

TOEFL iBT® Practice Test 3

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.

ARCHITECTURE

Architecture is the art and science of designing structures that organize and enclose space for practical and symbolic purposes. Because architecture grows out of human needs and aspirations, it clearly communicates cultural values. Of all the visual arts, architecture affects our lives most directly for it determines the character of the human environment in major ways.

Architecture is a three-dimensional form. It utilizes space, mass, texture, line, light, and color. To be architecture, a building must achieve a working harmony with a variety of elements. Humans instinctively seek structures that will shelter and enhance their way of life. It is the work of architects to create buildings that are not simply constructions but also offer inspiration and delight. Buildings contribute to human life when they provide shelter, enrich space, complement their site, suit the climate, and are economically feasible. The client who pays for the building and defines its function is an important member of the architectural team. The mediocre design of many contemporary buildings can be traced to both clients and architects.

In order for the structure to achieve the size and strength necessary to meet its purpose, architecture employs methods of support that, because they are based on physical laws, have changed little since people first discovered them—even while building materials have changed dramatically. The world's architectural structures have also been devised in relation to the objective limitations of materials. Structures can be analyzed in terms of how they deal with downward forces created by gravity. They are designed to withstand the forces of *compression* (pushing together), *tension* (pulling apart), *bending*, or a combination of these in different parts of the structure.

Every development in architecture has been the result of major technological changes. Materials and methods of construction are integral parts of the design of architectural structures. In earlier times it was necessary to design structural systems suitable for the materials that were available, such as wood, stone, or brick. Today technology has progressed to the point where it is possible to invent new building materials to suit the type of structure desired. Enormous changes in materials and techniques of construction within the last few generations have made it possible to enclose space with much greater ease and speed and with a minimum of material. Progress in this area can be measured by the difference in weight between buildings built now and those of comparable size built one hundred years ago.

Modern architectural forms generally have three separate components comparable to elements of the human body: a supporting *skeleton* or frame, an outer *skin* enclosing the interior spaces, and *equipment*, similar to the body's vital organs and systems. The equipment includes plumbing, electrical wiring, hot water, and air-conditioning. Of course in early architecture—such as igloos and adobe structures—there was no such equipment, and the skeleton and skin were often one.

Much of the world's great architecture has been constructed of stone because of its beauty, permanence, and availability. In the past, whole cities grew from the arduous task of cutting and piling stone upon stone. Some of the world's finest stone architecture can be seen in the ruins of the ancient Inca city of Machu Picchu high in the eastern Andes Mountains of Peru. The doorways and windows are made possible by placing over the open spaces thick stone beams that support the weight from above. A structural invention had to be made before the physical limitations of stone could be overcome and new architectural forms could be created. That invention was the *arch*, a curved structure originally made of separate stone or brick segments. The

arch was used by the early cultures of the Mediterranean area chiefly for underground drains, but it was the Romans who first developed and used the arch extensively in aboveground structures. Roman builders perfected the semicircular arch made of separate blocks of stone. As a method of spanning space, the arch can support greater weight than a horizontal beam. It works in compression to divert the weight above it out to the sides, where the weight is borne by the vertical elements on either side of the arch. The arch is among the many important structural breakthroughs that have characterized architecture throughout the centuries.

Directions: Now answer the questions.

PARAGRAPH
1

Architecture is the art and science of designing structures that organize and enclose space for practical and symbolic purposes. Because architecture grows out of human needs and aspirations, it clearly communicates cultural values. Of all the visual arts, architecture affects our lives most directly for it determines the character of the human environment in major ways.

1. According to paragraph 1, all of the following statements about architecture are true EXCEPT:
 - (A) Architecture is a visual art.
 - (B) Architecture reflects the cultural values of its creators.
 - (C) Architecture has both artistic and scientific dimensions.
 - (D) Architecture has an indirect effect on life.

PARAGRAPH
2

Architecture is a three-dimensional form. It utilizes space, mass, texture, line, light, and color. To be architecture, a building must achieve a working harmony with a variety of elements. Humans instinctively seek structures that will shelter and **enhance** their way of life. It is the work of architects to create buildings that are not simply constructions but also offer inspiration and delight. Buildings contribute to human life when they provide shelter, enrich space, complement their site, suit the climate, and are economically feasible. The client who pays for the building and defines its function is an important member of the architectural team. The mediocre design of many contemporary buildings can be traced to both clients and architects.

2. The word "**enhance**" in the passage is closest in meaning to
 - (A) protect
 - (B) improve
 - (C) organize
 - (D) match

GO ON TO THE NEXT PAGE 

In order for the structure to achieve the size and strength necessary to meet its purpose, architecture employs methods of support that, because they are based on physical laws, have changed little since people first discovered them—even while building materials have changed dramatically. The world's architectural structures have also been devised in relation to the objective limitations of materials. Structures can be analyzed in terms of how they deal with downward forces created by gravity. They are designed to withstand the forces of *compression* (pushing together), *tension* (pulling apart), *bending*, or a combination of these in different parts of the structure.

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) Unchanging physical laws have limited the size and strength of buildings that can be made with materials discovered long ago.

(B) Building materials have changed in order to increase architectural size and strength, but physical laws of structure have not changed.

(C) When people first started to build, the structural methods used to provide strength and size were inadequate because they were not based on physical laws.

(D) Unlike building materials, the methods of support used in architecture have not changed over time because they are based on physical laws.

Every development in architecture has been the result of major technological changes. Materials and methods of construction are **integral** parts of the design of architectural structures. In earlier times it was necessary to design structural systems suitable for the materials that were available, such as wood, stone, or brick. Today technology has progressed to the point where it is possible to invent new building materials to suit the type of structure desired. Enormous changes in materials and techniques of construction within the last few generations have made it possible to enclose space with much greater ease and speed and with a minimum of material. Progress in this area can be measured by the difference in weight between buildings built now and those of comparable size built one hundred years ago.

4. The word “**integral**” is closest in meaning to

(A) essential

(B) variable

(C) practical

(D) independent

5. According to paragraph 4, which of the following is true about materials used in the construction of buildings?

- (A) Because new building materials are hard to find, construction techniques have changed very little from past generations.
- (B) The availability of suitable building materials no longer limits the types of structures that may be built.
- (C) The primary building materials that are available today are wood, stone, and brick.
- (D) Architects in earlier times did not have enough building materials to enclose large spaces.

6. In paragraph 4, what does the author imply about modern buildings?

- (A) They occupy much less space than buildings constructed one hundred years ago.
- (B) They are not very different from the buildings of a few generations ago.
- (C) They weigh less in relation to their size than buildings constructed one hundred years ago.
- (D) They take a long time to build as a result of their complex construction methods.

Much of the world's great architecture has been constructed of stone because of its beauty, permanence, and availability. In the past, whole cities grew from the arduous task of cutting and piling stone upon stone. Some of the world's finest stone architecture can be seen in the ruins of the ancient Inca city of Machu Picchu high in the eastern Andes Mountains of Peru. The **doorways and windows** are made possible by placing over the open spaces thick stone beams that support the weight from above. A structural invention had to be made before the physical limitations of stone could be overcome and new architectural forms could be created. That invention was the *arch*, a curved structure originally made of separate stone or brick segments. The arch was used by the early cultures of the Mediterranean area chiefly for underground drains, but it was the Romans who first developed and used the arch extensively in aboveground structures. Roman builders perfected the semicircular arch made of separate blocks of stone. As a method of spanning space, the arch can support greater weight than a horizontal beam. It works in compression to divert the weight above it out to the sides, where the weight is borne by the vertical elements on either side of the arch. The arch is among the many important structural breakthroughs that have characterized architecture throughout the centuries.

7. Why does the author include a description of how the "**doorways and windows**" of Machu Picchu were constructed?

- (A) To indicate that the combined skeletons and skins of the stone buildings of Machu Picchu were similar to igloos and adobe structures
- (B) To indicate the different kinds of stones that had to be cut to build Machu Picchu
- (C) To provide an illustration of the kind of construction that was required before arches were invented
- (D) To explain how ancient builders reduced the amount of time necessary to construct buildings from stone

8. According to paragraph 6, which of the following statements is true of the arch?

- (A) The Romans were the first people to use the stone arch.
- (B) The invention of the arch allowed new architectural forms to be developed.
- (C) The arch worked by distributing the structural load of a building toward the center of the arch.
- (D) The Romans followed earlier practices in their use of arches.

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Progress in this area can be measured by the difference in weight between buildings built now and those of comparable size built one hundred years ago.

(A) Modern architectural forms generally have three separate components comparable to elements of the human body: a supporting *skeleton* or frame, an outer *skin* enclosing the interior spaces, and *equipment*, similar to the body's vital organs and systems. (B) The equipment includes plumbing, electrical wiring, hot water, and air-conditioning. (C) Of course in early architecture—such as igloos and adobe structures—there was no such equipment, and the skeleton and skin were often one. (D)

Much of the world's great architecture has been constructed of stone because of its beauty, permanence, and availability.

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.

However, some modern architectural designs, such as those using folded plates of concrete or air-inflated structures, are again unifying skeleton and skin.

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.**

Architecture uses forms and space to express cultural values.

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Answer Choices

- [A] Architects seek to create buildings that are both visually appealing and well suited for human use.
- [B] Both clients and architects are responsible for the mediocre designs of some modern buildings.
- [C] Over the course of the history of building, innovations in materials and methods of construction have given architects ever greater freedom to express themselves.
- [D] Modern buildings tend to lack the beauty of ancient stone buildings such as those of Machu Picchu.
- [E] Throughout history buildings have been constructed like human bodies, needing distinct "organ" systems in order to function.
- [F] The discovery and use of the arch typifies the way in which architecture advances by developing more efficient types of structures.

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THE LONG-TERM STABILITY OF ECOSYSTEMS

Plant communities assemble themselves flexibly, and their particular structure depends on the specific history of the area. Ecologists use the term “succession” to refer to the changes that happen in plant communities and ecosystems over time. The first community in a succession is called a pioneer community, while the long-lived community at the end of succession is called a climax community. Pioneer and successional plant communities are said to change over periods from 1 to 500 years. These changes—in plant numbers and the mix of species—are cumulative. Climax communities themselves change but over periods of time greater than about 500 years.

An ecologist who studies a pond today may well find it relatively unchanged in a year’s time. Individual fish may be replaced, but the number of fish will tend to be the same from one year to the next. We can say that the properties of an ecosystem are more stable than the individual organisms that compose the ecosystem.

At one time, ecologists believed that species diversity made ecosystems stable. They believed that the greater the diversity the more stable the ecosystem. Support for this idea came from the observation that long-lasting climax communities usually have more complex food webs and more species diversity than pioneer communities. Ecologists concluded that the apparent stability of climax ecosystems depended on their complexity. To take an extreme example, farmlands dominated by a single crop are so unstable that one year of bad weather or the invasion of a single pest can destroy the entire crop. In contrast, a complex climax community, such as a temperate forest, will tolerate considerable damage from weather or pests.

The question of ecosystem stability is complicated, however. The first problem is that ecologists do not all agree what “stability” means. Stability can be defined as simply lack of change. In that case, the climax community would be considered the most stable, since, by definition, it changes the least over time. Alternatively, stability can be defined as the speed with which an ecosystem returns to a particular form following a major disturbance, such as a fire. This kind of stability is also called *resilience*. In that case, climax communities would be the most fragile and the *least* stable, since they can require hundreds of years to return to the climax state.

Even the kind of stability defined as simple lack of change is not always associated with maximum diversity. At least in temperate zones, maximum diversity is often found in mid-successional stages, not in the climax community. Once a redwood forest matures, for example, the kinds of species and the number of individuals growing on the forest floor are reduced. In general, diversity, by itself, does not ensure stability. Mathematical models of ecosystems likewise suggest that diversity does not guarantee ecosystem stability—just the opposite, in fact. A more complicated system is, in general, more likely than a simple system to break down. (A fifteen-speed racing bicycle is more likely to break down than a child’s tricycle.)

Ecologists are especially interested in knowing what factors contribute to the resilience of communities because climax communities all over the world are being severely damaged or destroyed by human activities. The destruction caused by the volcanic explosion of Mount St. Helens, in the northwestern United States, for example, pales in comparison to the destruction caused by humans. We need to know what aspects of a community are most important to the community’s resistance to destruction, as well as its recovery.

Many ecologists now think that the relative long-term stability of climax communities comes not from diversity but from the “patchiness” of the environment; an environment that varies from place to place supports more kinds of organisms than an environment that is uniform. A local population that goes extinct is quickly replaced by immigrants from an adjacent community. Even if the new population is of a different species, it can approximately fill the niche vacated by the extinct population and keep the food web intact.

Directions: Now answer the questions.

PARAGRAPH 1

Plant communities assemble themselves flexibly, and their **particular** structure depends on the specific history of the area. Ecologists use the term “succession” to refer to the changes that happen in plant communities and ecosystems over time. The first community in a succession is called a pioneer community, while the long-lived community at the end of succession is called a climax community. Pioneer and successional plant communities are said to change over periods from 1 to 500 years. These changes—in plant numbers and the mix of species—are cumulative. Climax communities themselves change but over periods of time greater than about 500 years.

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

- (A) natural
- (B) final
- (C) specific
- (D) complex

PARAGRAPH 2

An ecologist who studies a pond today may well find it relatively unchanged in a year’s time. Individual fish may be replaced, but the number of fish will tend to be the same from one year to the next. We can say that the properties of an ecosystem are more stable than the individual organisms that compose the ecosystem.

12. According to paragraph 2, which of the following principles of ecosystems can be learned by studying a pond?

- (A) Ecosystem properties change more slowly than individuals in the system.
- (B) The stability of an ecosystem tends to change as individuals are replaced.
- (C) Individual organisms are stable from one year to the next.
- (D) A change in the numbers of an organism does not affect an ecosystem’s properties.

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The question of ecosystem stability is complicated, however. The first problem is that ecologists do not all agree what “stability” means. Stability can be defined as simply lack of change. In that case, the climax community would be considered the most stable, since, by definition, it changes the least over time. Alternatively, stability can be defined as the speed with which an ecosystem returns to a particular form following a major disturbance, such as a fire. This kind of stability is also called *resilience*. In that case, climax communities would be the most fragile and the *least* stable, since they can require hundreds of years to return to the climax state.

13. According to paragraph 4, why is the question of ecosystem stability complicated?

- (A) The reasons for ecosystem change are not always clear.
- (B) Ecologists often confuse the word “stability” with the word “resilience.”
- (C) The exact meaning of the word “stability” is debated by ecologists.
- (D) There are many different answers to ecological questions.

14. According to paragraph 4, which of the following is true of climax communities?

- (A) They are more resilient than pioneer communities.
- (B) They can be considered both the most and the least stable communities.
- (C) They are stable because they recover quickly after major disturbances.
- (D) They are the most resilient communities because they change the least over time.

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Even the kind of stability defined as simple lack of change is not always associated with maximum diversity. At least in temperate zones, maximum diversity is often found in mid-successional stages, not in the climax community. Once a redwood forest matures, for example, the kinds of species and the number of individuals growing on the forest floor are reduced. In general, diversity, by itself, does not ensure stability. Mathematical models of ecosystems likewise suggest that diversity does not guarantee ecosystem stability—just the opposite, in fact. A more complicated system is, in general, more likely than a simple system to break down. (**A fifteen-speed racing bicycle is more likely to break down than a child’s tricycle.**)

15. Which of the following can be inferred from paragraph 5 about redwood forests?

- (A) They become less stable as they mature.
- (B) They support many species when they reach climax.
- (C) They are found in temperate zones.
- (D) They have reduced diversity during mid-successional stages.

16. In paragraph 5, why does the author provide the information that “**A fifteen-speed racing bicycle is more likely to break down than a child’s tricycle**”?

- (A) To illustrate a general principle about the stability of systems by using an everyday example
- (B) To demonstrate that an understanding of stability in ecosystems can be applied to help understand stability in other situations
- (C) To make a comparison that supports the claim that, in general, stability increases with diversity
- (D) To provide an example that contradicts mathematical models of ecosystems

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Many ecologists now think that the relative long-term stability of climax communities comes not from diversity but from the “patchiness” of the environment; an environment that varies from place to place supports more kinds of organisms than an environment that is uniform. A local population that goes extinct is quickly replaced by immigrants from an **adjacent** community. Even if the new population is of a different species, it can approximately fill the niche vacated by the extinct population and keep the food web intact.

17. 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) Ecologists now think that the stability of an environment is a result of diversity rather than patchiness.
- (B) Patchy environments that vary from place to place do not often have high species diversity.
- (C) Uniform environments cannot be climax communities because they do not support as many types of organisms as patchy environments.
- (D) A patchy environment is thought to increase stability because it is able to support a wide variety of organisms.

18. The word “**adjacent**” in the passage is closest in meaning to

- (A) foreign
- (B) stable
- (C) fluid
- (D) neighboring

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A more complicated system is, in general, more likely than a simple system to break down. (A fifteen-speed racing bicycle is more likely to break down than a child's tricycle.)

(A) Ecologists are especially interested in knowing what factors contribute to the resilience of communities because climax communities all over the world are being severely damaged or destroyed by human activities. (B) The destruction caused by the volcanic explosion of Mount St. Helens, in the northwestern United States, for example, pales in comparison to the destruction caused by humans. (C) We need to know what aspects of a community are most important to the community's resistance to destruction, as well as its recovery. (D)

Many ecologists now think that the relative long-term stability of climax communities comes not from diversity but from the "patchiness" of the environment; an environment that varies from place to place supports more kinds of organisms than an environment that is uniform.

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.

In fact, damage to the environment by humans is often much more severe than by natural events and processes.

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.**

The process of succession and the stability of a climax community can change over time.

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Answer Choices

- [A] The changes that occur in an ecosystem from the pioneer to the climax community can be seen in one human generation.
- [B] Ecologists agree that climax communities are the most stable types of ecosystems.
- [C] A high degree of species diversity does not always result in a stable ecosystem.
- [D] Disagreements over the meaning of the term “stability” make it difficult to identify the most stable ecosystems.
- [E] The level of resilience in a plant community contributes to its long-term stability.
- [F] The resilience of climax communities makes them resistant to destruction caused by humans.

STOP. This is the end of the Reading section of TOEFL iBT Practice Test 3.

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.

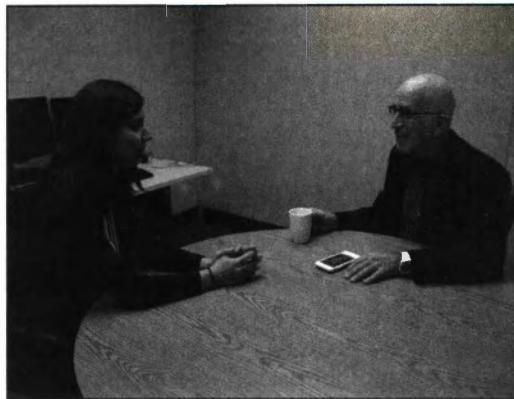
Answer the questions based on what is stated or implied by the speakers.

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 57. 



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 man?
 A To get information for a class project
 B To discuss her participation in an upcoming event
 C To request a letter of recommendation for a job
 D To offer input on a new construction project

2. What do the speakers say about Lightstone Dormitory? *Select 2 answers.*
 A It uses unconventional power sources.
 B It is located next to the engineering library.
 C It is equipped to harvest rainwater.
 D It was built with recycled materials.

3. According to the man, why is the Green Buildings Tour taking place in winter?
 A More tour guides are available in winter.
 B It allows visitors to experience the effectiveness of radiant heat.
 C New construction projects are usually completed before cold weather sets in.
 D The university offers courses on green design during the winter months.

4. What does the man imply about the fitness center?

- (A) He was not aware that the treadmills there use no electricity.
- (B) Only a few of the treadmills there use no electricity.
- (C) The building that houses the fitness center lacks sustainable features.
- (D) The fitness center was included in a previous tour.

5. Listen again to part of the conversation by playing Track 58. 
Then answer the question.

Why does the man say this?

- (A) To remind the woman that more tour guides are needed for the open house
- (B) To suggest that some information might only be interesting to engineers
- (C) To discourage the woman from gathering more information than she will have time to share
- (D) To suggest that many visitors might already be familiar with the heat-pump technology

Listen to Track 59. 

Environmental Science



Questions

6. What does the professor mainly discuss?
 - (A) Major changes in the migratory patterns of hummingbirds
 - (B) The adaptation of hummingbirds to urban environments
 - (C) Concern about the reduction of hummingbird habitat
 - (D) The impact of ecotourism on hummingbird populations

7. What does the professor imply might cause a decrease in the hummingbird population?
 - (A) An increase in the ecotourism industry
 - (B) An increase in the use of land to raise crops and cattle
 - (C) A decrease in banding studies
 - (D) A decrease in the distance traveled during migration

8. What does the professor say people have done to help hummingbirds survive?

- (A) They have built a series of hummingbird feeding stations.
- (B) They have supported new laws that punish polluters of wildlife habitats.
- (C) They have replanted native flowers in once-polluted areas.
- (D) They have learned to identify various hummingbird species.

9. What way of collecting information about migrating hummingbirds does the professor mention?

- (A) Receiving radio signals from electronic tracking devices
- (B) Being contacted by people who recapture banded birds
- (C) Counting the birds that return to the same region every year
- (D) Comparing old and young birds' migration routes

10. What does the professor imply researchers have learned while studying hummingbird migration?

- (A) Hummingbirds have totally disappeared from some countries due to recent habitat destruction.
- (B) Programs to replant flowers native to hummingbird habitats are not succeeding.
- (C) Some groups of hummingbirds have changed their migration patterns.
- (D) Some plant species pollinated by hummingbirds have become extinct.

11. Listen again to part of the lecture by playing Track 60. 
Then answer the question.

What does the professor imply when she says this?

- (A) There is disagreement about the idea she has presented.
- (B) She does not plan to discuss all the details.
- (C) Her next point may seem to contradict what she has just said.
- (D) The point she will make next should be obvious to the students.

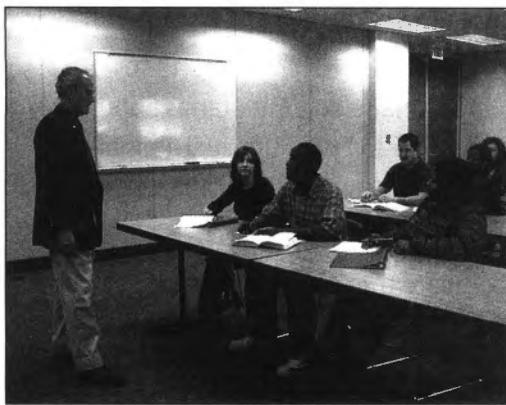
Listen to Track 61. 

Film History



Jean Painlevé

Jacques Cousteau



Questions

12. What is the main purpose of the lecture?

- (A) To discuss the style of an early filmmaker
- (B) To describe different types of filmmaking in the 1930s
- (C) To discuss the emergence of the documentary film
- (D) To describe Painlevé's influence on today's science-fiction films

13. Why are Painlevé's films typical of the films of the 1920s and 1930s?

- (A) They do not have sound.
- (B) They are filmed underwater.
- (C) They are easy to understand.
- (D) They are difficult to categorize.

14. According to the professor, how did Painlevé's films confuse the audience?

- (A) They showed animals out of their natural habitat.
- (B) They depicted animals as having both human and animal characteristics.
- (C) The narration was scientific and difficult to understand.
- (D) The audiences of the 1920s and 1930s were not used to films shot underwater.

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15. Why does the professor mention sea horses?

- (A) To explain that they were difficult to film in the 1930s
- (B) To point out that Cousteau made documentaries about them
- (C) To illustrate Painlevé's fascination with unusual animals
- (D) To explain why Painlevé's underwater films were not successful

16. Why does the professor compare the film styles of Jacques Cousteau and Jean Painlevé?

- (A) To explain how Painlevé influenced Cousteau
- (B) To emphasize the uniqueness of Painlevé's filming style
- (C) To emphasize the artistic value of Cousteau's documentary films
- (D) To demonstrate the superiority of Painlevé's filmmaking equipment

17. Listen to Track 62 to answer the question.



What does the student imply when he says this?

- (A) He does not like Jean Painlevé's films.
- (B) He thinks that the professor should spend more time discussing Jacques Cousteau's films.
- (C) He believes that high-quality filmmakers are usually well known.
- (D) He believes that Jean Painlevé's films have been unfairly overlooked.

Listen to Track 63. 



Questions

18. Why does the student go to see the professor?
 - (A) To ask about a class assignment
 - (B) To find out about a mid-semester project
 - (C) To get information about summer jobs
 - (D) To discuss ways to improve his grade

19. What was originally located on the site of the lecture hall?
 - (A) A farmhouse
 - (B) A pottery factory
 - (C) A clothing store
 - (D) A bottle-manufacturing plant

20. What is mentioned as an advantage of working on this project?
 - (A) Off-campus travel is paid for.
 - (B) Students can leave class early.
 - (C) The location is convenient.
 - (D) It fulfills a graduation requirement.

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21. What is the professor considering doing to get more volunteers?

- (A) Offering extra class credit
- (B) Paying the students for their time
- (C) Asking for student volunteers from outside her class
- (D) Providing flexible work schedules

22. What information does the student still need to get from the professor?

- (A) The name of the senior researcher
- (B) What book he needs to read before the next lecture
- (C) When the training session will be scheduled
- (D) Where the project is located

Listen to Track 64. 

Art History



Rob and Nick Carter

Ambrosius Bosschaert
the Elder

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Questions

23. What is the lecture mainly about?

- (A) A Dutch painter's method of painting still lifes
- (B) A theory about why still lifes are scarce in contemporary art
- (C) A new discovery about an old painting
- (D) A new way of approaching a traditional art form

24. According to the professor, why could some of the bouquets in Bosschaert's paintings not have existed in real life?

- (A) The flowers grow in widely separated regions of the world.
- (B) Some of the flowers are too toxic to pick.
- (C) The flowers bloom at different times of the year.
- (D) The cost of such exotic bouquets would have been prohibitive.

25. Why does the professor mention the average length of time that people view a work of art?

- (A) To introduce one of the Carters' goals in creating their piece
- (B) To explain a technological problem with the Carters' piece
- (C) To illustrate how ideas about still lifes have changed over time
- (D) To introduce several reasons that children like the Carters' piece

26. Why does the professor mention that the Carters made video recordings of real flowers?

- (A) To emphasize a similarity between their artistic technique and that of Bosschaert
- (B) To stress that technology cannot be used as a substitute for artistic ability
- (C) To argue that the Carters' work should not be considered a still life
- (D) To show how technology can be used to improve an artistic process

27. According to the professor, why does a gust of wind blow in the animated video?

- (A) To make the video seem more realistic
- (B) To ensure that viewers do not lose interest toward the end of the video
- (C) To allow a smoother transition from the end of the video to the beginning
- (D) To symbolize the destructive power of nature

28. What is the professor's opinion about the Carters' treatment of Bosschaert's work?

- (A) It damages Bosschaert's reputation as a painter.
- (B) It highlights the quality of the original painting.
- (C) It demonstrates a lack of familiarity with still lifes.
- (D) It is superior to other attempts at animating still lifes.

STOP. This is the end of the Listening section of TOEFL iBT Practice Test 3.

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 65 to hear Question 1.



Some students prefer to work on class assignments by themselves. Others believe it is better to work in a group. Which do you prefer? Explain 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 66 to hear Question 2.



Reading Time: 45 Seconds

Hot Breakfasts Eliminated

Beginning next month, Dining Services will no longer serve hot breakfast foods at university dining halls. Instead, students will be offered a wide assortment of cold breakfast items in the morning. These cold breakfast foods, such as breads, fruit, and yogurt, are healthier than many of the hot breakfast items that we will stop serving, so health-conscious students should welcome this change. Students will benefit in another way as well, because limiting the breakfast selection to cold food items will save money and allow us to keep our meal plans affordable.



The woman expresses her opinion of the change that has been announced. State her opinion and explain her reasons 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.

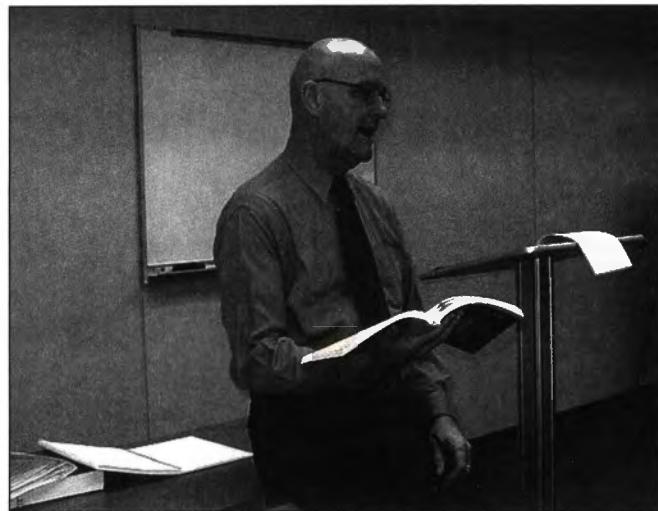
Now play Track 67 to hear Question 3. 

Reading Time: 50 Seconds

Cognitive Dissonance

Individuals sometimes experience a contradiction between their actions and their beliefs—between what they are doing and what they believe they should be doing. These contradictions can cause a kind of mental discomfort known as *cognitive dissonance*. People experiencing cognitive dissonance often do not want to change the way they are acting, so they resolve the contradictory situation in another way: they change their interpretation of the situation in a way that minimizes the contradiction between what they are doing and what they believe they should be doing.

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Using the example discussed by the professor, explain what cognitive dissonance is and how people often deal with it.

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 68 to hear Question 4.





Using the examples from the talk, explain how persuasive strategies are used in advertising.

Preparation Time: 20 Seconds

Response Time: 60 Seconds

STOP. This is the end of the Speaking section of TOEFL iBT® Practice Test 3.

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

Rembrandt is the most famous of the seventeenth-century Dutch painters. However, there are doubts whether some paintings attributed to Rembrandt were actually painted by him. One such painting is known as *Portrait of an Elderly Woman in a White Bonnet*. The painting was attributed to Rembrandt because of its style, and indeed the representation of the woman's face is very much like that of portraits known to be by Rembrandt. But there are problems with the painting that suggest it could not be a work by Rembrandt.

First, there is something inconsistent about the way the woman in the portrait is dressed. She is wearing a white linen cap of a kind that only servants would wear—yet the coat she is wearing has a luxurious fur collar that no servant could afford. Rembrandt, who was known for his attention to the details of his subjects' clothing, would not have been guilty of such an inconsistency.

Second, Rembrandt was a master of painting light and shadow, but in this painting these elements do not fit together. The face appears to be illuminated by light reflected onto it from below. But below the face is the dark fur collar, which would absorb light rather than reflect it. So the face should appear partially in shadow—which is not how it appears. Rembrandt would never have made such an error.

Finally, examination of the back of the painting reveals that it was painted on a panel made of several pieces of wood glued together. Although Rembrandt often painted on wood panels, no painting known to be by Rembrandt uses a panel glued together in this way from several pieces of wood.

For these reasons the painting was removed from the official catalog of Rembrandt's paintings in the 1930s.

Now play Track 69.



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 sociology. 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. Diaz

This week we will be studying trends in food shopping. One of them is meal-kit websites. On these sites, the customers first select one or more meals, and then the companies deliver to their homes the cooking instructions plus just enough grocery ingredients to prepare the selected meals. The customers then prepare their meals at home. Do you think this is a positive trend? Explain why or why not.



Andrew

It's especially positive if you don't have any kitchen skills. I've tried that kind of service, and even though I'm not a good cook, the meal came out tasting pretty good. I think I'm learning how to cook! It's probably especially helpful for younger people, who might not even know how to choose the best ingredients at grocery stores.



Claire

It might be convenient, but this is definitely not a positive trend. Think of the effect on the environment of all the trucks delivering packaged groceries for just a few meals to all those houses, week after week, all over the city! We really have to stop favoring convenience over environmental impacts.

Response Time: 10 minutes

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STOP. This is the end of the Writing section of TOEFL iBT® Practice Test 3.

TOEFL iBT® Practice Test 3

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 |
|---------------------|----------------|-----------------|
| Architecture | | |
| 1. | D | |
| 2. | B | |
| 3. | D | |
| 4. | A | |
| 5. | B | |
| 6. | C | |
| 7. | C | |
| 8. | B | |
| 9. | D | |
| 10.* | A, C, F | |
| TOTAL: | | |

* 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 |
|--|----------------|-----------------|
| The Long-Term Stability of Ecosystems | | |
| 11. | C | |
| 12. | A | |
| 13. | C | |
| 14. | B | |
| 15. | C | |
| 16. | A | |
| 17. | D | |
| 18. | D | |
| 19. | B | |
| 20.* | C, D, E | |
| TOTAL: | | |

* 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 of raw points from your answer key for both sets 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

Architecture

1. **D** This is a Negative Factual Information question asking for specific information that can be found in paragraph 1. The correct answer is choice D. Sentence 3 in the paragraph states that “architecture affects our lives most directly,” which makes the information in choice D incorrect. The information in choices A to C is stated in sentences 1 and 2 in the paragraph.
2. **B** This is a Vocabulary question. The word being tested is “enhance.” It is highlighted in the passage. The correct answer is choice B, “improve.” In other words, humans seek structures that will improve, or better, their lives.
3. **D** This is a Sentence Simplification question. As with all of these questions, a single sentence in the passage is highlighted:

In order for the structure to achieve the size and strength necessary to meet its purpose, architecture employs methods of support that, because they are based on physical laws, have changed little since people first discovered them—even while building materials have changed dramatically.

The correct answer is choice D. Choice D contains all of the essential information in the highlighted sentence. It omits the information from the introductory phrase about the size and strength of a structure because the information is not essential to the meaning of the sentence.

Choices A, B, and C are all incorrect because they change the meaning of the highlighted sentence. Choice A is incorrect because it inaccurately states that physical laws have limited the size and strength of buildings, whereas the highlighted sentence does not indicate this.

Choice B is incorrect because it wrongly makes a connection between building materials and building strength and size, whereas the highlighted sentence does not make such a connection.

Choice C is incorrect because it wrongly states that the structural methods initially used by people were not based on physical laws, whereas the highlighted sentence states that structural methods that are based on physical laws have been in use since their discovery.

4. **A** This is a Vocabulary question. The word being tested is “integral.” It is highlighted in the passage. The correct answer is choice A, “essential.” In other words, materials and methods of construction are essential, or vital, parts of the design of architectural structures.

5. **B** This is a Factual Information question asking for specific information that can be found in paragraph 4. The correct answer is choice B. Sentence 3 in the paragraph indicates that in the past, structures were built using the available materials. However, sentence 4 in the paragraph indicates that today new materials can be created as needed depending on the design of the structure. Choice A is incorrect because sentence 5 in the paragraph indicates that there have been substantial changes in materials and designs in the recent past. Choice C is incorrect because sentence 4 in the paragraph indicates that there are many types of materials available today. Choice D is incorrect because sentence 5 in the paragraph indicates that it is possible to enclose space more quickly and easily than in the past. It does not indicate that architects were not able to enclose space.

6. **C** This is an Inference question asking for an inference that can be supported by paragraph 4. The correct answer is choice C. Sentence 5 in the paragraph states that structures are now created with a minimum of material, and sentence 6 indicates that there is a difference in weight between buildings being built now and those that were built one hundred years ago. The combined information from these two sentences suggests that modern buildings weigh less than buildings constructed one hundred years ago. Choice A is incorrect because there is no discussion of the amount of space that buildings constructed in the past or those built now occupy. Choice B is incorrect because sentence 5 in the paragraph states that substantial changes have been made to modern buildings compared with buildings constructed one hundred years ago. Choice D is incorrect because sentence 5 in the paragraph indicates that modern buildings can be built more quickly than those built one hundred years ago.

7. **C** This is a Rhetorical Purpose question. It is asking why the author includes the description of how the “doorways and windows” of Machu Picchu were constructed. The phrase being tested is highlighted in the passage. The correct answer is choice C. The author discusses the stone structures used to support doorways and windows in order to provide an example of how the physical limitations of stone were overcome before the invention of the arch. Choice A is incorrect because there is no comparison made in the passage between the buildings of Machu Picchu and igloos and adobe structures. Choice B is incorrect because, while the passage does state that stone was used in the buildings of Machu Picchu, it never discusses the kind of stones used. Choice D is incorrect because there is no discussion of the time needed to construct buildings from stone.

8. **B** This is a Factual Information question asking for specific information that can be found in paragraph 6. The correct answer is choice B. Sentences 5 and 6 in the paragraph indicate that the arch allowed new architectural forms to be created. The remainder of the paragraph elaborates on structures created as a result of the arch. Choice A is incorrect because sentence 7 in the paragraph indicates that early Mediterranean cultures were the first to use

the arch, not the Romans. Choice C is incorrect because sentence 10 in the paragraph indicates that the weight of a structure is distributed to the sides of the arch. Choice D is incorrect because sentence 7 indicates that the Romans created new uses for the arch, namely in aboveground structures.

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

Progress in this area can be measured by the difference in weight between buildings built now and those of comparable size built one hundred years ago.

(A) Modern architectural forms generally have three separate components comparable to elements of the human body: a supporting *skeleton* or frame, an outer *skin* enclosing the interior spaces, and *equipment*, similar to the body's vital organs and systems. **(B)** The equipment includes plumbing, electrical wiring, hot water, and air-conditioning. **(C)** Of course in early architecture—such as igloos and adobe structures—there was no such equipment, and the skeleton and skin were often one. **(D)**

Much of the world's great architecture has been constructed of stone because of its beauty, permanence, and availability.

The sentence provided, “However, some modern architectural designs, such as those using folded plates of concrete or air-inflated structures, are again unifying skeleton and skin,” is best inserted at choice **(D)**.

Choice **(D)** is correct because it is the only place that supports both a contrasting idea and a repeated reference to the unification of skeleton and skin. The inserted sentence represents a contrast to the main idea of the paragraph. The inserted sentence also contains the phrase “again unifying skeleton and skin,” indicating that there must be a previous discussion related to unifying the skeleton and skin of a structure. Choice **(D)** is the only place in this paragraph that follows such a discussion.

None of the other answer choices follow a discussion of the unifying of a structure's skeleton and skin, nor do the other answer choices provide a suitable point of contrast for the insert sentence.

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

Architecture uses forms and space to express cultural values.

- A** Architects seek to create buildings that are both visually appealing and well suited for human use.
- C** Over the course of the history of building, innovations in materials and methods of construction have given architects ever greater freedom to express themselves.
- F** The discovery and use of the arch typifies the way in which architecture advances by developing more efficient types of structures.

Answer Choices

- A** Architects seek to create buildings that are both visually appealing and well suited for human use.
- B** Both clients and architects are responsible for the mediocre designs of some modern buildings.
- C** Over the course of the history of building, innovations in materials and methods of construction have given architects ever greater freedom to express themselves.
- D** Modern buildings tend to lack the beauty of ancient stone buildings such as those of Machu Picchu.
- E** Throughout history buildings have been constructed like human bodies, needing distinct "organ" systems in order to function.
- F** The discovery and use of the arch typifies the way in which architecture advances by developing more efficient types of structures.

Correct Choices

Choice A, “Architects seek to create buildings that are both visually appealing and well suited for human use,” is correct because it is a broad statement that is developed in the first two paragraphs. The first two paragraphs discuss in detail how architecture can affect and possibly improve people’s lives.

Choice C, “Over the course of the history of building, innovations in materials and methods of construction have given architects ever greater freedom to express themselves,” is correct because it is a general statement that is developed in paragraphs 3 and 4. These paragraphs discuss in detail how materials and methods have changed and improved over the history of building, continually providing architects the chance to create new designs.

Choice F, “The discovery and use of the arch typifies the way in which architecture advances by developing more efficient types of structures,” is correct because it captures the main idea of paragraph 6, which provides a lengthy discussion of the ways that the arch has allowed new architectural forms to be created.

Incorrect Choices

Choice B, “Both clients and architects are responsible for the mediocre designs of some modern buildings,” is incorrect because it is only a minor supporting detail that is mentioned in the last sentence of paragraph 2. It supports the larger idea in the paragraph that the quality of an architectural design depends on a variety of factors.

Choice D, “Modern buildings tend to lack the beauty of ancient stone buildings such as those of Machu Picchu,” is incorrect because there is no discussion in the passage of the level of attractiveness of modern buildings.

Choice E, “Throughout history buildings have been constructed like human bodies, needing distinct ‘organ’ systems in order to function,” is incorrect because paragraph 5 states that early architecture did not have equipment, such as plumbing and wiring, that is comparable to vital organs in the human body.

The Long-Term Stability of Ecosystems

11. **C** This is a Vocabulary question. The word being tested is “particular.” It is highlighted in the passage. The correct answer is choice C, “specific.” In other words, the specific structure of plant communities depends on the history of the area.
12. **A** This is a Factual Information question asking for specific information that can be found in paragraph 2. The correct answer is choice A. Sentence 3 in the paragraph states that “the properties of an ecosystem are more stable,” or change more slowly, than individuals within the system. Choice B is contradicted by sentences 1 and 3 in the paragraph, which indicate that ecosystems remain unchanged as individuals are replaced. Choice C is contradicted by sentence 2 in the paragraph, which indicates that individual organisms

change from year to year. Choice D is incorrect because there is no information in the paragraph about a change in the numbers of an organism and how that will affect an ecosystem. Furthermore, sentence 2 in the paragraph states that the number of fish, for example, will usually stay the same.

13. **C** This is a Factual Information question asking for specific information that can be found in paragraph 4. The correct answer is choice C. The first two sentences of the paragraph indicate that ecosystem stability is complicated because ecologists do not agree on the meaning of the word *stability*. Choice A is incorrect because it is not discussed in the paragraph. Furthermore, the idea stated in choice A is contradicted in sentence 5 of the paragraph, which states that disturbances such as fires can change an ecosystem. Choice B is incorrect because there is no discussion of confusion on the part of ecologists about the concept of resilience. Resilience is simply defined in the paragraph. Choice D is incorrect because the main idea of the paragraph is to show that the questions of different ecologists are the cause of complications. Furthermore, sentences 4 and 7 in the paragraph provide clear answers to the questions posed by ecologists.

14. **B** This is a Factual Information question asking for specific information provided in paragraph 4. The correct answer is choice B. Sentences 4 and 7 in the paragraph indicate different perspectives on climax communities: they can be viewed as the most or least stable communities. Choice A is incorrect because, according to the resilience theory of ecosystem stability, it is contradicted by sentence 7, which indicates that climax communities are the least resilient. Choice C is also contradicted by sentence 7, which indicates that climax communities take a long time to recover after a major disturbance. Choice D is incorrect because it is a misunderstanding of the concept of resilience. According to sentence 5 in the paragraph, a resilient community will revert back to a particular form after a major disturbance.

15. **C** This is an Inference question asking for an inference that can be supported by paragraph 5. The correct answer is choice C. Sentence 2 introduces the discussion of diversity in successional communities in temperate zones, and sentence 3 presents redwood forests as an example of such a community. Choice A is incorrect because we can infer the opposite, according to the paragraph. Sentence 3 indicates that the diversity in a redwood forest decreases as the forest matures, and sentence 5 indicates that increased diversity can lead to instability. Choice B is incorrect because sentences 2 and 3 indicate that the number of species declines in a redwood forest at the climax stage. Choice D is incorrect because sentences 2 and 3 indicate the opposite, namely that redwood forests have maximum diversity in successional stages.

16. **A** This is a Rhetorical Purpose question. It is testing why the author provides the information that “A fifteen-speed racing bicycle is more likely to break down than a child’s tricycle.” The sentence being tested is highlighted in the passage. The correct answer is choice A. Sentence 6 in the paragraph asserts the general principle that a complicated system is more likely to break down than a simple one. Sentence 7, the highlighted sentence, provides an example about bicycles that the average reader can relate to. Choice B is incorrect because it emphasizes stability, whereas the highlighted information provides an example of the issues related to the complexity of a particular system. Choice C is incorrect because sentence 5 in the paragraph indicates the opposite, specifically that stability does not necessarily increase with diversity. Therefore the highlighted sentence cannot be compared to the incorrect information given in choice C. Choice D is incorrect because the example provided in the highlighted sentence actually supports the mathematical models mentioned in sentence 5.

17. **D** This is a Sentence Simplification question. As with all of these questions, a single sentence in the passage is highlighted:

Many ecologists now think that the relative long-term stability of climax communities comes not from diversity but from the “patchiness” of the environment; an environment that varies from place to place supports more kinds of organisms than an environment that is uniform.

The correct answer is choice D. That choice takes all of the essential information in the two clauses of the highlighted sentence and simplifies it into one concise sentence. It omits information from the second clause that is repetitive and therefore not essential to the meaning.

Choice A is incorrect because its meaning is the opposite of that of the highlighted sentence. Choice A states that diversity is the key to stability, whereas the highlighted sentence indicates that stability does not come from diversity but rather comes from patchiness.

Choice B incorrectly indicates a causal relationship between patchy environments and diversity.

Choice C is incorrect because there is no indication in the highlighted sentence that uniform environments cannot be climax communities.

18. **D** This is a Vocabulary question. The word being tested is “adjacent.” It is highlighted in the passage. The correct answer is choice D, “neighboring.” In other words, a local population that goes extinct is quickly replaced by organisms from a neighboring, or nearby, community.

19. **B** This is an Insert Text question. You can see the four possible answer choices in paragraph 6.

A more complicated system is, in general, more likely than a simple system to break down. (A fifteen-speed racing bicycle is more likely to break down than a child's tricycle.)

(A) Ecologists are especially interested in knowing what factors contribute to the resilience of communities because climax communities all over the world are being severely damaged or destroyed by human activities. **(B)** The destruction caused by the volcanic explosion of Mount St. Helens, in the northwestern United States, for example, pales in comparison to the destruction caused by humans. **(C)** We need to know what aspects of a community are most important to the community's resistance to destruction, as well as its recovery. **(D)**

Many ecologists now think that the relative long-term stability of climax communities comes not from diversity but from the "patchiness" of the environment; an environment that varies from place to place supports more kinds of organisms than an environment that is uniform.

The sentence provided, "In fact, damage to the environment by humans is often much more severe than by natural events and processes," is best inserted at choice **(B)**.

Choice **(B)** is correct because it is the best place in the paragraph to elaborate on the idea, introduced in sentence 1, that humans contribute to damage done to the environment. The phrase "In fact" is used to indicate elaboration. Also, the phrase "natural events and processes" in the given sentence provides a logical connection to the example in sentence 2 about the volcanic explosion of Mount St. Helens.

Choice **(A)** is incorrect because it does not make sense to begin the paragraph with a sentence that elaborates on the idea of human damage to the environment before the idea has been introduced.

Choice **(C)** is incorrect because it does not make sense to follow the specific example about the damage caused by the explosion of Mount St. Helens in sentence 2 with a more general statement about damage done by "natural events and processes."

Choice **(D)** is incorrect because the sentence preceding this choice discusses a community's resistance to destruction. This is not a logical place to insert a sentence that specifically elaborates on a different idea.

20. **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.**

The process of succession and the stability of a climax community can change over time.

- C** A high degree of species diversity does not always result in a stable ecosystem.
- D** Disagreements over the meaning of the term “stability” make it difficult to identify the most stable ecosystems.
- F** The level of resilience in a plant community contributes to its long-term stability.

Answer Choices

- A** The changes that occur in an ecosystem from the pioneer to the climax community can be seen in one human generation.
- B** Ecologists agree that climax communities are the most stable types of ecosystems.
- C** A high degree of species diversity does not always result in a stable ecosystem.
- D** Disagreements over the meaning of the term “stability” make it difficult to identify the most stable ecosystems.
- E** The level of resilience in a plant community contributes to its long-term stability.
- F** The resilience of climax communities makes them resistant to destruction caused by humans.

Correct Choices

Choice C, “A high degree of species diversity does not always result in a stable ecosystem,” is correct because it is a main idea that is developed throughout most of the passage. The first three paragraphs introduce and develop the idea that diversity may result in a stable ecosystem. But paragraphs 4, 5, and 7 introduce arguments to support the idea that diversity does not always result in a stable ecosystem.

Choice D, “Disagreements over the meaning of the term ‘stability’ make it difficult to identify the most stable ecosystems,” is correct because the key idea that ecosystem stability is difficult to quantify is introduced in paragraph 4 and developed throughout the rest of the passage.

Choice E, “The level of resilience in a plant community contributes to its long-term stability,” is correct because it mentions one important form of stability that is introduced in paragraph 4 and further developed in paragraph 6 in the discussion of environmental damage caused by humans.

Incorrect Choices

Choice A, “The changes that occur in an ecosystem from the pioneer to the climax community can be seen in one human generation,” is incorrect because paragraph 1 states that a pioneer community alone can change over a period as long as 500 years. Furthermore, a climax community typically changes over a period longer than 500 years.

Choice B, “Ecologists agree that climax communities are the most stable types of ecosystems,” is incorrect because climax communities are described as unstable at several points in the passage, beginning in paragraph 3. The last sentence of paragraph 4 states that climax communities could be the least stable communities, while sentence 2 in paragraph 5 suggests that successional communities may be more stable than climax communities.

Choice F, “The resilience of climax communities makes them resistant to destruction caused by humans,” is incorrect because it is a misreading of sentence 1 in paragraph 6. The sentence indicates that ecologists would like to know if resilience could make climax communities resistant to destruction. Climax communities are currently being damaged or destroyed by humans and are not therefore resistant to such destruction.

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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. | A, D | |
| 3. | B | |
| 4. | C | |
| 5. | C | |
| 6. | C | |
| 7. | B | |
| 8. | C | |
| 9. | B | |
| 10. | C | |
| 11. | D | |
| 12. | A | |
| 13. | D | |
| 14. | B | |
| 15. | C | |
| 16. | B | |
| 17. | C | |
| 18. | B | |
| 19. | A | |
| 20. | C | |
| 21. | A | |
| 22. | C | |
| 23. | D | |
| 24. | C | |
| 25. | A | |
| 26. | A | |
| 27. | C | |
| 28. | B | |
| TOTAL: | | |

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 number 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 |

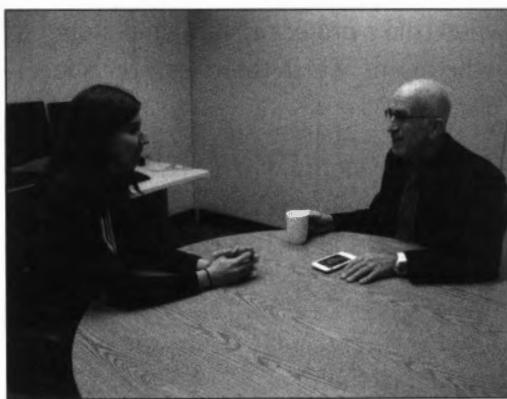
Listening Scripts and Answer Explanations

Questions 1–5

Track 57 Listening Script

Narrator

Listen to a conversation between a student and a supervisor in the university buildings department.

**Buildings Department Supervisor**

When all of this is over, Lynne, I'll be glad to write you a letter of recommendation.

Female Student

Can I ask you again in a couple of years? That's probably when I'll start looking ...

Buildings Department Supervisor

Why don't I write something while it's still fresh in my mind, and you can save it for later.

Female Student

OK. Thanks. So, which building will I be showing?

Buildings Department Supervisor

Buildings. Even though you'll be assigned to just one, each guide for the Green Buildings Tour will have to learn about two buildings. If a guide cancels unexpectedly, you'd first show your group around your building then around the other.

Female Student

How do I learn about the buildings?

Buildings Department Supervisor

I'll walk you through them and give you written materials. Uh, as you know from the list I e-mailed, visitors will tour all ten sustainable buildings on campus. Eight are older buildings that were retrofitted with a variety of sustainable features, like insulated windows and tanks to harvest rainwater. The other two are new construction. Both were designed to save energy costs. The engineering library was completed last year ... and Lightstone Dormitory shortly after. Its first residents just moved in.

Female Student

Lightstone! Wasn't that constructed with materials salvaged from demolished city buildings?

Buildings Department Supervisor

Yeah. And it's totally off the electrical grid—no utility bills! Electricity is generated by solar energy, and with energy from deep under the ground; this geothermal energy provides radiant heat. In fact, the heat-pump technology we use was invented right here at the university. The pump transports and amplifies geothermal heat through a network of pipes beneath the floorboards.

Female Student

I learned about radiant heat when I did a project in my architecture class. I could tell visitors how the floor heats objects in the rooms, which then heats the space.

Buildings Department Supervisor

Right . . . unlike conventional heating systems, where warm air rises to the ceiling, radiant heat stays lower in the room. So the rooms feel warm even though the thermostat is set at a relatively low temperature. That's the reason we're having this event in winter . . . so people can "feel" how radiant heat works.

Female Student

Could you assign me to Lightstone Hall, then?

Buildings Department Supervisor

Sure, Lightstone Hall it is.

Female Student

Y'know, maybe I could get a bunch of details from the engineer who invented that heat-pump technology.

Buildings Department Supervisor

I guess. But remember, each group will walk all over campus, through **ten** buildings . . . and last year, hundreds of people attended these tours.

Female Student

Oh . . . right . . . so they can't take too long.

Buildings Department Supervisor

Right. So which building would you like to cover if someone cancels?

Female Student

How 'bout the fitness center, even though it's not on the list. The treadmills use zero electricity. The user's foot action recharges a battery. And the battery powers a display panel that shows information about your workout.

Buildings Department Supervisor

Yes, the treadmills . . . but there's nothing special about the building itself.

Track 58 Listening Script (Question 5)

Narrator

Listen again to part of the conversation. Then answer the question.

Female Student

Y'know, maybe I could get a bunch of details from the engineer who invented that heat-pump technology.

Buildings Department Supervisor

I guess. But remember, each group will walk all over campus, through ten buildings . . . and last year, hundreds of people attended these tours.

Narrator

Why does the man say this:

Buildings Department Supervisor

I guess. But remember, each group will walk all over campus, through ten buildings . . . and last year, hundreds of people attended these tours.

Answer Explanations

1. **B** This is a Gist-Purpose question. The man asked the woman to meet with him to discuss details about a campus tour for visitors. The woman will be participating as a tour guide, so the correct answer is B. At the beginning of the conversation, the man and woman do discuss a letter of recommendation, but choice C is incorrect because the woman explains that she does not need it right away. In the middle of the conversation, the woman mentions a project she did in an architecture class, but it has been completed, so choice A is incorrect. As part of the campus tour, the visitors will see two new buildings that have just been constructed. The man does not ask the woman for any input about these buildings, however, so choice D is incorrect.
2. **A** **D** This is a Detail question. There are two correct answers, choice A and choice D. Choice A paraphrases the man's description of the unique way that energy is generated in Lightstone Dormitory. Choice D is correct because the man responds in the affirmative when the woman asks whether Lightstone Dormitory was constructed with materials from older buildings that had been demolished. Choice B is incorrect because neither speaker says anything about where Lightstone is located. Choice C is incorrect because the man says that eight older buildings were modified to harvest rainwater, but Lightstone Dormitory is not an older building.
3. **B** This is a Detail question. In the middle of the conversation, the man explains what radiant heat is and how it works. He contrasts radiant heat with conventional heating systems, and then mentions that the tour is taking place in the winter so that visitors can see firsthand how radiant heat works. So choice B is correct. Neither speaker makes a statement about the seasonal availability of tour guides (choice A), about when new construction projects are typically completed (choice C), or about university courses on green design (choice D).
4. **C** This is a Making Inferences question. At the end of the conversation, the woman suggests that the fitness center would make a good choice for a stop on the campus tour. The man does not agree, however, and he implies that the building that houses the fitness center does not have any special sustainability features. Therefore, the correct answer is choice C. The man does acknowledge that the treadmills at the fitness center are sustainable, so choice A is incorrect. There is no discussion about differences among the treadmills (choice B) or buildings visited on previous campus tours (choice D).
5. **C** You are asked to listen again to part of a conversation.

Female Student

Y'know, maybe I could get a bunch of details from the engineer who invented that heat-pump technology.

Buildings Department Supervisor

I guess. But remember, each group will walk all over campus, through **ten** buildings ... and last year, hundreds of people attended these tours.

Then you are asked why the man says this:

But remember, each group will walk all over campus, through **ten** buildings ... and last year, hundreds of people attended these tours.

Like most replay questions, this question requires you to understand the function of what is said. After the woman expresses her wish to collect information from an engineer about the technology used in a campus building, the man points out the number of buildings on the campus tour, as well as the large number of people attending the tours. He is implying that the woman probably won't have enough time to present all this information on her tour. This implication is acknowledged by the woman when she says "Oh . . . right . . . so they can't take too long." So the correct choice is C. The man does not comment on how many tour guides are needed (choice A). He does not say anything about which people will find the information interesting (choice B), nor does he make any sort of prediction about what people on the tour will already know about heat-pump technology (choice D).

Questions 6–11**Track 59 Listening Script****Narrator**

Listen to part of a lecture in an environmental science class.

Environmental Science

Professor

Now, we've been talking about the loss of animal habitat from housing developments, um, growing cities . . . small habitat losses. But today I want to begin talking about what happens when habitat is reduced across a large area. There are, of course, animal species that require large areas of habitat . . . and, um, some migrate over very long distances. So what's the impact of habitat loss on those animals? Animals that need large areas of habitat?

Well, I'll use the hummingbirds as an example. Now, you know a hummingbird is amazingly small. But even though it's really tiny, it migrates over very long distances . . . travels up and down the Western Hemisphere . . . the Americas . . . back and forth between where it breeds in the summer and the warmer climates where it spends the winter. So we would say that this whole area over which it migrates is its habitat, because on this long-distance journey, it needs to come down to feed and sleep every so often, right?

Well, the hummingbird beats its wings—get this—about 3,000 times per minute. So you think, wow, it must need a lot of energy, a lot of food, right? Well, it does—it drinks a lot of nectar from flowers and feeds on some insects—but it's energy-efficient, too. You can't say it isn't. I mean as it flies all the way across the Gulf of Mexico, it uses up almost none of its body fat. But that doesn't mean it doesn't need to eat! So hummingbirds have to rely on plants in their natural habitat. And it goes without saying, but . . . well, the opposite is true as well. Plants depend on hummingbirds too. There are some flowers that can only be pollinated by the hummingbird. Without it stopping to feed and spreading pollen from flower to flower, these plants would cease to exist!

But the problem, well . . . as natural habitat along these migration routes is developed by humans for housing or agriculture, or, um, cleared for raising cattle, for instance . . . there's less food available for migrating hummingbirds. Their nesting sites are affected, too . . . the same . . . by the same sorts of human activities. And all of these activities pose a real threat to the hummingbird population.

So, to help them survive, we need to preserve their habitats . . . And one of the concrete ways people have been doing this is by cleaning up polluted habitat areas . . . and then replanting flowers, uh, replanting native flowers that hummingbirds feed on. Promoting ecological tourism is another way to help save their habitat. As the number of visitors—ecotourists who come to hummingbird habitats to watch the birds—the more the number of visitors grows, the more local businesses profit. So ecological tourism can bring financial rewards. All the more reason to value these beautiful little creatures and their habitat, right?

But to understand more about how to protect and support hummingbirds the best we can, we've gotta learn more about their breeding . . . nesting . . . sites and, uh, migration routes—and also about the natural habitats we find there. That should help us determine how to prevent further decline in the population.

A good research method . . . a good way to learn more . . . is by, um, running a banding study. Banding the birds allows us to track them over their lifetime. It's a practice that's been used by researchers for years. In fact, most of what we know about hummingbirds comes from banding studies . . . where we, uh, capture a hummingbird and make sure all the information about it—like . . . its weight and, um, age and length—are all recorded . . . put into international . . . an international information database. And, then we place an extremely lightweight band around one of its legs . . . well, what looks like a leg—although,

technically it's considered part of the bird's foot. Anyway, these bands are perfectly safe. And some hummingbirds have worn them for years with no evidence of any problems. The band is labeled with a tracking number . . . oh, and there's a phone number on the band for people to call, for free, to report a banded bird they've found or recaptured.

So when a banded bird is recaptured and reported, we learn about its migration route, its growth . . . and how long it's been alive . . . its life span. One recaptured bird had been banded almost 12 years earlier! She's one of the oldest hummingbirds on record.

Another interesting thing we've learned is . . . that some hummingbirds, uh, they no longer use a certain route; they travel by a different route to reach their destination. And findings like these have been of interest to biologists and environmental scientists in a number of countries, who are trying to understand the complexities of how changes in a habitat . . . affect the species in it—species like the hummingbirds.

Track 60 Listening Script (Question 11)

Narrator

Listen again to part of the lecture. Then answer the question.

Professor

So hummingbirds have to rely on plants in their natural habitat. And it goes without saying, but . . . well, the opposite is true as well. Plants depend on hummingbirds too.

Narrator

What does the professor imply when she says this:

Professor

And it goes without saying

Answer Explanations

6. **C** This is a Gist-Content question. After the professor establishes loss of wildlife habitat as the general topic, she turns to the hummingbird's migratory routes as an extended example of the potential impact of losing large habitats and efforts being made to reverse this trend. Thus choice C is the correct answer. Changes in the migratory patterns of hummingbirds (choice A) are discussed only briefly at the end of the lecture as an interesting finding. The adaptation of hummingbirds to urban environments (choice B) is not mentioned at all. Ecotourism (choice D) is mentioned only in passing, as one of a number of ways to preserve habitats.
7. **B** This is a Making Inferences question. Choice B is the correct answer. The professor explains how land along hummingbird migration routes is being used in farming and cattle raising, among other things. She points out that these activities reduce food availability for hummingbirds and affect their nesting sites. In saying that these human activities all "pose a real threat to the hummingbird population," she implies a potential decrease in the population if more land is used this way.

8. **C** This is a Detail question. The professor explicitly states that people have been trying to preserve hummingbird habitats by cleaning up polluted areas and then planting native flowers for the birds to feed on. Thus choice C is the correct answer. Building feeding stations (choice A), punishing polluters (choice B), and identifying various species (choice D) are also things that people could conceivably do to help hummingbirds survive, but the professor does not mention any of them.

9. **B** This is another Detail question. Choice B is correct. The professor describes a research study designed to collect information about hummingbird migration. This research involves placing lightweight bands on hummingbirds. Information is collected when people who find or recapture the hummingbirds use the phone number on the band to contact the researchers. The study does not involve radio tracking devices (choice A), counting yearly returns by birds to the same region (choice C), or comparing the migration routes of old and young birds (choice D).

10. **C** This is a Connecting Content question. A research finding mentioned at the end of the lecture is that some hummingbirds have stopped using certain routes “to reach their destination.” Since the destinations the professor is referring to are migration destinations, she is implying that for some hummingbirds, a change in migration patterns has occurred. Choice C is therefore the correct answer. The other answer choices consist of specific statements concerning habitats (choice A), preservation efforts (choice B), and food sources (choice D); nothing the professor says in the lecture supports these specific statements.

11. **D** You are asked to listen again to this part of the lecture:

So hummingbirds have to rely on plants in their natural habitat. And it goes without saying, but . . . well, the opposite is true as well. Plants depend on hummingbirds too.

You are then asked what the professor implies when she says this:

And it goes without saying . . .

This question requires you to Understand the Function of What Is Said. Choice D is the correct answer. “It goes without saying” is a common phrase used by speakers to signal that they are about to say (or have just said) something that probably does not need to be said because it is very obvious. The other answer choices are all potential misunderstandings of this phrase.

Questions 12–17

Track 61 Listening Script

Narrator

Listen to part of a lecture in a film history class.

Film History

**Professor**

Okay, we've been discussing film in the 1920s and '30s, and, ah, how back then, film categories as we know them today had not yet been established. We, ah, said that, by today's standards, many of the films of the '20s and '30s would be considered "hybrids"; that is, a mixture of styles that wouldn't exactly fit into any of today's categories. And in that context, today we're going to talk about a, a filmmaker who began making very unique films in the late 1920s. He was French, and his name was Jean Painlevé.

Jean Painlevé

Jean Painlevé was born in 1902. He made his first film in 1928. Now, in a way, Painlevé's films conform to norms of the '20s and '30s; that is, they don't fit very neatly into the categories we use to classify films today. That said, even by the standards of the '20s and '30s, Painlevé's films were a unique hybrid of styles. He had a special way of fusing—or, or some people might say confusing—science and fiction; his films begin with facts, but then they become more and more fictional—they gradually add more and more fictional elements. In fact, Painlevé was known for saying that "science is fiction."

Painlevé was a, a pioneer in underwater filmmaking, and a lot of his short films focus on the aquatic animal world. He liked to show small underwater creatures displaying what seemed like familiar human characteristics—what we think of as unique to humans. He might take a, a clip of a mollusk going up and down in the water and set it to music—you know, to make it look as if the mollusk were dancing to the music like a human being. That sort of thing. But then he'd suddenly change the image or narration to remind us how different the animals are, how unlike humans. He confused his audience in the way he portrayed the animals he filmed, mixing up our notions of the categories "human" and "animal." The films make us a little uncomfortable at times because we're uncertain about what we're seeing. It gives his films an uncanny feature . . . the familiar made unfamiliar, the normal made suspicious. He liked twists; he liked the unusual. In fact, one of his favorite sea animals was the sea horse because with sea horses, it's the male that gets pregnant, it's the male that carries the babies. And he thought that was great. His first and most celebrated underwater film is about the sea horse.

Susan? You have a question?

Female Student

But underwater filmmaking wasn't that unusual, was it? I mean weren't there other people making movies underwater?

Professor

Well, actually it was pretty rare at that time. I mean we're talking the early 1930s here.

Female Student

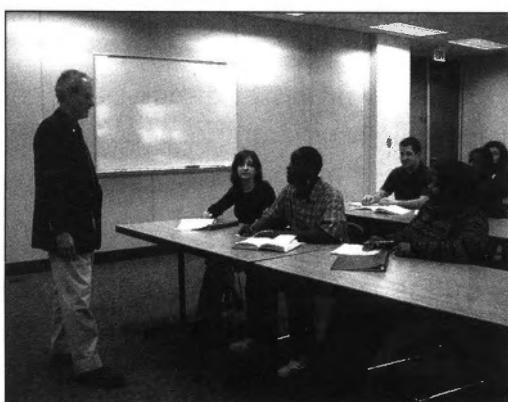
But what about Jacques Cousteau? Wasn't he, like, an innovator, you know, with underwater photography, too?



Professor

Ah, Jacques Cousteau. Well, Painlevé and Cousteau did both film underwater, and they were both innovators, so you're right in that sense, but that's pretty much where the similarities end. First of all, Painlevé was about 20 years ahead of Cousteau . . . Um, and Cousteau's adventures were high-tech, with lots of fancy equipment, whereas Painlevé kind of patched equipment together as he needed it . . . Uh, Cousteau usually filmed large animals, usually in the open sea, whereas Painlevé generally filmed smaller animals, and, and he liked to film in shallow water . . . Uh, what else? Well, the main difference was that Cousteau simply investigated and presented the facts; he, he didn't mix in fiction. He was a strict documentarist; he set the standard, really, for the nature documentary. Painlevé, on the other hand, as we said before, mixed in elements of fiction, and his films are much more artistic, incorporating music as an important element.

John, you have a question?

**Male Student**

Well, maybe I shouldn't be asking this . . . Uh, but if Painlevé's films are so special, so good, why haven't we ever heard of them? I mean everyone's heard of Jacques Cousteau . . .

Professor

Well, that's a fair question. Uh, the short answer is that Painlevé's style just never caught on with the general public. I mean it probably goes back, at least in part, to what we mentioned earlier, that, that people didn't know what to make of his films, that they were confused by them. Whereas Cousteau's documentaries were very straightforward, uh, met people's expectations more than Painlevé's films did. But your true film-history buffs know about him, and Painlevé's still highly respected in many circles.

Track 62 Listening Script (Question 17)**Narrator**

What does the student imply when he says this:

Male Student

Well, maybe I shouldn't be asking this . . . Uh, but if Painlevé's films are so special, so good, why haven't we ever heard of them? I mean everyone's heard of Jacques Cousteau . . .

Answer Explanations

12. **A** This is a Gist-Purpose question. The correct answer is choice A. The professor begins the lecture by briefly reviewing a previous discussion about films of the 1920s and 1930s and their hybrid style. Then he turns to a discussion of the style of one particular filmmaker, Jean Painlevé, and spends the rest of the lecture talking about him and his films.

13. **C** This is a Connecting Content question. Choice D is the correct answer. Identifying it requires integrating two important pieces of information. The first is the professor's statement at the beginning of the lecture that films from the 1920s and '30s do not fit neatly into today's film categories. The second piece of information comes right afterward, when the professor says that "Painlevé's films conform to norms of the '20s and '30s," meaning that his films, too, are difficult to categorize.

14. **B** This is a Detail question. The professor discusses the confusing aspects of Painlevé's films at considerable length and focuses, in particular, on the way Painlevé mixes up the audience's notions of human and animal characteristics. Thus the correct answer is choice B.

15. **C** This is an Understanding Organization question. The reason that the professor discusses sea horses is to illustrate the unusualness of Painlevé's subject matter. Painlevé's first film was about sea horses, which are unusual because the males carry the babies. Choice C is therefore the correct answer.

16. **B** This is another Connecting Content question. The professor compares the film styles of Jacques Cousteau and Painlevé in response to an objection raised by the female student. She questions the professor's characterization of Painlevé's films as special and points out that other filmmakers, like Cousteau, also made underwater films. The professor emphasizes the uniqueness of Painlevé's films by explaining that Cousteau's films were straightforward, fact-based documentaries that met people's expectations, unlike Painlevé's films, which mixed fact with fiction in a way that was both unique and confusing. Thus choice B is the correct answer.

17. **C** You are asked to decide what the student is implying when he says this: Well, maybe I shouldn't be asking this . . . Uh, but if Painlevé's films are so special, so good, why haven't we ever heard of them? I mean everyone's heard of Jacques Cousteau . . .

This question requires you to Understand the Function of What Is Said. After listening to what the professor has been saying about Painlevé's films, the student cannot understand why they are not more popular or better known. The student's replayed statement suggests that he believes that Painlevé's films deserve the same level of recognition that Cousteau's films have received. Thus choice C is the correct answer.

Questions 18–22

Track 63 Listening Script

Narrator

Listen to a conversation between a student and a professor.

**Male Student**

Hi, Professor Archer. You know how in class last week you said that you were looking for students who were interested in volunteering for your archaeology project?

Professor

Of course. Are you volunteering?

Male Student

Yes, I am. It sounds really interesting. But, ummm, do I need to have any experience with these kinds of projects?

Professor

No, not really. I assume that most students taking the introductory-level class will have little or no experience with archaeological research, but that's OK.

Male Student

Oh, good—that's a relief. Actually, that's why I'm volunteering for the project—to get experience. What kind of work is it?

Professor

Well, as you know, we're studying the history of the campus this semester. This used to be an agricultural area, and we already know that where the main lecture hall now stands there once were a farmhouse and barn that were erected in the late 1700s. We're excavating near the lecture hall to see what types of artifacts we find—you know, things people used in the past that got buried when the campus was constructed. We've already begun to find some very interesting items like, um, old bottles, buttons, pieces of clay pottery . . .

Male Student

Buttons and clay pottery? Did the old owners leave in such a hurry that they left their clothes and dishes behind?

Professor

That's just one of the questions we hope to answer with this project.

Male Student

Wow—and it's all right here on campus . . .

Professor

That's right, no traveling involved. I wouldn't expect volunteers to travel to a site, especially in the middle of the semester. We expect to find many more things, but we do need more people to help.

Male Student

So . . . how many student volunteers are you looking for?

Professor

I'm hoping to get five or six. I've asked for volunteers in all the classes I teach, but no one's responded. You're the first person to express interest.

Male Student

Uh . . . sounds like it could be a lot of work. Is there . . . umm . . . is there any way I can use the experience to get some extra credit in class? I mean can I write a paper about it?

Professor

I think it'll depend on what type of work you do in the excavation, but I imagine we can arrange something. Well, actually, I've been considering offering extra credit for class because I've been having a tough time getting volunteers . . . Extra credit is always a good incentive for students.

Male Student

And . . . how often would you want the volunteers to work?

Professor

We're asking for three or four hours per week, depending on your schedule. A senior researcher—I think you know John Franklin, my assistant—is on-site every day.

Male Student

Sure, I know John. By the way, will there be some sort of training?

Professor

Yes, uh, I wanna wait till Friday to see how many students volunteer. And then I'll schedule a training class next week at a time that's convenient for everyone.

Male Student

OK, I'll wait to hear from you. Thanks a lot for accepting me!

Answer Explanations

18. **D** This is a Gist-Purpose question. The correct answer is choice B. The student opens the conversation by asking the professor about her request for volunteers for an archaeology project. The project's timing—the middle of the semester—is mentioned later, when the professor says that she would not expect students to travel to a site in the middle of the semester. Choosing the correct answer thus requires the integration of these two pieces of information from different parts of the conversation. Choice A is incorrect because the project is voluntary, not an assignment. It takes place during the semester, not during the summer (choice C). Although the student asks about extra credit, presumably to improve his grade (choice D), he brings this up as an afterthought, when he hears how much work is involved.

19. **A** This is a Detail question. The professor states that the lecture hall was built where a farmhouse and barn from the 1700s once stood. Thus choice A is correct. Pottery (choice B), clothes (choice C), and bottles (choice D) are mentioned in the context of artifacts—items that may have belonged to the farm's owners.

20. **C** This is a Detail question. The on-campus location of the project is mentioned several times during the conversation, and both speakers cite this as an advantage: volunteers will not need to travel. Thus choice C is correct.

21. **A** This is another Detail question. Choice A is correct. When the student asks if he could earn extra credit for volunteering, the professor responds by pointing out that she is considering offering extra credit as an incentive for more students to volunteer. The other three choices could be plausible incentives as well, but the professor does not mention any of them as a way to get more volunteers.

22. **C** This is a Connecting Content question. When the student asks about training, the professor notes that she has not scheduled a specific time for it, and he responds that he will wait to hear from her. Choice C is therefore the correct answer. The professor already provided the name of the senior researcher (choice A), so this is not information the student still needs. Books (choice B) are not mentioned at all in the conversation. As for the project's location (choice D), this is information the student was given early on.

Questions 23–28

Track 64 Listening Script

Narrator

Listen to part of a lecture in an art history class.

Art History**Professor**

We've talked a lot in this course about still lifes. And I guess if there's one thing you thought it was safe to assume about still lifes, it'd probably be that they're depictions of things that are . . . still, right? A bowl of fruit, a vase of flowers, a stack of books. But today we're gonna look at some modern-day artists who are innovating with still lifes. In fact, some of them are even taking the still—out—of still lifes!

Now, still lifes are scarce in the contemporary art scene, but some artists are looking for ways to make them new for a contemporary audience. For example, historically we think of still lifes as paintings. But more and more, artists are employing nonpaint media like photography, digital art, even animation.

Now animation doesn't sound like a likely medium for a still life, but one pair of contemporary artists is using it. What they've done is make an exact replica of a painting by the still life painter Ambrosius Bosschaert the Elder.

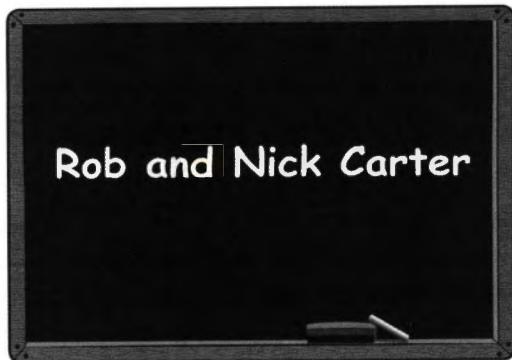
Ambrosius Bosschaert the Elder

Bosschaert was a seventeenth-century Dutch painter known for his still lifes of rare, exotic flowers. Here, take a look at this piece.



At the time this was originally painted, there was a national obsession in the Netherlands with flowers—especially tulips, which had only recently begun to be imported from Turkey and were still considered exotic. But Bosschaert mainly specialized in painting lots of rare and expensive flowers together in a single, dazzling bouquet. It was irrelevant to him whether these flowers could be assembled together in real life—often they couldn't, because they bloomed at different times of the year. But, who cares, right? The imaginary bouquets made a great picture.

OK, so a pair of contemporary artists—Rob and Nick Carter—recently decided to reproduce this particular painting.



The Carters worked with a crew of animators to make a three-hour digitalized film that brings the painting to life. When you see their piece in an art gallery, you actually watch it on a computer screen that's been placed in a wooden frame like a painting would be. And if you watch closely, you'll realize that ever so slowly, elements of the composition change. Clouds pass by. Caterpillars eat the leaves of the flowers. The light changes from dawn to daylight, to evening to nighttime. During the dark of night, the video loops and starts back over.



It's interesting; we know that a viewer at an art gallery will look at an artwork for an average of about six seconds. One of the things the artists said about creating this piece was that they really wanted people to . . . slow down and look. And it seems to have worked. When you're at a gallery with one of these animated paintings, you'll see people watching it for a long time. They want to catch something changing in the picture. Kids, even, will watch for a long time.

A moving still life may seem nontraditional, but the artists have created quite a lot of continuity with the original painting. Bosschaert—because of the flowers he wanted in his compositions—employed hundreds of people in his studio to observe and draw flowers at all different times of year. They drew them at different times of day, from different angles . . . And then Bosschaert would work from their sketches to produce his paintings. He was meticulous about realism. Same with the Carters. They took lots of video of real flowers—in different lighting, opening and closing—and then they employed 25 animators to watch these videos and digitally paint each flower in a way that's true to life. Their animated video took several years to produce, but it really preserves Bosschaert's emphasis on realism.

Now, of course, there are some . . . issues introduced into the work because it's animated. I mentioned caterpillars eating the leaves, but . . . like I said, the video loops. So . . . what do you do about these chewed-up leaves? The artists had to be kind of clever about it. At the end of the video, during the nighttime period, the wind begins to blow. The leaves turn horizontal in the wind, so you're looking at them from the side and can't see the holes. When the wind stops and the leaves return to their original positions, the caterpillars' holes have been refilled.

Now, all of this might offend purists who would argue that the Carters have ruined Bosschaert's work by animating it. But for me the artists' thorough, careful treatment of Bosschaert's painting ultimately draws attention to the mastery of the original.

Answer Explanations

23. **D** This is a Gist-Content question. For the majority of the lecture, the professor describes one way that a traditional art form, the still life, has been updated for a modern-day audience. Therefore, the correct choice is D. There is some discussion of a painting by Dutch artist Ambrosius Bosschaert, but it does not make up the majority of the lecture and his method isn't thoroughly discussed, so choice A is incorrect. The professor does mention that still lifes are not common in modern day art, but he does not elaborate on why this is the case, so choice B is incorrect. Lastly, there is no discussion of a new discovery related to Bosschaert's painting, so choice C is incorrect.
24. **C** This is a Detail question. Near the beginning of the lecture, the professor mentions that it was not important to Bosschaert if a certain collection of flowers could actually exist in real life. The professor provides an example of this when he mentions that often the flowers in Bosschaert's paintings were not in season at the same time, so the correct answer is choice C. There is no mention of the toxicity of flowers (choice B) or the price of certain collections of flowers (choice D). Also, the professor does not discuss where the flowers in Bosschaert's painting grow, so choice A is incorrect.
25. **A** This is an Understanding Organization question. The professor emphasizes the fact that the Carters' animation is best experienced by people who spend a considerable amount of time watching it. He then mentions that most people only spend about six seconds looking at any given work of art. This illustrates the motivation behind the Carters' piece of art, so choice A is the correct answer. The professor does discuss one hurdle involved with the animation project related to the video loop, but this is in a different part of the lecture, so choice B is incorrect. There is no discussion of the evolution of still lifes over time (choice C) or children's assessments of the Carters' piece (choice D).
26. **A** This is an Understanding Organization question. The professor describes how, in order to make his paintings realistic, Bosschaert worked with hundreds of artists who produced artworks that captured flowers from different seasons, times of day, and angles. He then points out that the Carters were

also concerned with realism and they took lots of video of real flowers, so the correct answer is choice A. The professor does not state that technology can take the place of artistic ability, so choice B is incorrect. There is no mention of whether the Carters' work could be categorized as a still life, so choice C is incorrect. The Carters' use of technology (video) is elaborated on, but the extent to which technology can improve an artistic process is not mentioned, so choice D is incorrect.

27. **C** This is a Detail question. Near the end of the lecture, the professor describes some issues involved in producing the animated video. He mentions that the video loops and starts over again, and this forced the artists to consider the continuity of the video. In particular, leaves that appeared damaged at the end of the video needed to appear undamaged when the video began again. The artists used wind to make that transition seem natural, so choice C is the correct answer. In this section of the lecture, there is no discussion of realism in the video, so choice A is incorrect. The professor does not mention the viewers' level of interest or the destructive power of nature, so choice B and choice D are incorrect.

28. **B** This question requires you to Understand the Speaker's attitude. You are asked to identify an opinion that is expressed by the professor. At the end of the lecture, the professor expresses his opinion that the Carters' animated video illustrates the quality of Bosschaert's bouquet painting, so the correct answer is choice B. There is no mention of Bosschaert's reputation being hurt, so choice A is incorrect. The professor also does not discuss the idea that the Carters' work lacks familiarity with still lifes, nor is there any sort of judgment made between their work and other animation videos of still lifes, so choice C and choice D are incorrect.

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 65 Listening Script

Narrator

Some students prefer to work on class assignments by themselves. Others believe it is better to work in a group. Which do you prefer? Explain why.

Preparation Time: 15 Seconds

Response Time: 45 Seconds

Important Points

In this question, you need to say whether you prefer to work alone or in groups to complete class assignments and then explain the reason for your preference. You should not simply give a list of reasons, such as *“I prefer to work in groups because it is more interesting plus many people help and also you can learn from other people . . .”* It is better if you develop one or two reasons fully. For example, if you prefer to work in groups, you could say, *“I prefer working in groups because usually in group work, different people know different things about the topic, and because of that, you get a deeper understanding of the assignment. For example, there was a student from Venezuela in a group assignment I had, and we were supposed to describe how crude oil prices are set. She helped us understand problems in oil production in a much deeper way because her parents worked in oil production.”*

Sample Responses

Play Track 70 to hear a high-level response for Question 1. 

Rater Comments

This is a fully developed response to the question. She gives two reasons for preferring to work by herself—having strong opinions and managing time well—and gives a clear explanation of why each is more suitable for working alone. Her speech is fluent, and she uses appropriate intonation and stress on certain words (such as “I” in “the way I see them”) to convey meaning. She uses advanced-level vocabulary, such as “a structured approach,” and high-level grammatical constructions with ease.

Play Track 71 to hear a low-level response for Question 1. 

Rater Comments

While her pronunciation is clear, this speaker struggles and often fails to come up with words to express her meaning, such as using “good things” rather than the more appropriate and specific “advantages” or “benefits.” Since she spends time trying to describe benefits of both group work and working alone, she runs out of time before she can support her true preference for working alone, other than saying it allows more independence. Her answer is very choppy and vague. She does not demonstrate that she has command of grammar beyond a very basic level.

Question 2: Fit and Explain

Track 66 Listening Script

Narrator

The university’s Dining Services Department has announced a change. Read an announcement about this change. You will have 45 seconds to read the announcement. Begin reading now.

Reading Time: 45 Seconds

Hot Breakfasts Eliminated

Beginning next month, Dining Services will no longer serve hot breakfast foods at university dining halls. Instead, students will be offered a wide assortment of cold breakfast items in the morning. These cold breakfast foods, such as breads, fruit, and yogurt, are healthier than many of the hot breakfast items that we will stop serving, so health-conscious students should welcome this change. Students will benefit in another way as well, because limiting the breakfast selection to cold food items will save money and allow us to keep our meal plans affordable.

Narrator

Now listen to two students discussing the announcement.

Woman

Do you believe any of this? It's ridiculous.

Man

What do you mean? It is important to eat healthy foods . . .

Woman

Sure it is, but they're saying yogurt's better for you than an omelet . . . or than hot cereal? I mean whether something's hot or cold, that shouldn't be the issue. Except maybe on a really cold morning, but in that case, which is going to be better for you—a bowl of cold cereal or a nice warm omelet? It's obvious; there's no question.

Man

I'm not going to argue with you there.

Woman

And this whole thing about saving money . . .

Man

What about it?

Woman

Well, they're actually going to make things worse for us, not better. 'Cause if they start cutting back and we can't get what we want right here, on campus, well, we're going to be going off campus and pay off-campus prices, and you know what? That will be expensive. Even if it's only two or three mornings a week, it can add up.

Narrator

The woman expresses her opinion of the change that has been announced. State her opinion and explain her reasons for holding that opinion.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

Important Points

The woman does not think that Dining Services should stop providing hot breakfast foods. She says that for health, the temperature of the food is not the issue (except on cold days, when warm food is better). She also says that the change will not make breakfasts more affordable, but rather will make them more expensive, since students will have to go off campus (where the prices are higher) to buy the food they want.

Sample Responses

Play Track 72 to hear a high-level response for Question 2. 

Rater Comments

This response covers all the key points of the article and conversation with great clarity and supporting details. The speaker's pronunciation is very clear, and he uses good rhythm and intonation. He uses a good variety of vocabulary and idiomatic expressions that help him express his meaning clearly.

Play Track 73 to hear a mid-level response for Question 2. 

Rater Comments

This speaker does a fairly good job of explaining the woman's disagreement with the proposal in the article, but her speech is very choppy (not fluent). She has to pause often to think of the correct word or phrase to say. Sometimes her limited vocabulary prevents her from clearly expressing what she means (for example, the meaning of "the offer is their last offer for choosing" is unclear). Her pronunciation is generally easy to understand but occasionally requires listener effort.

Question 3: General/Specific

Track 67 Listening Script

Narrator

Read the passage from a sociology textbook. You have 50 seconds to read the passage. Begin reading now.

Reading Time: 50 Seconds

Cognitive Dissonance

Individuals sometimes experience a contradiction between their actions and their beliefs—between what they are doing and what they believe they should be doing. These contradictions can cause a kind of mental discomfort known as *cognitive dissonance*. People experiencing cognitive dissonance often do not want to change the way they are acting, so they resolve the contradictory situation in another way: they change their interpretation of the situation in a way that minimizes the contradiction between what they are doing and what they believe they should be doing.

Narrator

Now listen to part of a lecture about this topic in a sociology class.

Professor

This is a true story—from my own life. In my first year in high school, I was addicted to video games. I played them all the time, and I wasn't studying enough—I was failing chemistry; that was my hardest class. So this was a conflict for me because I wanted a good job when I grew up, and I believed—I knew—that if you want a good career, you gotta do well in school. But . . . I just couldn't give up video games.

I was completely torn. And my solution was to . . . to change my perspective. See, the only class I was doing really badly in was chemistry. In the others I was, I was okay. So I asked myself if I wanted to be a chemist when I grew up, and the fact is I didn't. I was pretty sure I wanted to be a sociologist. So . . . I told myself my chemistry class didn't matter because sociologists don't really need to know chemistry. In other words, I changed my understanding of what it meant to do well in school. I reinterpreted my situation: I used to think that doing well in school meant doing well in all my classes, but now I decided that succeeding in school meant only doing well in the classes that related directly to my future career.

I eliminated the conflict, at least in my mind.

Narrator

Using the example discussed by the professor, explain what cognitive dissonance is and how people often deal with it.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

Important Points

Cognitive dissonance occurs when people's beliefs and actions are in conflict with each other. People deal with cognitive dissonance by changing their interpretation of the situation. For example, the professor could not stop playing video games even though he believed it was causing him to fail chemistry. He then told himself that since he wanted to be a sociologist, he did not need to do well in chemistry.

Sample Responses

Play Track 74 to hear a high-level response for Question 3.



Rater Comments

This speaker efficiently and accurately explains the concept of cognitive dissonance and how people deal with it, as in the professor's example. Her speech is fluid, and she uses intonation and stress effectively to convey emphasis and meaning—for example, by stressing the words “actions” and “interpretation” as a contrast to demonstrate how people deal with cognitive dissonance (by changing their interpretation of a situation rather than their actions). She uses advanced-level vocabulary with accuracy and ease.

Play Track 75 to hear a mid-level response for Question 3. 

Rater Comments

In this response, the speaker conveys the relevant information in the task, but not always with precision. For instance, when describing the professor's example, instead of saying the professor changed his "interpretation" of the situation, she says he began to "make up his own opinion." Her pronunciation is clear, but her speech is marked by many pauses and hesitations.

Question 4: Summary

Track 68 Listening Script

Narrator

Now listen to part of a lecture in a psychology class. The professor is discussing advertising strategies.

Professor

In advertising, various strategies are used to persuade people to buy products. In order to sell more products, advertisers will often try to make us believe that a product will meet our needs or desires perfectly . . . even if it's not true. The strategies they use can be subtle, uh, "friendly" forms of persuasion that are sometimes hard to recognize.

In a lot of ads, repetition is a key strategy. Research shows that repeated exposure to a message, even something meaningless or untrue, is enough to make people accept it or see it in a positive light. You've all seen the car commercials on TV . . . like . . . uh, the one that refers to its "roomy" cars . . . over and over again. You know which one I mean . . . this guy is driving around and he keeps stopping to pick up different people—he picks up 3 or 4 people. And each time, the narrator says, "Plenty of room for friends, plenty of room for family, plenty of room for everybody." The same message is repeated several times in the course of the commercial. Now, the car, uh, the car actually looks kind of small . . . it's not a very big car at all, but you get the sense that it's pretty spacious. You'd think that the viewer would reach the logical conclusion that the slogan, uh, misrepresents the product. Instead, what usually happens is that when the statement "plenty of room" is repeated often enough, people are actually convinced it's true.

Um, another strategy they use is to get a celebrity to advertise a product. It turns out that we're more likely to accept an advertising claim made by somebody famous—a person we admire and find appealing. We tend to think they're trustworthy. So . . . um, you might have a car commercial that features a well-known race car driver. Now, it may not be a very fast car—uh, it could even be an inexpensive vehicle with a low performance rating. But if a popular race car driver is shown driving it, and saying, "I like my cars fast!" then people will believe the car is impressive for its speed.

Narrator

Using the examples from the talk, explain how persuasive strategies are used in advertising.

Preparation Time: 20 Seconds**Response Time: 60 Seconds****Important Points**

Advertisers persuade people to buy their products by using persuasive strategies. One strategy is repetition of information (which may not be true information), such as when an advertisement for a small car keeps repeating that it has plenty of room. Another strategy is to use celebrities, because people trust them. For example, a famous race car driver might be used in an advertisement for a car (to give the impression the car is fast, even if it is not).

Sample Responses

Play Track 76 to hear a high-level response for Question 4. 

Rater Comments

The speaker conveys all of the main and supporting points from the lecture. His speech is clear and fluid, and although he does not pronounce “subtle” correctly, this is a minor error that does not interfere with overall understanding of his speech. His pacing slows down at times as he attempts to recall information, but it is still easy to follow what he is saying. He also uses a variety of advanced-level vocabulary and grammatical constructions with good control.

Play Track 77 to hear a mid-level response for Question 4. 

Rater Comments

This speaker discusses both advertising strategies described in the lecture, but in a vague way that is sometimes difficult to understand. For instance, he never mentions that the first example refers to a car advertisement, so it is unclear what he means when he says the message that “lots of your friends have space in it” is repeated. His pronunciation is easy to understand, but he pauses frequently throughout his response and demonstrates only a limited vocabulary range and control of grammar.

Writing

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

Use the Writing rubrics on pages 199–200 and 210–211 to see how responses are scored.

Integrated Writing

Track 69 Listening Script

Narrator

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

Professor

Everything you just read about *Portrait of an Elderly Woman in a White Bonnet* is true, and yet, after a thorough reexamination of the painting, a panel of experts has recently concluded that it's indeed a work by Rembrandt. And here's why.

First, the fur collar. X-rays and analysis of the pigments in the paint have shown that the fur collar wasn't part of the original painting. The fur collar was painted over the top of the original painting about a hundred years after the painting was made. Why? Someone probably wanted to increase the value of the painting by making it look like a formal portrait of an aristocratic lady.

Second, the supposed error with light and shadow. Once the paint of the added fur collar was removed, the original painting could be seen. In the original painting the woman is wearing a simple collar of light-colored cloth. The light-colored cloth of this collar reflects light that illuminates part of the woman's face. That's why the face is not in partial shadow. So in the original painting, light and shadow are very realistic and just what we would expect from Rembrandt.

Finally, the wood panel. It turns out that when the fur collar was added, the wood panel was also enlarged with extra wood pieces glued to the sides and the top to make the painting more grand—and more valuable. So the original painting is actually painted on a single piece of wood—as would be expected from a Rembrandt painting. And in fact, researchers have found that the piece of wood in the original form of *Portrait of an Elderly Woman in a White Bonnet* is from the very same tree as the wood panel used for another painting by Rembrandt, his *Self-Portrait with a Hat*.

Narrator

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

Topic Notes

You should understand the reasons presented in the lecture that address the concerns in the reading passage. While the reading passage explains why people do not think the painting *Portrait of an Elderly Woman in a White Bonnet* was created by Rembrandt, the lecture presents new evidence showing that the painting was indeed created by Rembrandt.

A high-scoring essay will include the following points made by the lecturer and will explain how they address the points made in the reading passage:

| Point Made in the Reading Passage | Contrasting Point from the Lecture |
|---|--|
| The fur collar in the painting does not match clothing typical of a servant, a detail that Rembrandt would not have overlooked. | The fur collar was added later in an attempt to increase the painting's value. |
| The light and shadow appear incorrectly in the painting, but Rembrandt was a master of painting light and shadow. | The light and shadow appeared incorrectly because of the fur collar that was added later. Once the fur collar was removed, revealing the original white collar, the light and shadow appeared correctly. |
| The portrait was painted on multiple wood panels, which was not typical of Rembrandt's works. | The original was painted on a single wood panel. Additional wood panels were added to the painting later in an attempt to increase its value. |

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

Both texts deal with the question whether or not the painting "Portrait of an Elderly Woman in a White Bonnet" was painted by the most famous Dutch painter Rembrandt. The text clearly states, that many facts prove that it wasn't painted by Rembrandt himself, but just attributed to him because of its style. In the lecture however the professor gives proof why it is in fact a work of the famous Dutch painter.

The first contradicting fact are the clothes of the woman in the portrait. She is wearing a white linen cap which gives her the appearance of a simple servant, whereas the luxurious fur collar she also wears doesn't fit. In the lecture is said, that after a thorough research people found out that the fur collar was added to the painting about 100 years later in order to increase the value of the workpiece, because now it illustrated an aristocratic lady instead of a servant.

Another problem with the painting was the display of light and shadow. Rembrandt was known as a master of painting light and shadow, yet contradictionally the elements in the work don't fit together. But this problem could also be explained by now. By removing the additional fur collar one could see that the lady is wearing a simple light colored cloth, which reflects light into her face.

The third aspect which let people wonder about the origins of the painting was the fact, that the panel was made of several pieces of wood glued together instead of just one panel which was usual for works of Rembrandt. But the additional panels were also added later to enlarge the painting. by doing this the painting seemed to be more valuable.

Another interesting fact is, that the main panel is made from the same tree like another painting of Rembrandt, 'Selfportrait with a hat'.

In the end it is clear that this painting is indeed a work of the Dutch painter and it should be reintegrated in the catalog of Rembrandt's paintings.

Rater Comments

This essay earns a high score because it successfully explains the opposing relationship between the reading and the lecture and goes on to identify all the important points and details. The response is appropriately organized, with the topic stated in the first and final paragraphs and each main point discussed in separate body paragraphs. Each main point is discussed clearly and with a good amount of detail. The writer, for example, correctly represents in the second paragraph the idea that the fur collar was added to the painting at a later date to make it appear more valuable. In the third paragraph, the light-and-shadow inconsistency is not described in concrete terms, but the writer does indicate it in general terms and explains its cause. Connectors and connecting phrases ("Another problem," "By removing the additional fur collar," "In the end") help make the writing cohesive and easy to read. The language is generally accurate, and minor errors ("In the lecture is said," "after a thorough research," "contradictorily") do not interfere with meaning.

Mid-Level Response

There are doubts whether Rembrandt painted Portrait of an Elderly Woman in a White Bonnet. The reading says that the painting wasn't painted by Rembrandt because of the lack of consistency observed. On the other hand the lecture says that Rembrandt is the real painter. The opinion expressed in the lecture is based on a third examination of the painting when the experts decided that Rembrandt is the real painter because of the examination of the fur collar, the light and shadow that were realistic and finally the elements of the wood panel.

Examining the fur collar from the painting, the experts noticed that the actual collar was painted over the top of the original painting over 100 years later. The reason of doing this was to increase the value of the painting.

Further on the light and color were very realistic, says the lecture. This opinion is formulated in opposition to the one from the reading that says that in this painting these elements do not fit together.

Finally the last reason why the lecture affirms that the painting belongs to Rembrandt is based on the examination of the wood panel. Even though the wood panel was enlarged it was used the same tree that Rembrandt used in Self Portrait with a Hat.

In conclusion it seems that the argument given by the lecture overpowers the reading part.

Rater Comments

Although this response clearly describes the relationship between the reading and the lecture in the first paragraph, it earns a mid-level score because it lacks some important details related to the three main points that follow. In the second paragraph, the writer does explain that the fur collar was added to the painting 100 years after it was created to increase its value, but the writer does not explain the initial problem mentioned in the reading (that the fur collar was not consistent with a servant's apparel). This makes it difficult for a reader who is not familiar with the passage and the lecture to see how the information about the collar is relevant to the topic. The third paragraph, in contrast, does indicate that the information from the reading and the information from the lecture regarding light and shadow differ, but this section lacks most of the important details. The third point, in paragraph 4, is not expressed precisely. The writer indicates that the fact that the wood came from the same tree as the wood for another Rembrandt painting is proof of its authenticity, yet it is not clear whether the writer is referring to the original panel or to the added panels. The writer also does not explain why the original panel was enlarged. Overall, the essay responds to the task and touches on all three main ideas, but these ideas are either vaguely or imprecisely conveyed. The language is generally clear, with only a few minor errors ("the painting wasn't painted by Rembrandt," "these elements do not fit together") that do not interfere with meaning.

Writing for an Academic Discussion

Question

Your professor is teaching a class on sociology. 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. Diaz

This week we will be studying trends in food shopping. One of them is meal-kit websites. On these sites, the customers first select one or more meals, and then the companies deliver to their homes the cooking instructions plus just enough grocery ingredients to prepare the selected meals. The customers then prepare their meals at home. Do you think this is a positive trend? Explain why or why not.

Andrew

It's especially positive if you don't have any kitchen skills. I've tried that kind of service, and even though I'm not a good cook, the meal came out tasting pretty good. I think I'm learning how to cook! It's probably especially helpful for younger people, who might not even know how to choose the best ingredients at grocery stores.

Claire

It might be convenient, but this is definitely not a positive trend. Think of the effect on the environment of all the trucks delivering packaged groceries for just a few meals to all those houses, week after week, all over the city! We really have to stop favoring convenience over environmental impacts.

Topic Notes

In this prompt, the professor asks for student opinions about whether meal-kit delivery is a positive trend, and to explain their view. The first student, Andrew, thinks it is positive, because it can help young people learn how to cook, which has in fact helped him. Claire agrees that it is convenient but worries about the environmental impact of the package delivery to multiple households, so she thinks it is a negative trend. Test takers are expected to contribute their own opinion on the topic, either by coming up with completely new ideas, by engaging with or expanding on Claire's or Andrew's opinions, or by giving a mixed opinion. They could say, for example, that, overall, it is a positive trend and explain why, then note some comparatively negative minor drawbacks.

Sample Responses with Rater Comments*High-Level Essay*

Meal-kit websites have started an interesting trend—on the one hand, they try to ensure a healthy home-cooked meal and on the other hand there is a concern of additional truck traffic on the roadways hurting the environment. The important part is to strike the right balance, which is always hard to achieve. The advantages of this trend, however, might outweigh the negatives. It enables families that are busy to relax and enjoy a home-cooked meal—it can also bring families together since cooking together at home can be fun. One needs to understand that the alternative would be for individuals to potentially still get in their vehicles and drive to the grocery stores and purchase ingredients themselves, or to order delivery or pick-up food, or eat out. All of these actions also result in additional vehicle trips that affect the environment. Ultimately, it is important for individuals to ensure the right balance but overall, meal-kit websites seem to present a positive trend.

Rater Comments

This high-level response makes a fully successful, relevant and clearly expressed contribution to the discussion board. The response notes the opposing viewpoints represented by Andrew and Claire (“... try to ensure a healthy home-cooked meal” versus “additional truck traffic on the roadways”) and then goes on to say that the advantages of the meal-kit trend outweigh the disadvantages, followed by plenty of elaboration supporting this view. The response uses a variety of grammatical structures and precise, effective word choices, with few errors in either vocabulary or grammar.

Mid-Level Essay

I would support Andrew.

Getting the grocery for each week will reduce the amount of people going to grocery shopping, it saves the time of each individual also. It helps in not buying extra grocery items. Its in favor of customers. It may not impact enviromental impacts as too many people driving to get the grocery will reducing to one truck delivering all the grocery. The other reason why i suppor tthis it helps each invidual to cook and since they also give the recipe it would be favaourable for customer, in one shot they get the recipe , grocery and try out home food, which would be more healtier and cheaper comparing to ordering restaurant food.

Rater Comments

This is a mid-level response that does contribute to the discussion but is not fully successful, mainly because of the frequency of language errors. The writer agrees with Andrew that meal kits are a positive trend and outlines a couple of reasons why. The response then goes on to argue against meal-kit delivery being much more impactful on the environment than driving to the grocery store (in opposition to Claire’s view), then provides additional reasons for meal kit delivery being a positive trend. However, many of the ideas are slightly obscured by the errors in language use, such as “It may not impact enviromental impacts”; “will reducing to one truck delivering all the grocery”; and “The other reason why I suppor tthis it helps ...”. The meaning of the sentence “Its in favor of customers” is also unclear.