of others by attributing it to their character or personality. Then the professor describes how he similarly cut into line but did not think of himself as rude, because he was late for a meeting. This illustrates how we explain our own behavior not in terms of our character, but by attributing it to situational factors.

**Sample Responses**

**Play Track 53 to hear a high-level response for Question 3.**

**Rater Comments**

This speaker clearly shows how the professor's examples illustrate the idea that we explain other people's behavior one way and our own behavior in a different way. He covers the main points efficiently in the time allotted. His response is sustained and fluid, and his pronunciation is easy to understand, with only occasional, minor difficulties. There are several minor grammatical errors that do not

hinder understanding, and overall he demonstrates good control of grammatical structures.

**Play Track 54 to hear a mid-level response for Question 3.** 

**Rater Comments**

The speaker is able to cover both of the professor's examples in a basic way, but he never clearly connects the second example to the concept from the reading (that people explain their own behavior based on situational factors, not character). His pronunciation is easy to understand, but his response is still difficult to follow at times because of his frequent hesitations.

## Question 4: Summary

### Track 47 Listening Script

**Narrator**

Now listen to part of a lecture in a child development class.

**Professor**

OK. Young children and art. Research suggests that learning art skills can benefit a young child's development. Umm . . . two of the ways it can do this is by providing a platform to express complex emotions and by encouraging persistence.

Now, what do I mean when I say "a platform to express complex emotions"? Young children have limited vocabulary. So how would they communicate the feeling of pride, for example? A drawing, though, making a drawing of feeling proud . . . this is something a young child could do. So a little girl might draw herself jumping up in the air next to her bike. In the drawing, her arms are raised up in the air and she's smiling. Children can communicate their emotions, whether positive or negative, through the drawing—mm—better than they could with words.

And encouraging persistence? Art skills can help children to develop patience and concentration to persist in an activity . . . the willingness to keep trying to reach a goal. So suppose there's a little boy who wants to mold a lump of clay into the shape of a car. The first attempt doesn't look too much like a car. He's disappointed but wants to try again. The second, third, fourth try still don't look quite right, but there's improvement with every attempt. So, after some time, he gets to the point where he's satisfied with his creation. The newly shaped clay car is an instant reminder of an accomplishment—a success resulting from his persistence. The boy may be able to transfer this lesson toward other situations and activities because, well, he's had the experience of successfully accomplishing a goal through hard work.

**Narrator**

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

**Preparation Time: 20 Seconds**

**Response Time: 60 Seconds**

## Important Points

Learning art skills can have an important impact on the emotional development of young children in two ways. One is by helping them to express complex emotions. Drawing can, for example, help children express emotions that they cannot express in words. The little girl expressed pride when she drew a picture of herself looking proud of learning to ride a bike.

The second way art can help young children is by teaching them persistence. After spending time perfecting an art piece—such as the little boy sculpting a car out of clay—they can see their success.

## Sample Responses

**Play Track 55 to hear a high-level response for Question 4.** 

### Rater Comments

This speaker efficiently summarizes the key points from the lecture in order to explain how learning art skills can influence a child's development. His speech is highly intelligible and fluid, though there are a few minor lapses in flow. His response also demonstrates good control of both basic and more complex grammatical structures as used in spoken language.

**Play Track 56 to hear a mid-level response for Question 4.** 

### Rater Comments

The speaker makes major errors in content as he attempts to summarize the lecture. He does not mention the second point—that learning the value of persistence is one of the ways that art can help children's emotional development. Also, his summary of the first point is inaccurate; he confuses the example for the second point with the example for the first point (helping children express emotions). His pronunciation is generally clear, but his response lacks full coherence; it is not always easy to see how one idea connects to the next.

# Writing

## Listening Script, Topic Notes, and Sample Responses with Rater Comments

Use the Integrated Writing and Writing for an Academic Discussion scoring rubrics on pages 199–200 and 210–211 to see how responses are scored.

### Integrated Writing

#### Track 48 Listening Script

**Narrator**

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

**Professor**

Lately, we've been seeing some professors on television. Though it's sometimes claimed to be a good thing, we should question whether anybody really benefits from it. First of all, it's not good for the professors themselves—not from a professional standpoint. Rightly or wrongly, a professor who appears on TV tends to get the reputation among fellow professors of being someone who is not a serious scholar—someone who chooses to entertain rather than to educate. And for that reason, TV professors may not be invited to important conferences—important meetings to discuss their academic work. They may even have difficulty getting money to do research. So for professors, being a TV celebrity has important disadvantages.

A second point is that being on TV can take a lot of a professor's time—not just the time on TV but also time figuring out what to present and time spent rehearsing, travel time, even time getting made up to look good for the cameras. And all this time comes out of the time the professor can spend doing research, meeting with students, and attending to university business. So you can certainly see there are problems for the university and its students when professors are in the TV studio and not on campus.

So who does benefit? The public? Umm . . . that's not so clear either. Look, professors do have a lot of knowledge to offer, but TV networks don't want really serious, in-depth academic lectures for after-dinner viewing. What the networks want is the academic title, not the intellectual substance. The material that professors usually present on TV—such as background on current events, or some brief historical introduction to a new movie version of a great literary work—this material is not much different from what viewers would get from a TV reporter who had done a little homework.

**Narrator**

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

**Topic Notes**

You should understand the reasons presented in the lecture for why it is not necessarily good that professors appear on television. The lecturer questions each of the benefits mentioned in the reading passage: about the professor's reputation, about the professor's time, and about educating the public.

A high-scoring response will include the following points made by the lecturer that address the points made in the reading passage:

Point Made in the Reading Passage	Contrasting Point from the Lecture
TV appearances improve the professor's reputation.	<ol style="list-style-type: none"> <li>1. Their reputation suffers, because they are considered entertainers by their peers and not serious scholars.</li> <li>2. As a result, they may get fewer invitations to academic conferences or lose research funding.</li> </ol>
TV appearances benefit the university and lead to more student applications and more donations.	Professors spend a lot of time preparing for the TV appearances, which takes away from their true academic work, such as teaching and doing research.
TV appearances benefit the public because the public is exposed to more in-depth knowledge about a subject.	Professors generally do not give in-depth academic lectures on TV.

Responses scoring 4 and 5 discuss and connect the points and the counter-points in the table while adding all the important supporting details mentioned by the lecturer. The table above includes the main lecture points but may not include all the important supporting details.

**Sample Responses with Rater Comments****High-Level Response**

The passage introduced three reasons why professors should appear on TV: gaining reputation for the professor, for the college, and to educate the general public. However, the lecture disagrees.

Professors who appear frequently on TV are not generally viewed as a serious scholar. As a result, those professors will receive less invitation to attend academic conferences or less likely to receive research grant. This seriously hinders the professor's opportunity to further grow as a researcher.

Professors who frequently appear on TV also has negative effect on students and the university. Appearing on TV takes a lot of time to prepare, including preparation for the

material, transportation time, and even time to dress up. This precious time can also be used to teach class, help students, or even do further research. As a result, professors who appear on TV waste a lot of time that they can contribute to teaching and research.

Professors appearing on TV doesn't usually help educating the general public. The TV network is not interested in having the professor explaining the intellectual substances of their researches. Rather, they are interested in having them explain some basic background information or history. This type of information can be easily presented by a serious reporter who has done his work properly.

Because of the above reasons, it is highly questionable whether professors appearing on TV has any advantage. In fact, it could bring negative consequence both to the professors themselves and the universities they teach.

#### ***Rater Comments***

This response successfully conveys all three of the main points from the lecture. The response is well organized and developed. Explicit connection between the reading passage and the lecture is explained in the first and final paragraphs. In each body paragraph, the writer opens with a topic sentence that captures how the lecture point opposes the point made in the reading passage in general, and the writer proceeds to develop the lecturer's point using relevant details and examples.

The language used by the writer is not perfect; there are minor grammatical errors in subject-verb agreement and preposition use ("Professors . . . has negative effect," "preperation for the material," "the universities they teach"). However, note that the Scoring Guide for the integrated task allows even level 5 responses to contain occasional minor errors that do not result in inaccurate or imprecise presentation of content or connections. The errors in this response do not interfere with meaning or disrupt the flow of the response.

#### ***Mid-Level Response***

The question which is asked is to know if the apparition of a professor on television is a good or a bad think? On this point, the text and the lecture completely disagree.

First, we can think that it is a good thing for the professors themselves. It seems to be something logical because today a lot of people want to be known and the television is perhaps the best thing to be known. But what the lecture say is that such a professor don't have a good reputation. People think they are not very serious when they pass on television. The effect is that they are no more invited to important conferences.

In what concerned the students and the university, the text shows the facts that some of these apparitions can bring some donation to the university, what is very good. But in the other hand according to the lecture, this professor spend a lot of time travelling and during that time, he isn't available for the students or for the researches and the university lose therefore some money.

Finally for the public himself, they could learn some interesting things and it could be a very big chance because a lot of these persons haven't had the chance going in the university. But it is true that such intervention isn't often best as something that a journalist could prepare.

**Rater Comments**

The writer organizes the response fairly well. After a brief introduction, each reading passage point is briefly summarized and then followed by ideas from the related point in the lecture. However, the response earns a mid-level score because the writer's summaries of the lecture suffer from several problems. There is imprecision (the idea that "people" rather than fellow academics think the professor appearing on television is not serious); there is omission (the idea that television networks are not interested in in-depth lectures is missing); and there is poor connection of ideas (the idea that a university loses "some money" is not connected to the idea that television appearances take away from professors' time at the university).

Most importantly, there are lapses of clarity due to the writer's poor language control. Errors in word choice ("pass on television," "intervention isn't often best as something") obscure meaning to such an extent that the lecturer's response to the first point is conveyed only vaguely, and the response to the last point is completely unclear. Although the writer of this response may have had a good grasp of the ideas, the writer failed to communicate those ideas clearly to the reader.

## Writing for an Academic Discussion

### Question

Your professor is teaching a class on ecology. Write a post responding to the professor's question.

**In your response, you should do the following.**

- Express and support your opinion.
- Make a contribution to the discussion in your own words.

An effective response will contain at least 100 words.

**Dr. Gupta**

Today, there is debate over how we should treat natural ecosystems, meaning wilderness areas that are basically untouched by human activity. These natural ecosystems were once seen purely as resources to be exploited, but many people now believe that wilderness areas should be protected from any human use or interference so that they continue developing completely naturally. To what extent do you support protecting and preserving natural ecosystems? Should some wilderness areas be totally protected from human use?

**Andrew**

People who are already struggling to feed their families are the ones most likely to be affected by, for example, a ban on mining in a wilderness area. We cannot prohibit human activities in natural ecosystems without economic consequences. I believe humans have a fundamental right to use natural resources for survival and to build wealth.

**Kelly**

There are very few truly wild places left on Earth, and once they're gone, we can never get them back. I believe we need to protect our remaining natural ecosystems from human interference. Not only will the animals and plants in those places benefit, but so will we humans because our own survival depends on the health of our planet.

**Topic Notes**

In this prompt, the professor basically asks students to discuss their perspective on the extent to which wilderness areas should be preserved, and to provide a rationale for their position. Andrew's post states that he believes, for economic reasons, that humans have a right to use natural resources as needed, while Kelly supports the protection of wilderness areas as a matter of human survival. Test takers may express full or partial agreement with either of these posts or present an entirely new opinion (perhaps protecting some areas under certain, specified conditions but not others). Responses should make clear what the test taker's overall opinion is and the rationale for that opinion.

**Sample Responses with Rater Comments*****High-Level Essay***

All living things are entitled to live on this earth. Humans are the only species that can globally affect other species and make them extinct by altering nature and affecting the lives of other species. I do agree with Kelly that we should try our best to preserve nature as much as possible. Designating areas to be preserved from human living is good. Places like national parks where people are allowed to visit but not allowed to live in, should be an adequate solution. We should still be able to enjoy the nature but not to destroy them. It is also critical to the overall survival of this world.

***Rater Comments***

The response is a relevant and very clearly expressed contribution to the online discussion, and it demonstrates consistent facility in the use of language. The writer takes the position of preserving the wilderness because "All living things are entitled to live on this earth." The writer, while agreeing with Kelly's position ("I do agree with Kelly that we should try our best to preserve nature as much as possible"), goes on to recommend a solution for the issue by suggesting that "designating areas to be preserved from human living is good. Places like national parks where people are allowed to visit but not allowed to live in, should be an adequate solution." The relevant and well-elaborated explanations, together with the presence of few lexical or grammatical errors, warrant a high score for this response.

**Mid-Level Essay**

I agree with Andrew there are some peoples who had been already suffered and struggling a lot to feed its families if there are restriction or ban on natural ecosystems then how they survive? They should get or should allowed to use natural ecosystems as its god gift and everyone has right to use it. There will be more possible chance that they get frustated with own lives because they might think they are already not getting good help from government or so and at same time even if this natural source is not available for them then they feel leftover and this effect them very badly and also for the country.

**Rater Comments**

The response is a mostly relevant and mostly understandable contribution to the online discussion, and there is some facility in the use of language. The writer agrees with Andrew that “here are some peoples who had been already suffered and struggling a lot to feed its families,” so “if there are restriction or ban on natural ecosystems then how they survive?” The writer goes on to add the detail regarding the potential of people to “get frustated with own lives because they might think they are already not getting good help from government or so and at same time even if this natural source is not available for them then they feel leftover and this effect them very badly and also for the country.” There are language facility issues in the response, with noticeable lexical and grammatical errors in sentence structure and word form (for one example, “there will be more possible chance that they get frustated with own lives”). Overall, the response is partially successful because it offers a mostly relevant and understandable contribution to the online discussion, but the presence of noticeable language errors affects clarity and prevents the response from receiving a high score.