

# TOEFL iBT® Practice Test 4

## 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.

## INDUSTRIALIZATION IN THE NETHERLANDS AND SCANDINAVIA

While some European countries, such as England and Germany, began to industrialize in the eighteenth century, the Netherlands and the Scandinavian countries of Denmark, Norway, and Sweden developed later. All four of these countries lagged considerably behind in the early nineteenth century. However, they industrialized rapidly in the second half of the century, especially in the last two or three decades. In view of their later start and their lack of coal—undoubtedly the main reason they were not among the early industrializers—it is important to understand the sources of their success.

All had small populations. At the beginning of the nineteenth century, Denmark and Norway had fewer than 1 million people, while Sweden and the Netherlands had fewer than 2.5 million inhabitants. All exhibited moderate growth rates in the course of the century (Denmark the highest and Sweden the lowest), but all more than doubled in population by 1900. Density varied greatly. The Netherlands had one of the highest population densities in Europe, whereas Norway and Sweden had the lowest. Denmark was in between but closer to the Netherlands.

Considering human capital as a characteristic of the population, however, all four countries were advantaged by the large percentages of their populations who could read and write. In both 1850 and 1914, the Scandinavian countries had the highest literacy rates in Europe, or in the world, and the Netherlands was well above the European average. This fact was of enormous value in helping the national economies find their niches in the evolving currents of the international economy.

Location was an important factor for all four countries. All had immediate access to the sea, and this had important implications for a significant international resource, fish, as well as for cheap transport, merchant marines, and the shipbuilding industry. Each took advantage of these opportunities in its own way. The people of the Netherlands, with a long tradition of fisheries and mercantile shipping, had difficulty in developing good harbors suitable for steamships; eventually they did so at Rotterdam and Amsterdam, with exceptional results for transit trade with Germany and central Europe and for the processing of overseas foodstuffs and raw materials (sugar, tobacco, chocolate, grain, and eventually oil). Denmark also had an admirable commercial history, particularly with respect to traffic through the Sound (the strait separating Denmark and Sweden). In 1857, in return for a payment of 63 million kronor from other commercial nations, Denmark abolished the Sound toll dues, the fees it had collected since 1497 for the use of the Sound. This, along with other policy shifts toward free trade, resulted in a significant increase in traffic through the Sound and in the port of Copenhagen.

The political institutions of the four countries posed no significant barriers to industrialization or economic growth. The nineteenth century passed relatively peacefully for these countries, with progressive democratization taking place in all of them. They were reasonably well governed, without notable corruption or grandiose state projects, although in all of them the government gave some aid to railways, and in Sweden the state built the main lines. As small countries dependent on foreign markets, they had few or low barriers to foreign trade in the main, though a protectionist movement developed in Sweden. In Denmark and Sweden agricultural reforms took place gradually from the late eighteenth century through the first half of the nineteenth, resulting in a new class of peasant land-owners with a definite market orientation.

The key factor in the success of these countries (along with high literacy, which contributed to it) was their ability to adapt to the international division of labor determined by the early industrializers and to stake out areas of specialization in international markets for which they were especially well suited. This meant a great dependence on international commerce, which had notorious fluctuations; however, it also meant high returns to those aspects of production that were fortunate enough to be well placed in times of prosperity. In Sweden exports accounted for 18 percent of the national income in 1870, and in 1913, 22 percent of a much larger national income. In the early twentieth century, Denmark exported 63 percent of its agricultural production: butter, pork products, and eggs. It exported 80 percent of its butter, almost all to Great Britain, where it accounted for 40 percent of British butter imports.

**Directions:** Now answer the questions.

PARAGRAPH  
1

While some European countries, such as England and Germany, began to industrialize in the eighteenth century, the Netherlands and the Scandinavian countries of Denmark, Norway, and Sweden developed later. All four of these countries lagged considerably behind in the early nineteenth century. However, they industrialized rapidly in the second half of the century, especially in the last two or three decades. In view of their later start and their lack of coal—undoubtedly the main reason they were not among the early industrializers—it is important to understand the sources of their success.

1. Paragraph 1 supports which of the following ideas about England and Germany?
  - (A) They were completely industrialized by the start of the nineteenth century.
  - (B) They possessed plentiful supplies of coal.
  - (C) They were overtaken economically by the Netherlands and Scandinavia during the early nineteenth century.
  - (D) They succeeded for the same reasons that the Netherlands and Scandinavia did.

GO ON TO THE NEXT PAGE 

All had small populations. At the beginning of the nineteenth century, Denmark and Norway had fewer than 1 million people, while Sweden and the Netherlands had fewer than 2.5 million inhabitants. All exhibited moderate growth rates in the course of the century (Denmark the highest and Sweden the lowest), but all more than doubled in population by 1900. Density varied greatly. The Netherlands had one of the highest population densities in Europe, whereas Norway and Sweden had the lowest. Denmark was in between but closer to the Netherlands.

Considering human capital as a characteristic of the population, however, all four countries were advantaged by the large percentages of their populations who could read and write. In both 1850 and 1914, the Scandinavian countries had the highest literacy rates in Europe, or in the world, and the Netherlands was well above the European average. This fact was of enormous value in helping the national economies find their niches in the evolving currents of the international economy.

2. According to paragraphs 2 and 3, which of the following contributed significantly to the successful economic development of the Netherlands and of Scandinavia?

- (A) The relatively small size of their populations
- (B) The rapid rate at which their populations were growing
- (C) The large amount of capital they had available for investment
- (D) The high proportion of their citizens who were educated

Location was an important factor for all four countries. All had immediate access to the sea, and this had important implications for a significant international resource, fish, as well as for cheap transport, merchant marines, and the shipbuilding industry. Each took advantage of these opportunities in its own way. The people of the Netherlands, with a long tradition of fisheries and mercantile shipping, had difficulty in developing good harbors suitable for steamships; eventually they did so at Rotterdam and Amsterdam, with exceptional results for transit trade with Germany and central Europe and for the processing of overseas food-stuffs and raw materials (sugar, tobacco, chocolate, grain, and eventually oil). Denmark also had an admirable commercial history, particularly with respect to traffic through the Sound (the strait separating Denmark and Sweden). In 1857, in return for a payment of 63 million kronor from other commercial nations, Denmark **abolished** the Sound toll dues, the fees it had collected since 1497 for the use of the Sound. This, along with other policy shifts toward free trade, resulted in a significant increase in traffic through the Sound and in the port of Copenhagen.

3. The word "**abolished**" in the passage is closest in meaning to

- (A) ended
- (B) raised
- (C) returned
- (D) lowered

**PARAGRAPH 5**

4. According to paragraph 4, because of their location, the Netherlands and the Scandinavian countries had all of the following advantages when they began to industrialize EXCEPT

- (A) low-cost transportation of goods
- (B) access to fish
- (C) shipbuilding industries
- (D) military control of the seas

The political institutions of the four countries posed no significant barriers to industrialization or economic growth. The nineteenth century passed relatively peacefully for these countries, with progressive democratization taking place in all of them. They were reasonably well governed, without notable corruption or grandiose state projects, although in all of them the government gave some aid to railways, and in Sweden the state built the main lines. As small countries dependent on foreign markets, they had few or low barriers to foreign trade in the main, though **a protectionist movement developed in Sweden**. In Denmark and Sweden agricultural reforms took place gradually from the late eighteenth century through the first half of the nineteenth, resulting in a new class of peasant land-owners with a definite market orientation.

5. The author includes the information that "**a protectionist movement developed in Sweden**" in order to

- (A) support the claim that the political institutions of the four countries posed no significant barriers to industrialization or economic growth
- (B) identify an exception to the general trend favoring few or low barriers to trade
- (C) explain why Sweden industrialized less quickly than the other Scandinavian countries and the Netherlands
- (D) provide evidence that agriculture reforms take place more quickly in countries that have few or low barriers to trade than in those that do not

6. According to paragraph 5, each of the following contributed positively to the industrialization of the Netherlands and Scandinavia EXCEPT

- (A) a lack of obstacles to foreign trade
- (B) huge projects undertaken by the state
- (C) relatively uncorrupt government
- (D) relatively little social or political disruption

GO ON TO THE NEXT PAGE 

**The key factor in the success of these countries (along with high literacy, which contributed to it) was their ability to adapt to the international division of labor determined by the early industrializers and to stake out areas of specialization in international markets for which they were especially well suited.** This meant a great dependence on international commerce, which had notorious fluctuations; however it also meant high returns to those aspects of production that were fortunate enough to be well placed in times of prosperity. In Sweden exports accounted for 18 percent of the national income in 1870, and in 1913, 22 percent of a much larger national income. In the early twentieth century, Denmark exported 63 percent of its agricultural production: butter, pork products, and eggs. It exported 80 percent of its butter, almost all to Great Britain, where it accounted for 40 percent of British butter imports.

7. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
  - (A) The early industrializers controlled most of the international economy, leaving these countries to stake out new areas of specialization along the margins.
  - (B) Aided by their high literacy rates, these countries were able to claim areas of specialization within established international markets.
  - (C) High literacy rates enabled these countries to take over international markets and adapt the international division of labor to suit their strengths.
  - (D) The international division of labor established by the early industrializers was well suited to these countries, a key factor in their success.
8. According to paragraph 6, a major problem with depending heavily on international markets was that they
  - (A) lacked stability
  - (B) were not well suited to agricultural products
  - (C) were largely controlled by the early industrializers
  - (D) led to slower growth of local industries

While some European countries, such as England and Germany, began to industrialize in the eighteenth century, the Netherlands and the Scandinavian countries of Denmark, Norway, and Sweden developed later. (A) All four of these countries lagged considerably behind in the early nineteenth century. (B) However, they industrialized rapidly in the second half of the century, especially in the last two or three decades. (C) In view of their later start and their lack of coal—undoubtedly the main reason they were not among the early industrializers—it is important to understand the sources of their success. (D)

All had small populations.

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.

**During this period, Sweden had the highest rate of growth of output per capita of any country in Europe, and Denmark was second.**

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.**

**Although the Netherlands and Scandinavia began to industrialize relatively late, they did so very successfully.**

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#### Answer Choices

- [A] Although these countries all started with small, uneducated populations, industrialization led to significant population growth and higher literacy rates.
- [B] Thanks to their ready access to the sea, these countries enjoyed advantages in mercantile shipping, fishing, and shipbuilding.
- [C] Because they all had good harbors for steamships, these countries started with an important advantage in the competition for transit trade.
- [D] These countries were helped by the fact that their governments were relatively stable and honest and had policies that generally encouraged rather than blocked trade.
- [E] These countries were successful primarily because their high literacy rates helped them fill specialized market niches.
- [F] Because they were never fully dependent on international commerce, these countries were able to survive notorious fluctuations in international markets.

## THE MYSTERY OF YAWNING

According to conventional theory, yawning takes place when people are bored or sleepy and serves the function of increasing alertness by reversing, through deeper breathing, the drop in blood oxygen levels that are caused by the shallow breathing that accompanies lack of sleep or boredom. Unfortunately, the few scientific investigations of yawning have failed to find any connection between how often someone yawns and how much sleep they have had or how tired they are. About the closest any research has come to supporting the tiredness theory is to confirm that adults yawn more often on weekdays than at weekends, and that school children yawn more frequently in their first year at primary school than they do in kindergarten.

Another flaw of the tiredness theory is that yawning does not raise alertness or physiological activity, as the theory would predict. When researchers measured the heart rate, muscle tension, and skin conductance of people before, during, and after yawning, they did detect some changes in skin conductance following yawning, indicating a slight increase in physiological activity. However, similar changes occurred when the subjects were asked simply to open their mouths or to breathe deeply. Yawning did nothing special to their state of physiological activity. Experiments have also cast serious doubt on the belief that yawning is triggered by a drop in blood oxygen or a rise in blood carbon dioxide. Volunteers were told to think about yawning while they breathed either normal air, pure oxygen, or an air mixture with an above-normal level of carbon dioxide. If the theory was correct, breathing air with extra carbon dioxide should have triggered yawning, while breathing pure oxygen should have suppressed yawning. In fact, neither condition made any difference to the frequency of yawning, which remained constant at about 24 yawns per hour. Another experiment demonstrated that physical exercise, which was sufficiently vigorous to double the rate of breathing, had no effect on the frequency of yawning. Again, the implication is that yawning has little or nothing to do with oxygen.

A completely different theory holds that yawning assists in the physical development of the lungs early in life, but has no remaining biological function in adults. It has been suggested that yawning and hiccupping might serve to clear out the fetus's airways. The lungs of a fetus secrete a liquid that then mixes with its mother's amniotic fluid. Babies with congenital blockages that prevent this fluid from escaping from their lungs are sometimes born with deformed lungs. It might be that yawning helps to clear out the lungs by periodically lowering the pressure in them. According to this theory, yawning in adults is just a developmental fossil with no biological function. But, while accepting that not everything in life can be explained by Darwinian evolution, there are sound reasons for being skeptical of theories like this one, which avoid the issue of what yawning does for adults. Yawning is distracting, consumes energy, and takes time. It is almost certainly doing something significant in adults as well as in fetuses. What could it be?

The empirical evidence, such as it is, suggests an altogether different function for yawning—namely, that yawning prepares us for a change in activity level. Support for this theory came from a study of yawning behavior in everyday life. Volunteers wore wrist-mounted devices that automatically recorded their physical activity for up to two weeks; the volunteers also recorded their yawns by pressing a button on the device each time they yawned. The data showed that yawning tended to occur about 15 minutes before a period

of increased behavioral activity. Yawning bore no relationship to sleep patterns, however. This accords with anecdotal evidence that people often yawn in situations where they are neither tired nor bored, but are preparing for impending mental and physical activity. Such yawning is often referred to as “incongruous” because it seems out of place, at least in the tiredness view: soldiers yawning before combat, musicians yawning before performing, and athletes yawning before competing. Their yawning seems to have nothing to do with sleepiness or boredom—quite the reverse—but it does precede a change in activity level.

**Directions:** Now answer the questions.

P  
A  
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A  
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**According to conventional theory, yawning takes place when people are bored or sleepy and serves the function of increasing alertness by reversing, through deeper breathing, the drop in blood oxygen levels that are caused by the shallow breathing that accompanies lack of sleep or boredom.** Unfortunately, the few scientific investigations of yawning have failed to find any connection between how often someone yawns and how much sleep they have had or how tired they are. About the closest any research has come to supporting the tiredness theory is to confirm that adults yawn more often on weekdays than at weekends, and that school children yawn more frequently in their first year at primary school than they do in kindergarten.

11. 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) It is the conventional theory that when people are bored or sleepy, they often experience a drop in blood oxygen levels due to their shallow breathing.
- (B) The conventional theory is that people yawn when bored or sleepy because yawning raises blood oxygen levels, which in turn raises alertness.
- (C) According to conventional theory, yawning is more likely to occur when people are bored or sleepy than when they are alert and breathing deeply.
- (D) Yawning, according to the conventional theory, is caused by boredom or lack of sleep and can be avoided through deeper breathing.

12. In paragraph 1, what point does the author make about the evidence for the tiredness theory of yawning?

- (A) There is no scientific evidence linking yawning with tiredness.
- (B) The evidence is wide-ranging because it covers multiple age-groups.
- (C) The evidence is reliable because it was collected over a long period of time.
- (D) The evidence is questionable because the yawning patterns of children and adults should be different.

Another **flaw** of the tiredness theory is that yawning does not raise alertness or physiological activity, as the theory would predict. When researchers measured the heart rate, muscle tension and skin conductance of people before, during and after yawning, they did detect some changes in skin conductance following yawning, indicating a slight increase in physiological activity. However, similar changes occurred when the subjects were asked simply to open their mouths or to breathe deeply. Yawning did nothing special to their state of physiological activity. Experiments have also cast serious doubt on the belief that yawning is triggered by a drop in blood oxygen or a rise in blood carbon dioxide. Volunteers were told to think about yawning while they breathed either normal air, pure oxygen, or an air mixture with an above-normal level of carbon dioxide. If the theory was correct, breathing air with extra carbon dioxide should have triggered yawning, while breathing pure oxygen should have suppressed yawning. In fact, neither condition made any difference to the frequency of yawning, which remained constant at about 24 yawns per hour. Another experiment demonstrated that physical exercise, which was sufficiently vigorous to double the rate of breathing, had no effect on the frequency of yawning. Again, the implication is that yawning has little or nothing to do with oxygen.

13. The word “**flaw**” in the passage is closest in meaning to
  - (A) fault
  - (B) aspect
  - (C) confusion
  - (D) mystery
14. In paragraph 2, why does the author compare the physiological changes that occur when subjects simply opened their mouths or breathed deeply with those that occur when people yawned?
  - (A) To present an argument in support of the tiredness theory
  - (B) To cast doubt on the reliability of the tests that measured heart rate, muscle tension, and skin conductance
  - (C) To argue against the hypothesis that yawning provides a special way to improve alertness or raise physiological activity
  - (D) To support the idea that opening the mouth or breathing deeply can affect blood oxygen levels
15. Paragraph 2 answers all of the following questions about yawning EXCEPT:
  - (A) Does yawning increase alertness or physiological activity?
  - (B) Does thinking about yawning increase yawning over not thinking about yawning?
  - (C) Does the amount of carbon dioxide and oxygen in the air affect the rate at which people yawn?
  - (D) Does the rate of breathing affect the rate at which people yawn?

PARAGRAPH 3

A completely different theory holds that yawning assists in the physical development of the lungs early in life, but has no remaining biological function in adults. It has been suggested that yawning and hiccupping might serve to clear out the fetus's airways. The lungs of a fetus secrete a liquid that then mixes with its mother's amniotic fluid. Babies with congenital blockages that prevent this fluid from escaping from their lungs are sometimes born with deformed lungs. It might be that yawning helps to clear out the lungs by periodically lowering the pressure in them. According to this theory, yawning in adults is just a developmental fossil with no biological function. But, while accepting that not everything in life can be explained by Darwinian evolution, there are sound reasons for being skeptical of theories like this one, which avoid the issue of what yawning does for adults. Yawning is distracting, consumes energy and takes time. It is almost certainly doing something significant in adults as well as in fetuses.

16. According to the development theory of yawning presented in paragraph 3, what is the role of yawning?

- (A) It causes hiccups, which aid in the development of the lungs.
- (B) It controls the amount of pressure the lungs place on other developing organs.
- (C) It prevents amniotic fluid from entering the lungs.
- (D) It removes a potentially harmful fluid from the lungs.

PARAGRAPH 4

The **empirical** evidence, such as it is, suggests an altogether different function for yawning—namely, that yawning prepares us for a change in activity level. Support for this theory came from a study of yawning behavior in everyday life. Volunteers wore wrist-mounted devices that automatically recorded their physical activity for up to two weeks; the volunteers also recorded their yawns by pressing a button on the device each time they yawned. The data showed that yawning tended to occur about 15 minutes before a period of increased behavioral activity. Yawning bore no relationship to sleep patterns, however. This accords with anecdotal evidence that people often yawn in situations where they are neither tired nor bored, but are preparing for impending mental and physical activity. Such yawning is often referred to as "incongruous" because it seems out of place, at least on the tiredness view: soldiers yawning before combat, musicians yawning before performing, and athletes yawning before competing. Their yawning seems to have nothing to do with sleepiness or boredom—quite the reverse—but it does precede a change in activity level.

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

- (A) reliable
- (B) based on common sense
- (C) relevant
- (D) based on observation

18. The study of yawning behavior discussed in paragraph 4 supports which of the following conclusions?

- (A) Yawning is associated with an expectation of increased physical activity.
- (B) Yawning occurs more frequently when people are asked to record their yawning.
- (C) People tend to yawn about fifteen minutes before they become tired or bored.
- (D) Mental or physical stress tends to make people yawn.

Paragraph 2

Another flaw of the tiredness theory is that yawning does not raise alertness or physiological activity, as the theory would predict. When researchers measured the heart rate, muscle tension and skin conductance of people before, during and after yawning, they did detect some changes in skin conductance following yawning, indicating a slight increase in physiological activity. However, similar changes occurred when the subjects were asked simply to open their mouths or to breathe deeply. Yawning did nothing special to their state of physiological activity. Experiments have also cast serious doubt on the belief that yawning is triggered by a drop in blood oxygen or a rise in blood carbon dioxide. (A) Volunteers were told to think about yawning while they breathed either normal air, pure oxygen, or an air mixture with an above-normal level of carbon dioxide. (B) If the theory was correct, breathing air with extra carbon dioxide should have triggered yawning, while breathing pure oxygen should have suppressed yawning. (C) In fact, neither condition made any difference to the frequency of yawning, which remained constant at about 24 yawns per hour. (D) Another experiment demonstrated that physical exercise, which was sufficiently vigorous to double the rate of breathing, had no effect on the frequency of yawning. Again, the implication is that yawning has little or nothing to do with oxygen.

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.

**This, however, was not the case.**

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 tiredness theory of yawning does not seem to explain why yawning occurs.**

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**Answer Choices**

- [A] Although earlier scientific studies strongly supported the tiredness theory, new evidence has cast doubt on these findings.
- [B] Evidence has shown that yawning is almost completely unrelated to the amount of oxygen in the blood and is unrelated to sleep behavior.
- [C] Some have proposed that yawning plays a role in the development of the lungs before birth, but it seems unlikely that yawning serves no purpose in adults.
- [D] Fluids in the lungs of the fetus prevent yawning from occurring, which disproves the development theory of yawning.
- [E] New studies, along with anecdotal evidence, have shown that the frequency of yawning increases during extended periods of inactivity.
- [F] There is some evidence that suggests that yawning prepares the body and mind for a change in activity level.

# 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 78. 



### Questions

1. Why does the student go to the university office?  
 A To apply for a position at the university library  
 B To get information about hosting an exchange student  
 C To find out if there are any jobs available on campus  
 D To find out the hours of the computer lab
  
2. Why did the student transfer to Central University?  
 A To take advantage of an academic program  
 B To participate in a student exchange program  
 C To attend a smaller university than the one he was at before  
 D To benefit from Central University's international reputation
  
3. Why does the student mention hosting foreign-exchange students?  
 A To explain his interest in a particular field of study  
 B To explain why he is looking for a job so late in the semester  
 C To explain why he would like to be an exchange student the following year  
 D To explain how he learned his computer skills

4. What can be inferred about students who apply for the open position at the technology-support help desk?

- (A) They must be enrolled in a computer course.
- (B) They will only be able to work on weekends.
- (C) They are willing to work many hours each day they work.
- (D) They are willing to work irregular hours.

5. Listen again to part of the conversation by playing Track 79.  Then answer the question.

Why does the woman say this?

- (A) To dissuade the student from starting a job right away
- (B) To suggest looking for an off-campus job
- (C) To imply that the student might not like the job that is available
- (D) To encourage the student to apply to a work-study program

Listen to Track 80. 

Art History



Elaine Gazda



**Questions**

6. What is the lecture mainly about?
  - (A) Different views of a type of sculpture popular in ancient Roman times
  - (B) Evidence that Romans had outstanding artistic ability
  - (C) The differences between Greek sculpture and Roman sculpture
  - (D) The relationship between art and politics in ancient Roman times
7. According to traditional art historians, why did the Romans copy Greek sculpture?
  - (A) The Roman public was not interested in original works of art.
  - (B) The Roman government did not support other forms of art.
  - (C) Roman artists did not have sufficient skill to create original sculpture.
  - (D) Romans wanted to imitate the art they admired.
8. What is Gazda's view of the Roman copies of Greek statues?
  - (A) The copies represented the idea that Roman society was similar to Greek society.
  - (B) The copies introduced the citizens of the Roman Empire to Greek history.
  - (C) The copies were inferior to the original statues.
  - (D) The copies had both artistic and political functions.
9. Why does the professor mention Roman coins?
  - (A) To show the similarity between the likenesses of the emperor in statues and on coins
  - (B) To illustrate the Roman policy of distributing the emperor's image throughout the empire
  - (C) To imply that the citizens of the Roman Empire became quite wealthy
  - (D) To suggest that the Romans also copied Greek art on their coins

10. According to the professor, why did the Romans sometimes remove the emperor's head from a statue?

Select 2 answers.

- A The head made the statue too heavy to transport.
- B The head was placed on the body of a different statue.
- C The emperor was no longer in power.
- D The emperor was not satisfied with the quality of the statue.

11. Listen again to part of the lecture by playing Track 81.



Then answer the question.

What does the professor imply when he says this?

- A Art historians frequently change their views.
- B The contemporary view is not easy to understand.
- C It is not difficult to determine why the Romans copied Greek sculptures.
- D The view of traditional art historians is probably incorrect.

Listen to Track 82. 



### Questions

12. What is the conversation mainly about?

- (A) The topic of the man's research paper
- (B) Some current research projects in sociology
- (C) Effective ways of conducting sociology research
- (D) The man's possible participation in a research project

13. What does the professor imply about the man's outline?

- (A) It has revealed that he should limit the focus of his paper.
- (B) It does not provide enough information for him to write the paper.
- (C) It will help him write clearly about a complex topic.
- (D) It overstates the connection between sociology and marketing.

14. What is the main goal of the study that the professor's colleague is conducting?

- (A) To find out if some television shows will be popular with people in a certain age range
- (B) To collect information about food products that college students like
- (C) To generate ideas for new television shows
- (D) To determine sociological factors that are related to people's television-viewing preferences

GO ON TO THE NEXT PAGE 

15. What does the professor imply about the owners of Fox's Diner?

- (A) They would probably do a favor for her.
- (B) They are unlikely to grant the man's request.
- (C) They would enjoy participating in the research study.
- (D) They often advertise on television.

16. Listen again to part of the conversation by playing Track 83. 

Then answer the question.

What does the professor mean when she says this?

- (A) The student could probably find a marketing professor who has an interest in sociology.
- (B) The student's marketing professor might not be aware of the television study.
- (C) No more students are needed to participate in the television study.
- (D) The marketing department needs students for several research studies.

Listen to Track 84. 

## European History



### Questions

17. What is the main purpose of the lecture?

- (A) To explore the use of spices in cooking in the Middle Ages
- (B) To explain the significance of spices for medieval society
- (C) To describe how the spice trade evolved in medieval Europe
- (D) To examine changes in the role that spices played in the Middle Ages

18. Based on the lecture, indicate whether each of the following is true about spices in medieval Europe.

Mark your answers with an "X" below.

	YES	NO
A. They had to be imported.		
B. They were unaffordable for many people.		
C. They were used to preserve meat during the winter.		
D. They were believed to have medicinal properties.		
E. Their sale in public markets was closely regulated.		

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19. What two factors explain why medieval Europeans did not use spices to cover the taste of spoiled meat?

*Choose two answers.*

- A Fresh meat was less expensive than spices were.
- B Spices were mainly used in incense and perfume.
- C The sale of spoiled food was prohibited.
- D Salt was cheaper than most spices were.

20. Why does the professor mention the collapse of the Roman Empire?

- A To indicate that the spice trade became more direct
- B To explain why the price of pepper suddenly increased
- C To indicate that spices were not available in Europe for centuries
- D To explain why the origins of spices became more mysterious

21. What does the professor say about European explorers during the age of discovery?

- A Their discoveries caused the price of certain spices to increase.
- B They were responding to the demand for spices.
- C They did not expect to find spices during their explorations.
- D Their main goal was to discover unknown lands.

22. Listen again to part of the lecture by playing Track 85.



*Then answer the question.*

Why does the professor say this?

- A To indicate that pepper was commonly used as payment
- B To indicate where pepper could be found at the time
- C To emphasize the high value of pepper at the time
- D To suggest that pepper was nearly as plentiful as gold

Listen to Track 86. 

Biology



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## Questions

23. What is the main purpose of the lecture?

- (A) To explain the biological advantages of a physical change that occurs in North American wood frogs
- (B) To explain why the North American wood frog's habitat range has expanded
- (C) To describe the functioning of the circulatory system of the North American wood frog
- (D) To introduce students to an unusual phenomenon affecting North American wood frogs

24. Why does the professor first mention the arrival of spring?

- (A) To encourage students to look for thawing wood frogs
- (B) To point out the time period when frogs begin mating
- (C) To explain why the class will soon be doing experiments with wood frogs
- (D) To emphasize the speed of the thawing process

25. What happens to a wood frog as it begins to freeze?

- (A) Blood is concentrated in the center of its body.
- (B) Blood stops producing sugar.
- (C) Water moves out of its internal organs.
- (D) Water from just beneath the skin begins to evaporate.

26. What are two points the professor makes about the thawing process of the wood frog?

*Select 2 answers.*

- [A] The thawing process is not fully understood.
- [B] The thawing process takes longer than the freezing process.
- [C] The frog's internal organs thaw before its outer skin thaws.
- [D] Thawing occurs when the frog's heart begins pumping glucose through its body.

27. What impact does freezing have on some thawed wood frogs?

- (A) It increases their reproductive success.
- (B) It decreases their life span.
- (C) It causes them to be more vocal and active.
- (D) It reduces their ability to recognize potential mates.

28. Listen again to part of the lecture by playing Track 87. 

Then answer the question.

What does the professor imply when she says this?

- (A) She wants the student to clarify his question.
- (B) She wants the student to draw his own conclusions.
- (C) She thinks the student does not understand how car antifreeze works.
- (D) She thinks the student has misunderstood her point.

**STOP. This is the end of the Listening section of TOEFL iBT® Practice Test 4.**

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# 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 88 to hear Question 1.**



Do you agree or disagree with the following statement?

**It is important to learn about other cultures.**

Use details and examples to explain your opinion.

**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 89 to hear Question 2.**



**Reading Time: 50 Seconds**

#### **University Choir to Enter Off-Campus Singing Competitions**

Currently, the university choir gives singing concerts only on campus. Next year, however, the choir will add competitive events at other locations to its schedule. The choir's new director feels that entering singing competitions will make the quality of the choir's performance even better than it is now. "Competitions will motivate students in the choir to pursue a higher standard of excellence in singing," he said. In addition, it is hoped that getting the choir off campus and out in the public will strengthen the reputation of the university's music program. This in turn will help the program grow.



The man expresses his opinion about the change described in the article. Briefly summarize the change. Then state his opinion about the change and explain the reasons he gives for holding that opinion.

**Preparation Time: 30 Seconds**

**Response Time: 60 Seconds**

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

Now play Track 90 to hear Question 3.



**Reading Time: 50 Seconds**

### Relict Behaviors

In general, animals act in ways that help them to survive within their specific habitats. However, sometimes an animal species may display a behavior that no longer serves a clear purpose. The original purpose for the behavior may have disappeared long ago, even thousands of years before. These behaviors, known as *relict behaviors*, were useful to the animal when the species' habitat was different; but now, because of changed conditions, the behavior no longer serves its original purpose. Left over from an earlier time, the behavior remains as a relict, or remnant, long after the environmental circumstance that influenced its evolution has vanished.

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Using the example of the pronghorn and lion, explain the concept of a relict behavior.

**Preparation Time: 30 Seconds**

**Response Time: 60 Seconds**

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

Now play Track 91 to hear Question 4. 



Using points and examples from the lecture, explain how the characteristics of target customers influence marketing strategy for products.

**Preparation Time: 20 Seconds**

**Response Time: 60 Seconds**

**STOP. This is the end of the Speaking section of TOEFL iBT® Practice Test 4.**

# 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**

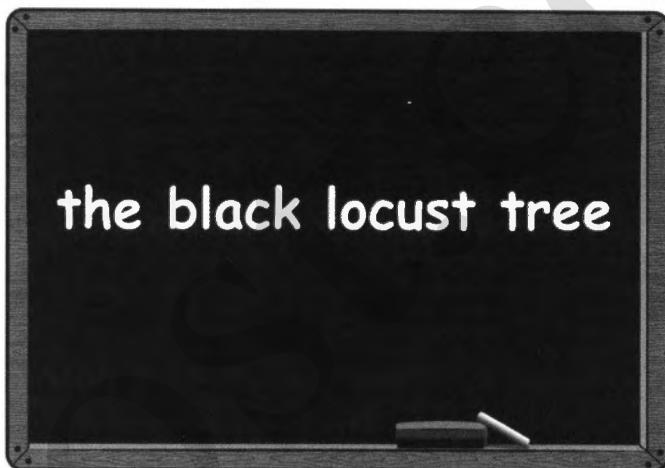
In the 1950s *Torreya taxifolia*, a type of evergreen tree once very common in the state of Florida, started to die out. No one is sure exactly what caused the decline, but chances are good that if nothing is done, *Torreya* will soon become extinct. Experts are considering three ways to address the decline of *Torreya*.

The first option is to reestablish *Torreya* in the same location in which it thrived for thousands of years. *Torreya* used to be found in abundance in the northern part of Florida, which has a specific microclimate. A microclimate exists when weather conditions inside a relatively small area differ from the region of which that area is a part. Northern Florida's microclimate is very favorable to *Torreya*'s growth. This microclimate is wetter and cooler than the surrounding region's relatively dry, warm climate. Scientists have been working to plant *Torreya* seeds in the coolest, dampest areas of the microclimate.

The second option is to move *Torreya* to an entirely different location, far from its Florida microclimate. *Torreya* seeds and saplings have been successfully planted and grown in forests further north, where the temperature is significantly cooler. Some scientists believe that *Torreya* probably thrived in areas much further north in the distant past, so by relocating it now, in a process known as assisted migration, humans would simply be helping *Torreya* return to an environment that is more suited to its survival.

The third option is to preserve *Torreya* in research centers. Seeds and saplings can be moved from the wild and preserved in a closely monitored environment where it will be easier for scientists both to protect the species and to conduct research on *Torreya*. This research can then be used to ensure the continued survival of the species.

Now play Track 92. 



**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 psychology. 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've been looking at research on human happiness. One expert has two pieces of advice that may seem contradictory: "To make yourself happier, focus on making other people happy. One of the best ways to make other people happy is to focus more on your own happiness." To increase your own happiness, do you think it is more effective to focus on both of these things or on only one? Why?



**Andrew**

I believe both of these ideas are true. It seems obvious to me that there is joy in helping others. At the same time, if a person doesn't focus on making himself or herself happy, that person will never be able to contribute much to society, because they will lack the energy and enthusiasm needed to do so.



**Claire**

I would argue that it is better to focus only on making others happy. To me, that advice about focusing more on your own happiness is a step toward selfishness and to seeing one's own interests as separate from and maybe even conflicting with the interests of everyone around you, and that is not something I'd recommend for anybody trying to reduce unhappiness.

**Response Time: 10 minutes**

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**STOP. This is the end of the Writing section of TOEFL iBT Practice Test 4.**

TOEFL iBT® Practice Test 4

# Answers, Explanations, and Listening Scripts

## Reading

### Answer Key and Self-Scoring Chart

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

Question Number	Correct Answer	Your Raw Points
<b>Industrialization in the Netherlands and Scandinavia</b>		
1.	B	
2.	D	
3.	A	
4.	D	
5.	B	
6.	B	
7.	B	
8.	A	
9.	C	
10.*	B, D, E	
<b>TOTAL:</b>		

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

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

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

Below is a table that converts your Reading section answers into a TOEFL iBT Reading scaled score. Take the total 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

## Industrialization in the Netherlands and Scandinavia

1. **B** This is an Inference question asking for information that can be inferred from paragraph 1. The correct answer is choice B. Sentence 1 of the paragraph says that England and Germany industrialized early, while sentence 4 says that the main reason that the Netherlands and the Scandinavian countries did not industrialize early is that they lacked coal. From these two pieces of information, readers can infer that coal was essential for early industrialization and that England and Germany therefore had coal.

While the paragraph says that England and Germany “began to industrialize in the eighteenth century,” there is no support for thinking that the industrial process was complete by the “start of the nineteenth century,” so choice A is incorrect. Choice C is contradicted in the paragraph by the statement “All four of these countries lagged considerably behind in the early nineteenth century.” Although the paragraph indicates that the Netherlands and Scandinavia eventually succeeded in industrializing, it is clear that the reasons for their success were different from those that led to industrialization in England and Germany—England and Germany industrialized because they had coal—making choice D incorrect. The reasons for the success of the Netherlands and the Scandinavian countries are explored in the rest of the passage.

2. **D** This is a Factual Information question asking for specific information that can be found in paragraphs 2 and 3. The correct answer is choice D. Sentence 1 of paragraph 3 explains that the Netherlands and the Scandinavian countries were “advantaged” by having “large percentages of their populations who could read and write,” making choice D the correct answer.

Sentence 1 of paragraph 2 indicates that the Netherlands and the Scandinavian countries had small populations, but there is no indication that having a small population contributed to the economic success of these countries, so choice A is incorrect. It does not answer the specific question asked. Choice B is factually incorrect: sentence 3 of paragraph 2 indicates that the Netherlands and the Scandinavian countries experienced “moderate” population growth, not “rapid” growth. Sentence 1 of paragraph 3 mentions “human capital,” meaning the human population of the Netherlands and Scandinavian countries, but this population was small and, as previously explained, there is no indication that having a small population encouraged economic success. “Capital” in the sense of money available for economic investment is not mentioned in either of the paragraphs. For all of these reasons, choice C is incorrect.

3. **A** This is a Vocabulary question. The word being tested is “abolished.” It is highlighted in the passage. The correct answer is choice A, “ended.” To abolish a practice is to stop it, making choice A the best answer.

4. **D** This is a Negative Factual Information question asking for specific information that can be found in paragraph 4. The correct answer is choice D. Paragraph 4 discusses various trade and commercial advantages that the Netherlands and the Scandinavian countries had because of their location. There is no mention of the military or of military activity, making choice D correct.

Sentence 2 of paragraph 4 says that “transport” was “cheap,” making choice A true. The same sentence indicates that the Netherlands and the Scandinavian countries had “immediate access to the sea” and thus to “fish,” making choice B true, and that all these countries had a “shipbuilding industry,” making choice C true. Thus, the only unsupported answer is choice D.

5. **B** This is a Rhetorical Purpose question. It asks readers why the author included the information that “a protectionist movement developed in Sweden.” The correct answer is choice B. Sentence 4 of the paragraph says that the Netherlands and the Scandinavian countries generally had policies that encouraged trade. However, the rise of a “protectionist movement” is not favorable to trade, a fact signaled by the word “though.” Thus choice B is the best answer.

Choice A is contradicted by the paragraph: the rise of a “protectionist movement” was a barrier to trade, not support for the claim that there were no significant barriers. Choice C is factually incorrect: there is no information indicating that Sweden was slower to industrialize than the other countries discussed. Choice D is wrong for a similar reason: agricultural reforms are mentioned, but there is no discussion of what makes such reforms occur quickly.

6. **B** This is a Negative Factual Information question asking for specific information that can be found in paragraph 5. The correct answer is choice B. Choice B is contradicted in the paragraph. Sentence 3 of the paragraph says that the governments of the Netherlands and the Scandinavian countries did *not* undertake “grandiose state projects,” making choice B incorrect.

Sentence 4 says that the Netherlands and the Scandinavian countries “had few or low barriers” to trade, indicating that choice A is true; sentence 3 says that these countries lacked “notable corruption,” indicating that choice C is true; and sentence 2 says that the “nineteenth century passed relatively peacefully for these countries,” indicating that choice D is true.

7. **B** This is a Sentence Simplification question. As with all questions of this type, a single sentence is highlighted.

The key factor in the success of these countries (along with high literacy, which contributed to it) was their ability to adapt to the international division of labor determined by the early industrializers and to stake out areas of specialization in international markets for which they were especially well suited.

The correct answer is choice B. Choice B accurately summarizes the essential information in the highlighted sentence. The highlighted sentence explains that the success of the Netherlands and the Scandinavian countries was due to their ability to specialize (“stake out areas of specialization”) in the international market that had already been established (“the international division of labor determined by the early industrializers”), an adaptation made possible by the “high literacy” rates of these countries.

Choice A changes the meaning of the highlighted sentence by saying that early industrializers, not the Netherlands and Scandinavian countries, staked out new areas of specialization.

Choice C changes the meaning of the highlighted sentence by saying that the Netherlands and the Scandinavian countries controlled international markets and changed the division of labor. They did neither.

Choice D changes the meaning of the highlighted sentence by making the overly broad claim that the division of labor established by early industrializers was well suited to the Netherlands and Scandinavian countries. The tested sentence leaves out the information that these countries succeeded by developing specializations and that these specializations were in the parts of the established market that were well suited for the Netherlands and Scandinavian countries, implying that some parts were not well suited.

8. **A** This is a Factual Information question asking for specific information that can be found in paragraph 6. The correct answer is choice A. Choice A means the same as the information in sentence 2 that international commerce “had notorious fluctuations.” Choice B, the idea that agricultural products were poorly suited for international markets, is contradicted by the information that Denmark exported 80 percent of its butter. Choice C is incorrect because there is no indication that control of international markets by early industrializers was a “major problem,” so the choice does not answer the question asked. Choice D is incorrect because the idea that heavy dependence on international markets led to slower growth is not expressed in the passage.
9. **C** This is an Insert Text question. You can see the four possible answer choices in paragraph 1.

While some European countries, such as England and Germany, began to industrialize in the eighteenth century, the Netherlands and the Scandinavian countries of Denmark, Norway, and Sweden developed later. **(A)** All four of these countries lagged considerably behind in the early nineteenth century. **(B)** However, they industrialized rapidly in the second half of the century, especially in the last two or three decades. **(C)** In view of their later start and their lack of coal—undoubtedly the main reason they were not among the early industrializers—it is important to understand the sources of their success. **(D)**

All had small populations.

The sentence provided, “During this period, Sweden had the highest rate of growth of output per capita of any country in Europe, and Denmark was second,” is best inserted at choice **(C)**. Choice **(C)** is correct because when the sentence is placed at **(C)**, the phrase “During this period” has a clear and logical grammatical referent (“the last two or three decades”) and because the information about the impressive growth rates of Sweden and Denmark is a logical elaboration of the comment in the previous sentence that the Netherlands and the Scandinavian countries “industrialized rapidly in the second half of the century.”

Choice **(A)** is incorrect because when placed at **(A)**, the phrase “During this period” would refer to “the eighteenth century,” which makes no sense. The first sentence says that the Netherlands and the Scandinavian countries developed *after* the eighteenth century. Choice **(B)** is incorrect for a similar reason: placed at **(B)**, the phrase “During this period” would refer to “the early nineteenth century.” Sentence 2 says that the economies of the Netherlands and the Scandinavian countries “lagged considerably behind in the early nineteenth century,” which contradicts the insert sentence about the impressive growth of the Swedish and Danish economies. The insert sentence is illogical at choice **(D)** because the sentence that follows **(D)** introduces a new topic—the sources (causes) of the success of the economies of the Netherlands and the Scandinavian countries—and the insert sentence contains no information about sources of success.

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

**Although the Netherlands and Scandinavia began to industrialize relatively late, they did so very successfully.**

- B** Thanks to their ready access to the sea, these countries enjoyed advantages in mercantile shipping, fishing, and shipbuilding.
- D** These countries were helped by the fact that their governments were relatively stable and honest and had policies that generally encouraged rather than blocked trade.
- F** These countries were successful primarily because their high literacy rates helped them fill specialized market niches.

#### Answer Choices

- A** Although these countries all started with small, uneducated populations, industrialization led to significant population growth and higher literacy rates.
- B** Thanks to their ready access to the sea, these countries enjoyed advantages in mercantile shipping, fishing, and shipbuilding.
- C** Because they all had good harbors for steamships, these countries started with an important advantage in the competition for transit trade.
- D** These countries were helped by the fact that their governments were relatively stable and honest and had policies that generally encouraged rather than blocked trade.
- E** These countries were successful primarily because their high literacy rates helped them fill specialized market niches.
- F** Because they were never fully dependent on international commerce, these countries were able to survive notorious fluctuations in international markets.

*Correct Choices*

*Choice B:* “Thanks to their ready access to the sea, these countries enjoyed advantages in mercantile shipping, fishing, and shipbuilding.” This statement summarizes information in paragraph 4 explaining that the locations of these countries created economic opportunities for fishing, trade, and shipbuilding. It is the first of the three “sources” discussed in the passage for success in industrialization.

*Choice D:* “These countries were helped by the fact that their governments were relatively stable and had policies that generally encouraged rather than blocked trade.” This choice summarizes information in paragraph 5 asserting that having peaceful and relatively uncorrupt governments with policies friendly to trade was helpful for industrialization.

*Choice E:* “These countries were successful primarily because their high literacy rates helped them fill specialized market niches.” This choice summarizes information in paragraph 6 explaining that the countries succeeded economically because they were able to specialize in areas of the established international market in part because of their high literary rates.

*Incorrect Choices*

*Choice A:* “Although these countries all started with small, uneducated populations, industrialization led to significant population growth and higher literacy rates.” It is untrue that the countries started out with “uneducated” populations and that “literacy rates” grew significantly, making this choice incorrect.

*Choice C:* “Because they all had good harbors for steamships, these countries started with an important advantage in the competition for transit trade.” The Netherlands did not initially have good harbors for steamships (paragraph 4, sentence 4), so it is incorrect to say that “all” the countries “started with” this particular advantage. Another reason that this choice is incorrect is that it is too narrowly focused. The passage discusses shipping, but it does so in the context of the larger issue of the advantageous location of the countries. This larger point is a main idea, not shipping by itself.

*Choice F:* “Because they were never fully dependent on international commerce, these countries were able to survive notorious fluctuations in international markets.” It is not clear from the passage that this statement is true because there is no discussion in the passage of the reasons why the economies of the countries survived market fluctuations. Therefore, this statement cannot be a main idea.

## The Mystery of Yawning

11. **B** This is a Sentence Simplification question. As with all questions of this type, a single sentence is highlighted in the passage:

According to conventional theory, yawning takes place when people are bored or sleepy and serves the function of increasing alertness by reversing, through deeper breathing, the drop in blood oxygen levels that are caused by the shallow breathing that accompanies lack of sleep or boredom.

The correct answer choice is B. Choice B contains all the essential information in the highlighted sentence and correctly expresses the relationships among the various essential pieces of information: the conventional view is being expressed, the conventional view is that people yawn when they are bored or sleepy, the conventional understanding for why yawning occurs is that it increases alertness, and the conventional understanding of why yawning increases alertness is that it increases blood oxygen levels.

Choice A changes the meaning of the highlighted sentence by incorrectly stating that yawning is followed by a decrease in blood oxygen levels and includes the correct but unnecessary information that low blood oxygen levels are caused by shallow breathing.

Choice C is incorrect because it leaves out the conventional theory's explanations about why people yawn and how yawning increases their alertness.

Choice D also leaves out essential information about why people yawn and instead talks about avoiding yawning, a topic not raised in the highlighted sentence.

12. **A** This is a Factual Information question asking for specific information that can be found in paragraph 1. The correct answer choice is A, “There is no scientific evidence linking yawning with tiredness.” Choice A is supported by sentence 2, which indicates that researchers have “failed to find any connection” between yawning and tiredness. Choices B, C, and D are wrong for the same reason. Since there is no evidence linking yawning and tiredness, it makes no sense to talk about evidence for the theory being “wide-ranging” (choice B), “reliable” (choice C), or even “questionable” (choice D). Choice D may seem attractive because it is negative, but it is wrong in two respects. The theory that yawning is caused by tiredness is questionable, not the non-existent evidence for the theory. Moreover, there is no reason to expect the behavior of adults to differ from that of children if yawning in both is caused by the same thing—namely, tiredness.

13. **A** This is a Vocabulary question. The word being tested is *flaw*. It is highlighted in the passage. The correct answer choice is A, “fault.” A flaw is an imperfection or weakness, making “fault” the best choice.

14. **C** This is a Rhetorical Purpose question. It asks you why the author compared the physiological changes that occur when people yawn, simply open their mouths, and breathe deeply. The correct answer choice is C, “To argue against the hypothesis that yawning provides a special way to improve alertness or raise physiological activity.” The paragraph indicates that three actions—yawning, simply opening the mouth, and breathing deeply—all cause the same physiological changes. This outcome contradicts the expectations of the theory that yawning is caused by tiredness. If that theory were true, yawning should cause different or more intense physiological changes than the other actions do. Thus the comparison of yawning to the other actions has been included to show that the tiredness theory is wrong.

Choice A says that the comparison supports the tiredness theory, which is incorrect. Choice B is also incorrect. In the argument against the tiredness theory being presented in the paragraph, the reliability of the various measurements taken is assumed. There is no claim in the paragraph that opening the mouth or breathing deeply affects blood oxygen levels, so choice D cannot explain why the author included the comparison in the discussion.

15. **B** This is a Negative Factual Information question asking for specific information that can be found in paragraph 2. The correct answer choice is B, “Does thinking about yawning increase yawning over not thinking about yawning?” In one experiment described in the paragraph, people were told to think about yawning while they breathed different kinds of air (“normal air, pure oxygen, or air with above-normal levels of carbon dioxide”), but this experiment measured whether the different types of air had any effect of the rate of yawning—it did not measure whether just thinking about yawning changes the rate of yawning, so there is no answer to choice B in the paragraph. Choice A is answered in sentence 2: yawning results in a slight increase in physiological activity. Choice C is answered in sentences 7 and 8: the amount of carbon dioxide and oxygen in air breathed have no effect on the rate of yawning. Choice D is answered in sentence 9: “doubling” the rate of breathing had no effect on yawning.

16. **D** This is a Factual Information question asking for specific information that can be found in paragraph 3. The correct answer choice is D, “It removes a potentially harmful fluid from the lungs.” Sentences 3 and 4 explain that fetuses have a liquid in their lungs that needs to be secreted (released) and that lung deformities can occur if this liquid is prevented from being released. The development theory is that fetuses yawn and hiccup to remove this harmful liquid from their lungs. Choice A is incorrect because the development theory holds that yawning and hiccupping have the same purpose—removing harmful liquid from the lungs. Although sentence 5 indicates that removing liquid from the lungs is thought to decrease pressure in the lungs, there is no discussion of the lungs placing pressure on other organs, so choice B is wrong. Sentence 4 talks about fluid being prevented from leaving a fetus’s lungs because

of “blockages,” but there is no discussion of amniotic fluid entering the lungs. Sentence 3 indicates that fluid from a fetus’s lungs mixes with its mother’s amniotic fluid, but this mixing occurs after the fetus has secreted (released) its lung fluid, not inside the lungs of the fetus. Thus, choice C is incorrect.

17. **D** This is a Vocabulary question. The word being tested is *empirical*. It is highlighted in the passage. The correct answer choice is D, “based on observation.” Something is *empirical* when it is based on experimentation or observation rather than on some other foundation, such as theory.

18. **A** This is an Inference question asking for information that can be inferred from paragraph 4. The correct answer choice is A, “Yawning is associated with an expectation of increased physical activity.” This answer is supported by sentence 4: “The data showed that yawning tended to occur about 15 minutes before a period of increased behavioral activity.” In the experiment that produced this data, volunteers were asked to record when they yawned, but the experiment did not indicate that people yawned more often when they recorded their yawns than when they did not, making choice B wrong. Choice C also misrepresents information in the paragraph. According to sentence 4, people yawned 15 minutes before their activity level increased, not 15 minutes before becoming “tired or bored.” Participating in the activities mentioned in sentence 7 may seem physically or mentally stressful—military combat, musical performances, athletic competitions—but there is no suggestion that these activities cause yawning. According to sentence 6, people are known to yawn while they are “preparing” to participate in such activities, meaning that they yawn before beginning such activities. If yawning were caused by participation in such activities, people would yawn during or after them, not before. Thus, choice D is incorrect.

19. **C** This is an Insert Text question. You can see the four possible answer choices in paragraph 2.

Another flaw of the tiredness theory is that yawning does not raise alertness or physiological activity, as the theory would predict. When researchers measured the heart rate, muscle tension and skin conductance of people before, during and after yawning, they did detect some changes in skin conductance following yawning, indicating a slight increase in physiological activity. However, similar changes occurred when the subjects were asked simply to open their mouths or to breathe deeply. Yawning did nothing special to their state of physiological activity. Experiments have also cast serious doubt on the belief that yawning is triggered by a drop in blood oxygen or a rise in blood carbon dioxide. **(A)** Volunteers were told to think about yawning while they breathed either normal air, pure oxygen, or an air mixture with an above-normal level of carbon dioxide. **(B)** If the theory was correct, breathing air with extra carbon dioxide should have triggered yawning, while breathing pure oxygen should have suppressed yawning. **(C)** In fact, neither condition made any difference to the frequency of yawning, which remained constant at about 24 yawns per hour. **(D)** Another experiment demonstrated that physical exercise, which was sufficiently vigorous to double

the rate of breathing, had no effect on the frequency of yawning. Again, the implication is that yawning has little or nothing to do with oxygen.

The sentence provided, “This, however, was not the case,” is best inserted at choice **(C)**. Choice **(C)** is best because the insert sentence says that something did not occur or was not true. The only thing mentioned in the search area that did not occur was an increase in yawning when extra carbon dioxide was breathed and a suppression of yawning when pure oxygen was breathed. Therefore, only choice **(C)** makes sense.

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

**The tiredness theory of yawning does not seem to explain why yawning occurs.**

- B** Evidence has shown that yawning is almost completely unrelated to the amount of oxygen in the blood and is unrelated to sleep behavior.
- C** Some have proposed that yawning plays a role in the development of the lungs before birth, but it seems unlikely that yawning serves no purpose in adults.
- F** There is some evidence that suggests that yawning prepares the body and mind for a change in activity level.

#### Answer Choices

- A** Although earlier scientific studies strongly supported the tiredness theory, new evidence has cast doubt on these findings.
- B** Evidence has shown that yawning is almost completely unrelated to the amount of oxygen in the blood and is unrelated to sleep behavior.
- C** Some have proposed that yawning plays a role in the development of the lungs before birth, but it seems unlikely that yawning serves no purpose in adults.
- D** Fluids in the lungs of the fetus prevent yawning from occurring, which disproves the development theory of yawning.
- E** New studies, along with anecdotal evidence, have shown that the frequency of yawning increases during extended periods of inactivity.
- F** There is some evidence that suggests that yawning prepares the body and mind for a change in activity level.

*Correct Choices*

*Choice B*, “Evidence has shown that yawning is almost completely unrelated to the amount of oxygen in the blood and is unrelated to sleep behavior,” correctly summarizes the reasons presented in paragraphs 1 and 2 for rejecting the tiredness theory. Thus, it is a main idea of the passage and must be included in any summary of it.

*Choice C*, “Some have proposed that yawning plays a role in the development of the lungs before birth, but it seems unlikely that yawning serves no purpose in adults,” correctly summarizes the discussion in paragraph 3 of the development theory of yawning and why it is likely incorrect: it fails to explain why a behavior that takes time and energy continues into adulthood if it serves no purpose in adulthood.

*Choice F*, “There is some evidence that suggests that yawning prepares the body and mind for a change in activity level,” correctly summarizes the last paragraph, which presents experimental and anecdotal evidence that yawning precedes increases in activity levels.

*Incorrect Choices*

*Choice A*, “Although earlier scientific studies strongly supported the tiredness theory, new evidence has cast doubt on these findings.” This choice is factually incorrect. It can be inferred from the information in paragraph 1 that “the few scientific investigations of yawning have failed to find any connection” between yawning and tiredness that there have never been any scientific studies supporting the tiredness theory. Paragraph 2 discusses in detail evidence against the tiredness theory. This evidence against the tiredness theory is not challenged in the passage. For these reasons, choice A is incorrect.

*Choice D*, “Fluids in the lungs of the fetus prevent yawning from occurring, which disproves the development theory of yawning.” This choice is also factually incorrect. Paragraph 3 explains that fetuses do have fluid in their lungs, but the development theory is that yawning is performed to remove this harmful liquid from the lungs, not that yawning is prevented from occurring by fluids in the lungs.

*Choice E*, “New studies, along with anecdotal evidence, have shown that the frequency of yawning increases during extended periods of inactivity.” This choice is also factually incorrect. Paragraph 4 explains that yawning has been observed to occur *before* an increase in activity as a way of preparing for increased activity. It does not support the idea that yawning increases *during* extended periods of inactivity.

# 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.	C	
2.	A	
3.	A	
4.	D	
5.	C	
6.	A	
7.	C	
8.	D	
9.	B	

For question 10, write 1 if you picked both correct answers. Write 0 if you picked only one correct answer or no correct answers.

10.	B, C	
11.	D	
12.	D	
13.	C	
14.	A	
15.	A	
16.	B	
17.	B	

For question 18, write 1 if you placed five answer choices correctly. Write 0 if you placed 4 or fewer choices correctly.

18. Yes: A, B, D

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

Question Number	Correct Answer	Your Raw Points
19.	A, C	
20.	D	
21.	B	
22.	C	
23.	D	
24.	A	
25.	C	

For question 26, write 1 if you picked both correct answers. Write 0 if you picked only one correct answer or no correct answers.

26.	A, C	
27.	D	
28.	B	
<b>TOTAL:</b>		

Below is a table that converts your Listening section answers into a TOEFL iBT Listening scaled score. Take the total of raw points from your answer key and find that number in the left-hand column of the table. The right-hand column of the table gives a TOEFL iBT Listening scaled score for each 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 78 Listening Script

**Narrator**

Listen to a conversation between a student and an administrator in the university employment office.

**Male Student**

Hi, I hope you can help me. I just transferred from Northeastern State University, near Chicago...

**Administrator**

Well, welcome to Central University. But Chicago's such a great city, why did you leave?

**Male Student**

Everyone asks that . . . it's my hometown, and it was sure convenient to go to a school nearby. But Northeastern is still fairly small, and it doesn't have the program I'm interested in . . . I want to major in international studies and the only program in the state is here.

**Administrator**

We do have a great program. How did you get interested in international studies?

**Male Student**

My family hosted a few foreign-exchange students while I was growing up . . . then I took part in an international summer program after I graduated from high school. I found I really like meeting people from all over, getting to know them . . .

**Administrator**

Oh, OK. And that led you to our program. Right now, though, I assume you're looking for a job.

**Male Student**

Yeah, a part-time job on campus . . . I thought I'd save money, being away from the big city . . . but it doesn't seem to be working that way. Anyway, I'm not having much luck.

**Administrator**

I'm not surprised. Most of our campus jobs are taken in the first week or two of the semester. What work experience have you had?

**Male Student**

Well, I worked in the university library last year. But I already checked at the library here . . . they said their remaining positions were for work-study students getting financial aid. I've never run into that before.

**Administrator**

Well, I guess each school has its own policies. We really don't have much right now. You might be better off waiting until next semester . . . if you **really** want something . . . How are your computer skills?

**Male Student**

About average, I'd say. I helped teach some of the basic computer classes Northeastern offers for new users, if that helps any.

**Administrator**

OK . . . Uh, the technology support department needs people to work at its helpdesk. It's basically a customer-service job . . . answering questions, helping people solve their computer problems . . . give you a chance to develop your people skills.

**Male Student**

Something every diplomat needs. But, is there some problem? I mean, why's the job still open?

**Administrator**

Well, they have extended hours . . . from 6 A.M. to 2 A.M. every day, so they need a large staff. But right now they only need people early mornings, late nights, and weekends. You'd probably end up with a bit of everything rather than a regular spot. On the bright side, you'd probably be able to get some studying done between calls. At least it'd be a start and then you can try for better hours next semester.

**Male Student**

Hmm, I see where the hours might be a problem. But . . . I guess I can't afford to be too picky if I want a job. Still, maybe we can work something out.

## Track 79 Listening Script (Question 5)

**Narrator**

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

**Administrator**

We really don't have much right now. You might be better off waiting until next semester... if you **really** want something ...

**Narrator**

Why does the woman say this:

**Administrator**

if you really want something ...

## Answer Explanations

1. **C** This is a Gist-Purpose question. After the student and the administrator talk about the student's reasons for transferring to another institution, the administrator says that she assumes the student has come to the employment office in the hope of finding a job. The student confirms that he is indeed looking for a part-time job; therefore, the correct answer is choice C. Since the student indicates that he already found out that he is not eligible for the library jobs, choice A is incorrect. He does not say anything that would indicate an interest in hosting an exchange student (choice B) and he does not ask the administrator to tell him the computer lab's hours (choice D).
2. **A** This is a Detail question. At the beginning of the conversation, the student explains that he has transferred from Northeastern State University to Central University because Central University offers a program in international studies. Thus, choice A is the correct response. The student says that he took part in an international summer program, but he makes no mention of participating in an exchange program at the university (choice B). He also says that the problem with his previous university is that it is too small to offer the program he wants, so choice C is incorrect. And though Central University has an international studies *program*, it is not described as having an international *reputation* (choice D).
3. **A** This is an Understanding Organization question. When the student talks about the fact that his family hosted foreign-exchange students, he is replying to the administrator's question about how he became interested in international studies, so choice A is the correct answer. There is no connection between his family's hosting experience and his search for a job (choice B). The student does not mention any plans to become an exchange student while at the university (choice C) and he does not say that he learned his computer skills from an exchange student (choice D).

4. **D** To answer this Making Inferences question, you need to recognize that the regular daytime and evening shifts at the helpdesk have already been filled. You can draw this conclusion because the administrator says that workers are needed only during early mornings, late nights, and weekends. She also says that the student's schedule would probably include a bit of each of these unusual work hours. Working irregular hours would have to be acceptable to students applying for the available helpdesk positions, so the correct answer is choice D.

5. **C** In this replay question, you are asked to listen again to a statement made by the administrator (Track 79). You are then asked to listen once more to a particular phrase that is part of the statement and to identify the reason why the administrator uses that particular phrase. This question requires you to Understand the Function of What Is Said. To answer it correctly (choice C), you need to understand that the administrator is trying to warn the student that the only job currently available is one that most students would rather not have. The tone of her voice when she speaks the phrase helps convey her intention. Choice A would make sense if the administrator's statement stopped with the suggestion that it might be better for the student to wait until next semester to look for a job, but the inclusion of the warning phrase makes choice A incorrect. Choices B and D might initially appear to make sense, but your understanding of the entire conversation tells you that the administrator is preparing to talk about the job at the computer lab, not about an off-campus job or a work-study program.

## Questions 6–11

### Track 80 Listening Script

#### **Narrator**

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

Art History

**Professor**

Today, we'll continue our examination of ancient Roman sculpture. We've already looked at **portrait** sculpture—which are busts created to commemorate people who had died—and we've looked at **relief** sculpture, or sculpting on walls. And today we look at yet another category of sculpture—copies. Roman sculptors **often** made copies of famous Greek sculptures.

**Female Student**

Why did they do that?

**Professor**

Well, no one knows for sure. You see, in the late fourth century B.C., the Romans began a campaign to expand the Roman Empire . . . and in 300 years they had conquered most of the Mediterranean area and parts of Europe. You know the saying, "To the victor belong the spoils?" Well, the Roman army returned to Rome with many works of Greek art. It's probably fair to say that the Romans were impressed by Greek art and culture—and they began making copies of the Greek statues. Now, the dominant view in traditional art history is that Roman artists lacked creativity and skill, especially compared to the Greek artists who came before them. Essentially, the traditional view—a view that's been prevalent for over 250 years—is that the Romans copied Greek sculptures because they couldn't create sculpture of their own.

But, finally, **some** contemporary art historians have challenged this view. One is Elaine Gazda.



Elaine Gazda

Gazda says that there might be other reasons that Romans made copies. She wasn't convinced that it was because of a lack of creativity. Can anyone think of another possible reason?

**Male Student**

Well . . . maybe they just admired the sculptures, you know, they liked the way they looked.

**Professor**

Yes! That's one of Gazda's points. Another is that while nowadays reproduction is easy, it was not so easy in Roman times. Copying statues required a lot of skill, time, and effort. So, Gazda hypothesizes that copying didn't indicate a lack of artistic imagination—or skill—on the part of Roman artists, but rather, the Romans made copies because they admired Greek sculpture. Classical Greek statues represented an idealization of the human body and were considered quite beautiful at the time.

Gazda also believes that it's been a mistake to dismiss the Roman copies as, well, copies for copies' sake, and not to consider the **Roman** function and meaning of the statues.

**Female Student**

What do you mean . . . the Roman function? Weren't they just for decoration?

**Professor**

Well, not necessarily. Under the emperor Augustus, at the height of the Roman Empire, portrait statues were sent throughout the empire . . . they were supposed to communicate specific ideas about the emperor and the imperial family, and to help inhabitants of the conquered areas become familiar with the Roman way of life. You know, Roman coins were also distributed throughout the empire. Anybody care to guess what was on them?

**Male Student**

The emperor's face?

**Professor**

That's right. The coins were easy to distribute, and they allowed people to see the emperor, or at least his likeness, and served as an additional reminder to let them know, well, who was in charge. And the images helped people become familiar with the emperor—**statues** of him in different roles were sent all over the empire. Now, actually **some** Roman sculptures were original, but others were exact copies of Greek statues. And some Roman sculptures were combinations of some sort; some combined more than one Greek statue, and others combined a Greek god or an athlete with a Roman's head. At the time of Julius Caesar, it wasn't uncommon to create statues that had the body of a god and the head of an emperor.

And the Romans were clever . . . what they did was, they made plaster casts from molds of the sculptures. Then, they shipped these plaster casts to workshops all over the empire, where they were replicated in marble or bronze. And on some statues the heads were removable—they could put an emperor's head on different bodies showing him doing different things. And then later, when the time came, they could even use the head of the **next** emperor on the same body!

**Track 81 Listening Script (Question 11)****Narrator**

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

**Professor**

Essentially, the traditional view—a view that's been prevalent for over 250 years—is that the Romans copied Greek sculptures because they couldn't create sculpture of their own. But, finally, some contemporary art historians have challenged this view.

**Narrator**

What does the professor imply when he says this:

**Professor**

But, finally, some contemporary art historians have challenged this view.

**Answer Explanations**

6. **A** This is a Gist-Content item. The class has been studying ancient Roman sculpture. The professor states that it was a common practice among Roman sculptors to make copies of Greek sculptures. He discusses an opinion about this practice that was held by most art historians in the past. Then he discusses a different opinion that has been proposed by a contemporary art historian. This contrast of ideas makes choice A the correct response. The other choices present topics that are *mentioned* in the lecture but are not the *main subject* of the lecture.

7. **C** This is a Detail question. Early in the lecture, the professor describes how the Romans encountered Greek art during their conquest of the Mediterranean region. The traditional view of art historians, cited by the professor, is that the Romans copied Greek art because they were not as creative as the Greeks, so the correct answer is choice C. Choices A and B are not mentioned in the lecture. Choice D is wrong because it expresses the view of Elaine Gazda, the contemporary art historian, not the view of traditional art historians.
8. **B** This is a Connecting Content question. The professor discusses several points made by Gazda. One point is that making copies of statues requires artistic skill. Another point is that the Romans needed to circulate portrait statues of their emperor to all parts of their empire in order to foster a sense of loyalty among the inhabitants. Thus, the statues had a dual artistic and political function, making choice D the correct answer.
9. **B** This is an Understanding Organization question. The professor has just discussed the Romans' need to distribute portraits of the emperor throughout their empire. He mentions coins because they are stamped with the emperor's portrait and are easy to distribute, being small and lightweight. Thus, choice B is the correct answer. Choice A may appear to be the right response, but it is not, because it is not the professor's intention to show the similarity between the portraits on coins and the portraits on statues.
10. **B C** In this Detail question, you are asked to choose two correct answers. At the end of the lecture, the professor explains two reasons why the Romans found it useful to make portrait statues with removable heads. First, each head could be attached to a variety of statues, so choice B is correct. Second, the removable head could eventually be replaced with a different emperor's likeness, so choice C is the second correct answer. Neither the weight of the head (choice A) nor the quality of the statue (choice D) is mentioned by the professor.
11. **B** In this replay question, you are asked to listen again to a small part of the lecture in which the professor describes a belief about Roman art that most art historians have held (Track 81). You are then asked to listen once more to the last sentence of the replay and to draw a conclusion about what it means. Like many replay questions, this one requires you to Understand the Function of What Is Said. In that last sentence, the professor indicates that the belief he has just described has been challenged by some members of the current generation of art historians. Choice D is the only choice that relates to the professor's statement as a whole, and you can tell from the way the professor stresses the word "finally" that the professor agrees with this challenge to the traditional belief, so choice D is correct.

## Questions 12–16

## Track 82 Listening Script

**Narrator**

Listen to a conversation between a student and his sociology professor.

**Professor**

Well, I'm glad you redid your outline. Um, I've made a few comments, but nothing you have to act on. It's in good enough shape for you to start writing your paper.

**Male Student**

Thanks. At first I was afraid all that prep work would be a waste of time.

**Professor**

Well, especially with a challenging topic like yours—factors leading to the emergence of sociology as an academic discipline. There's just so much history to consider, you could get lost without a solid outline. Uh, so, did you have a question?

**Male Student**

Yeah, it's about. . . . You mentioned needing volunteers for a research study?

**Professor**

Yep. It's not my study, it's my colleague's in the marketing department. She needs people to watch various new TV programs that haven't been broadcast yet. Then indicate on a survey whether they liked it, why, if they'd watch another episode. . . . It'd be kinda fun, plus participants get a \$50 gift certificate.

**Male Student**

Oh, well, I like the sound of that! But—so they're trying to predict if these shows are gonna succeed or fail, right? Based on students' opinions? Why would they care what we think?

**Professor**

Hey, don't sell yourself short—people your age are a very attractive market for advertisers who promote their products on television. The study's sponsored by a TV network. If

enough students don't like a show, the network may actually reconsider putting it on the air.

**Male Student**

OK, well, how do I sign up?

**Professor**

You just add your name and phone number to this list and check a time slot. Although it looks like the only times left are next Monday morning and Thursday evening.

**Male Student**

Oh, well. . . . I have marketing and economics Monday mornings, and Thursday.

**Professor**

Oh, you're taking a marketing class? Who's teaching it?

**Male Student**

It's, uh, Professor Larkin, intro to marketing. He hasn't mentioned the study, though.

**Professor**

Oh. Well . . . the marketing department's pretty big. I happen to be friends with the woman who's doing the TV study. OK, well, we don't want you missing class . . . how's Thursday?

**Male Student**

Oh, I work from five till nine that night.

**Professor**

Hmm. No flexibility with your schedule? Where do you work?

**Male Student**

At Fox's Diner. I'm a server.

**Professor**

Oh, I love Fox's. I eat there every week. Maybe you could switch shifts with someone.

**Male Student**

I'm still in training, and the only night my trainer works is Thursday.

**Professor**

Look, I know the owners there really well. Why don't you let me give them a call and explain the situation?

**Male Student**

OK. It'd be cool to be part of a real research study. And the gift certificate wouldn't hurt, either!

## Track 83 Listening Script (Question 16)

**Narrator**

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

**Professor**

Oh, you're taking a marketing class? Who's teaching it?

**Male Student**

It's, uh, Professor Larkin, intro to marketing. He hasn't mentioned the study, though.

**Professor**

Oh. Well . . . the marketing department's pretty big. I happen to be friends with the woman who's doing the TV study.

**Narrator**

What does the professor mean when she says this:

**Professor**

Oh. Well . . . the marketing department's pretty big.

## Answer Explanations

12. **D** This is a Gist-Content question. The professor and the student begin by briefly discussing an outline the student has written for an assignment, but the conversation shifts when the professor says, “Uh, so, did you have a question?” The rest of the conversation mainly focuses on a research project in which the student would like to participate, so the correct answer is choice D.
13. **C** This question involves Making Inferences. The professor acknowledges that the topic of the student’s paper is “challenging” and there’s “just so much history to consider,” but she does not tell the student to narrow the focus of his paper. Therefore, choice A can be eliminated as the answer. It’s clear that the professor has a favorable opinion of the outline when she says, “It’s (the outline) in good enough shape for you to start writing your paper.” She goes on to say that the student needs a solid outline for such a complex topic, and it’s implied that he has produced an outline that is sufficient to help him write about a difficult topic. Therefore, the correct answer is choice C.
14. **A** This is a Detail question. After the student expresses interest in the research study, the professor briefly explains what is expected of the participants. The study is fairly straightforward, with participants watching several new TV shows and giving their opinions about the quality of the shows. The professor does not mention anything about sociological factors that influence participants’ opinions of the shows, so choice D can be eliminated. She does mention that TV networks are interested in the opinions of university students because they are an important market, so the correct answer is choice A.

15. **A** This question requires Making an Inference. After the student explains why it will be difficult to change his work schedule at Fox's Diner, the professor says, "Look, I know the owners there really well. Why don't you let me give them a call and explain the situation?" The clear implication is that the owners of the restaurant would want to help the professor, so the correct answer is choice A.

16. **B** This question involves Understanding the Function of What Is Said. You are asked to listen again to part of the conversation (Track 83). The student comments that his marketing professor, Professor Larkin, has not said anything about the research study. The professor responds that the marketing department is big, so the correct answer is choice B. Choice D could be the meaning of this utterance in a different context, but not in this conversation because only one research study is discussed. Likewise, even though choice A could be correct in a different context, the student does not express a desire to find a marketing professor who is interested in sociology. By pointing out the size of the marketing department, the professor is suggesting that Professor Larkin probably does not know about all of the research projects that are being conducted by professors in the department.

## Questions 17–22

### Track 84 Listening Script

#### **Narrator**

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

European History



### Professor

In order to really study the social history of the Middle Ages, you have to understand the role of spices. Now, this might sound a little surprising, even a little strange, but what seem like little things now were, back then, actually rather big things. So, first let's define what a spice is. Technically speaking, a spice is part of an aromatic plant that is not a leaf, or herb. Spices can come from tree bark, like, ah, cinnamon, plant roots like ginger, flower buds like cloves. And in the Middle Ages, Europeans were familiar with lots of different spices, the most important being pepper, cloves, ginger, cinnamon, mace, and nutmeg. These spices literally dominated the way Europeans lived for centuries—how they traded and, uh, even how they used their imaginations.

So why this medieval fascination with spices? We can boil it down to three general ideas, briefly. One was cost and rarity, ah, two was exotic taste and fragrance, and third, mysterious origins and a kind of mythical status.

Now, for cost and rarity: Spices aren't native to Europe, and they had to be imported. Spices only grew in the East Indies, and of course transportation costs were astronomical. So spices were incredibly valuable, even from the very beginning. Here's an example, um, in 408 A.D., the Gothic general who'd captured Rome demanded payment. He wanted 5,000 pounds of gold, among other things, but he also wanted 3,000 pounds of pepper. Maybe that'll give you an idea of exactly where pepper stood at the time. By the Middle Ages, spices were regarded as so important and expensive, they were used in diplomacy—as gifts by heads of state and ambassadors.

Now, for the taste, the diet then was relatively bland compared to today's. There wasn't much variety. Uh, especially the aristocracy, who tended to eat a lot of meat, um, they were always looking for new ways to prepare it—new sauces, new tastes, and this is where spices came in. Now this is a good point to mention one of the biggest myths about spices: It's commonly said that medieval Europeans wanted spices to cover up the taste of spoiled meat, but this isn't really true. Anyone who had to worry about spoiled meat couldn't afford spices in the first place. If you could afford spices, you could definitely afford fresh meat. We also have evidence that various medieval markets employed a kind of police, to make sure that people didn't sell spoiled food. And if you were caught doing it, you were subject to various fines, humiliating public punishments. So, what actually was true was this: In order to have meat for the winter, people would preserve it in salt—not a spice. Spices, actually, aren't very effective as preservatives. And, uh, throughout winter they would eat salted meat, but the taste of the stuff could grow really boring and, and depressing after a while. So the cooks started looking for new ways to improve the taste, and spices were the answer.

Which brings us to mysterious origins and mythical status. Now the ancient Romans had a thriving spice trade, and they sent their ships to the east and back. But when Rome collapsed in the fifth century and the Middle Ages began, um, direct trade stopped, and, uh, so did that kind of hands-on knowledge of travel and geography. Spices now came by way of the trade routes, with lots of intermediaries between the producer and the consumer. So these spices took on an air of mystery. Their origins were shrouded in exotic travels; they had the allure of the unknown, of wild places. Myths grew up of fantasy lands, magical faraway places made entirely of food and spices. Add to that, spices themselves had always been considered special, or magical—not just for eating—and this was already true in the ancient world where legends about spices were abundant. Spices inspired the medieval imagination, they were used as medicines to ward off diseases, and mixed into perfumes, incense. They were used in religious rituals for thousands of years. They took on a life of their own, and they inspired the medieval imagination, spurred on the age of discovery in the fifteenth and sixteenth centuries. When famous explorers like Columbus and da Gama and Magellan left Europe in their ships, they weren't looking for a new world; they were looking for spices. And we know what important historical repercussions some of those voyages had.

### Track 85 Listening Script (Question 22)

**Narrator**

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

**Professor**

Here's an example, um, in 408 A.D., the Gothic general who'd captured Rome demanded payment. He wanted 5,000 pounds of gold, among other things, but he also wanted 3,000 pounds of pepper. Maybe that'll give you an idea of exactly where pepper stood at the time.

**Narrator**

Why does the professor say this:

**Professor**

Maybe that'll give you an idea of exactly where pepper stood at the time.

### Answer Explanations

17. **B** This is a Gist-Purpose question. The professor introduces her purpose in the first sentence when she says, "In order to really study the social history of the Middle Ages, you have to understand the role of spices." For the rest of the lecture, the professor describes three main reasons why spices were important for medieval society. The correct answer is B.

18. A B D This is a Connecting Information question. It involves connecting content from different parts of the lecture. The professor discusses many aspects of spices, one of which is that spices “aren’t native to Europe.” The fact that spices had to be imported is mentioned throughout the lecture. Also, the professor points out the extremely high cost of spices, which made them inaccessible for many people. When the professor describes the mysterious quality that spices held for medieval Europeans, she points out that they were used for medicinal purposes. The chart correctly filled out looks like this:

	YES	NO
A. They had to be imported.	✓	
B. They were unaffordable for many people.	✓	
C. They were used to preserve meat during the winter.		✓
D. They were believed to have medicinal properties.	✓	
E. Their sale in public markets was closely regulated.		✓

The two statements marked as “No” are not true about spices in medieval Europe for the following reasons:

The professor mentions that “In order to have meat for the winter, people would preserve it in salt—not a spice.” She goes on to say that spices are not useful as preservatives.

The professor does discuss regulations in public markets, but she’s referring to rules concerning the sale of meat, not spices.

19. A C This is a Detail question. While discussing the exotic taste of spices, the professor argues against the idea that medieval Europeans used spices to cover up the taste of spoiled meat. She points out that anyone who could afford spices would be able to buy fresh meat. Also, she describes how “medieval markets employed a kind of police, to make sure that people didn’t sell spoiled food.” The correct answers are A and C.

20. D This question involves Understanding Organization. The professor mentions the collapse of the Roman Empire and how this led to an interruption in the trade route between Rome and the East. Specifically, she mentions that, “direct trade stopped,” so choice A can be eliminated. Even though a direct route was no longer available, Romans were still able to acquire spices “. . . by way of the trade routes, with lots of intermediaries between the producer and the consumer.” For this reason, choice C can be eliminated. The lack of a direct trade route and intimate knowledge with “travel and geography” allowed spices to be viewed as mysterious and exotic by the Romans. Therefore, the correct answer is D.

21. **B** This is a Detail question. Near the end of the lecture, the professor explains the growing importance of spices, mentioning how they came to be viewed as special or magical. She says, “When famous explorers like Columbus and da Gama and Magellan left Europe in their ships, they weren’t looking for a new world; they were looking for spices.” It’s clear that European explorers were not motivated to discover new lands, but to find spices, so the correct answer is B.

22. **C** This question involves Understanding the Function of What Is Said. You are asked to listen again to part of the lecture (Track 85). To emphasize the value of spices in the Middle Ages, the professor provides an example of a general who captured Rome. This general demanded payment in the form of gold and pepper. When she says, “Maybe that’ll give you an idea of exactly where pepper stood at the time,” the professor is illustrating how valuable spices like pepper were in the Middle Ages, so the correct answer is C.

## Questions 23–28

### Track 86 Listening Script

#### Narrator

Listen to part of a lecture in a biology class.



**Professor**

Well, it's finally looking like spring is arriving—the last of the winter snow will be melting away in a few days. So before we close today, I thought I'd mention, uh, a biological event that's part of the transition from winter to spring . . . something you can go outside and watch, if you have some patience. There's a small creature that lives in this area—you've probably seen it: it's the North American wood frog.



Now the wood frog's not that easy to spot, since it stays pretty close to the ground, under leaves and things, and it blends in really well with its background, as you can see. But they're worth the effort, because they do something very unusual—something you might not have even thought possible.

OK, North American wood frogs live over a very broad territory, or range—they're found all over the northeastern United States, and all through Canada and Alaska—even inside the Arctic Circle. No other frog is able to live that far north. But wherever they live, once the weather starts to turn cold, and the temperatures start to drop below freezing—as soon as the frog even touches an ice crystal or a bit of frozen ground . . . well, it begins to freeze. Yes, Jimmy? You look a bit taken aback.

**Male Student**

Wait. You mean, it's still alive, but it freezes? Solid?

**Professor**

Well, almost. Ice forms in all the spaces outside cells, but never within a cell.

**Male Student**

But . . . then, how does its heart beat?

**Professor**

It doesn't.

**Male Student**

But—how can it do. . . .

**Professor**

How can it do such a thing? Well, that first touch of ice apparently triggers a biological response inside the frog, that first of all starts drawing water away from the center of its body. So the middle part of the frog, its internal organs—its heart, lungs, liver—these start getting drier and drier, while the water that's being pulled away is forming a puddle around the organs, just underneath the skin. And then that puddle of water starts to freeze.

OK, up to now the frog's heart is still beating, right? Slower and slower, but. . . . And in those last few hours before it freezes, it distributes glucose—a blood sugar—throughout its body, its circulatory system. Sort of acts like an antifreeze. . . .

**Male Student**

A solution of antifreeze, like you put in your car in the winter?

**Professor**

Well, you tell me. In frogs, the extra glucose makes it harder for the water inside the cells to freeze, so the cells stay just slightly wet—enough so that they can survive the winter. Then after that, the heart stops beating altogether. So, is that the same?

**Male Student**

I don't really know, but uh . . . how long does it stay that way?

**Professor**

Well, it could be days or even months—all winter, in fact. But, um, see, the heart really doesn't need to do any pumping now, because the blood is frozen too.

**Male Student**

I just . . . I guess I just don't see how it isn't—y'know, clinically dead.

**Professor**

Well, that's the amazing thing. And how it revives is pretty amazing too. After months without a heartbeat, springtime comes around again, the Earth starts to warm up, and suddenly one day—ping! A pulse—followed by another one, then another, until—maybe ten, twelve hours later, the animal is fully recovered.

**Male Student**

And—does the, uh, thawing process have some kind of trigger as well?

**Professor**

Well, we're not sure, actually. The peculiar thing is, even though the sun is warming the frog up on the outside, its insides thaw out first—the heart and brain and everything. But somehow, it all just happens that way every spring.

**Male Student**

And after they thaw? Does it affect them? Like their life span?

**Professor**

Well, hmm . . . we really don't know a lot about how long a wood frog normally lives—probably just a few years. But there's no evidence that the freezing process affects its longevity. It does have some other impacts, though. In studies we've found that, when it comes to reproduction, freezing diminishes the mating performance of males: after they've been frozen, and thawed of course, they don't seem quite as vocal, they move slower—and they seem to have a harder time recognizing a potential mate. So if a male frog could manage not to go through this freezing cycle, he'd probably have more success at mating.

**Track 87 Listening Script (Question 28)****Narrator**

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

**Male Student**

A solution of antifreeze, like you put in your car in the winter?

**Professor**

Well, you tell me. In frogs, the extra glucose makes it harder for the water inside the cells to freeze, so the cells stay just slightly wet—enough so that they can survive the winter. Then after that, the heart stops beating altogether. So, is that the same?

**Narrator**

What does the professor imply when she says this:

**Professor**

Well, you tell me.

**Answer Explanations**

23. **D** This is a Gist-Purpose question. The professor begins by telling her students about an unusual biological process involving North American wood frogs. The majority of the lecture describes this unusual occurrence, explaining in detail the steps involved. During the lecture, the professor does not discuss any biological advantages the wood frog gains from freezing and then thawing. In fact, she points out one negative consequence for some frogs that undergo this process, so choice A can be eliminated. Information about the wood frog's circulatory system is discussed, but this information only serves to describe the larger freezing process. Therefore, choice C can be eliminated. The main purpose of the lecture is to make students aware of an unusual biological process that they can observe in their area, so the correct answer is D.

24. **A** This question involves Understanding Organization. The professor mentions the arrival of spring because this is the time when wood frogs begin to thaw. She says this event is “something you can go outside and watch,” and that even though it is not easy to spot the frogs, the effort is worth it. She is encouraging her students to go out and observe these thawing frogs, so the correct answer is A.

25. **C** This is a Detail question. The professor states that after a wood frog first touches ice, there is a response “. . . that first of all starts drawing water away from the center of its body.” She goes on to mention that the center of a frog’s body contains its internal organs, and that these organs “. . . start getting drier and drier . . .” Therefore, the correct answer is C.

26. **A C** This is a Connecting Information question. It requires connecting content from different parts of the lecture. In response to the student’s question about whether there is a trigger for the thawing process, the professor states, “Well, we’re not sure, actually. The peculiar thing is, even though the sun is warming the frog up on the outside, its insides thaw out first. . . .” The skin is not mentioned in this part of the explanation of the process, but the listener can infer that “first” means before the rest of the frog’s body. Therefore, the correct answers are A and C.

27. **D** This is a Detail question. At the end of the lecture, the professor discusses the effects freezing has on these frogs. She says that while it doesn’t seem that the freezing process has an impact on how long a frog lives, it does seem to negatively affect the frog’s success at reproduction. Specifically, once a frog has thawed, it has trouble identifying potential mates. Therefore, the correct answer is D. Choice A can be eliminated since it is the opposite of the point the professor makes about the effect of freezing on reproduction.

28. **B** This question involves Understanding the Function of What Is Said. You are asked to listen again to part of the lecture (Track 87). After the professor mentions that glucose, a blood sugar, is distributed throughout the frog’s body to slow down the freezing process, the student uses a familiar example of antifreeze in a car to see if he has understood the concept. The professor doesn’t directly answer his question, but she continues her explanation of how glucose helps reduce the freezing effect. She then asks the student to reconsider his original question, so the correct answer is B.

# 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 88 Listening Script

**Narrator**

Do you agree or disagree with the following statement?

**It is important to learn about other cultures.**

Use details and examples to explain your opinion.

**Preparation Time: 15 Seconds**

**Response Time: 45 Seconds**

## Important Points

When you answer this question, you should first state whether you believe, or do not believe, it is important to learn about other cultures. You may choose either point of view and will not be evaluated on your choice. The content of your response will be evaluated on how completely and clearly you explain your ideas and support your opinion. If you agree with the statement, you may choose to describe some areas in which it is important (international business, travel and tourism, and so on) and then provide details and specific examples to further explain. If you disagree, you should also provide at least one reason followed by specific details and examples to further explain your idea and to support your opinion.

## Sample Responses

**Play Track 93 to hear a high-level response for Question 1.** 

### Rater Comments

The speaker is generally very clear and easy to understand. She uses pauses effectively (to separate phrases) and stresses important words within the phrases, which makes it easy for the listener to understand her message. (“**First of all**, it uh **gives** you the **opportunity** to **understand** your culture **better**.”) Although she makes some minor grammatical errors sometimes, she has a strong ability to create long, accurate phrases and sentences. (“Then it helps you to understand other people from other countries better [pause] because if you know the back ground of their behavior [pause] then it is easier to understand it and not judge it.”) Her response is full and includes both general reasons for her opinion (“it helps you understand other people . . .”) and supports the idea with specific examples and details (since she explains that if you understand others better, then you won’t judge them and you won’t offend them).

**Play Track 94 to hear a mid-level response for Question 1.** 

### Rater Comments

The speaker is mostly clear and easy to understand. However, the message is at times not easily comprehensible because of limitations in grammar and vocabulary. For example, he attempts to express a rather sophisticated idea but the meaning is not clear because of errors in word choice, word form, and agreement in particular. For example, he says “I’m gonna really expand my **verizon** (?) of thoughts (?) and **philosopher** **philosophical** uh ideas because I’m gonna inter . . . interact with other back grounds(?) and **that’s really give me** the chance to acquire good values from other nations.” A simpler and more effective paraphrase might be, “Interacting with other cultures could help me to expand my horizons/open me up to new experiences and ideas.”

## Question 2: Fit and Explain

### Track 89 Listening Script

**Narrator**

City University's choir is changing its performance schedule next year. Read an article about it in the student newspaper. You will have 50 seconds to read the article. Begin reading now.

**Reading Time: 50 Seconds**

#### **University Choir to Enter Off-Campus Singing Competitions**

Currently, the university choir gives singing concerts only on campus. Next year, however, the choir will add competitive events at other locations to its schedule. The choir's new director feels that entering singing competitions will make the quality of the choir's performance even better than it is now. "Competitions will motivate students in the choir to pursue a higher standard of excellence in singing," he said. In addition, it is hoped that getting the choir off campus and out in the public will strengthen the reputation of the university's music program. This in turn will help the program grow.

**Narrator**

Now listen to two students discussing the article.

**Female Student**

Jim, you're in the choir, right? Whaddaya think about what they're doing next year . . . this article?

**Male Student**

I really like it.

**Female Student**

Yeah?

**Male Student**

Yeah. The new director's right that it will motivate us.

**Female Student**

How's that?

**Male Student**

Well, some of the other schools are really good . . . so we'll really have to work hard to go up against them.

**Female Student**

Yeah . . .

**Male Student**

I mean, right now we don't rehearse more than once a week, but if we know we'd be competing with other schools, we'd probably rehearse more often and improve our singing a lot.

**Female Student**

That's true. The more you practice, the better you get. So, um . . . What about what the article said about how this will help the program?

**Male Student**

I hope it works! Right now, our program is pretty small, but we have some really talented people. And it would be great to attract even more people.

**Female Student**

So how will this plan help?

**Male Student**

Well, if we go to these off campus events and other people hear us and think we're really good, we might be able to get some new students interested in coming to this university . . . to be a part of our music program and perform in our choir concerts.

**Female Student**

You're right. I hadn't really thought about that.

**Narrator**

The man expresses his opinion about the change described in the article. Briefly summarize the change. Then state his opinion about the change and explain the reasons he gives for holding that opinion.

**Preparation Time: 30 Seconds**

**Response Time: 60 Seconds**

**Important Points**

For this item, you should be sure to address the information from both the reading and the listening. You could begin by briefly explaining the change described in the article—that the university choir will now be participating in off-campus competitions with other universities (rather than singing only on campus as they do now). You should then explain that the man in the listening agrees with the change. First, he agrees with the director that performing in these competitions would motivate the choir to improve, since they would have to practice or rehearse more often. You should then explain that the man also agrees with the director's idea that the competitions will help the music program grow. He says that if people hear them singing well in the competitions, they may become interested in attending the university (and joining the choir).

## Sample Responses

**Play Track 95 to hear a high-level response for Question 2.** 

### Rater Comments

This is a full and clear response. Although the speaker stops and starts occasionally while gathering his thoughts, his overall speech is quite fluid, and the response is easy to follow. His vocabulary is accurate and varied. Transition words like “furthermore” help the listener follow his response. Some minor grammatical errors, such as “the director think,” do not cause problems for the listener. The speaker probably goes into more detail than needed in summarizing the reading; an even more efficient response might have integrated that information into a discussion of the student’s reasons for agreeing with the plan. However, the speaker covers all the key information in his response.

**Play Track 96 to hear a mid-level response for Question 2.** 

### Rater Comments

While the speaker uses high-level vocabulary (“pretty happy with the change undertook,” “level up their singing proficiency”), his response is not always easy to follow. Several pronunciation errors and slow pacing require the listener to make some effort in order to understand what he is saying. The content of the response is also occasionally unclear. The speaker never fully explains what the director’s plan is for the choir, and he does not cover the final point about how the choir competing off-campus will get new students interested in coming to the university. By improving the fluency and pacing of his speech, this speaker would be able to more efficiently communicate the main ideas asked for in a 60-second response.

## Question 3: General/Specific

### Track 90 Listening Script

#### Narrator

Read a passage about relict behaviors from a biology textbook. You will have 50 seconds to read the passage. Begin reading now.

**Reading Time: 50 Seconds**

#### Relict Behaviors

In general, animals act in ways that help them to survive within their specific habitats. However, sometimes an animal species may display a behavior that no longer serves a clear purpose. The original purpose for the behavior may have disappeared long ago, even thousands of years before. These behaviors, known as relict behaviors, were useful to the animal when the species’ habitat was different; but now, because of changed conditions, the behavior no longer serves its original purpose. Left over from an earlier time, the behavior remains as a relict, or remnant, long after the environmental circumstance that influenced its evolution has vanished.

**Narrator**

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

**Professor**

OK, so a good example of this—found right here in North America—is something an animal called the American **pronghorn** does. Pronghorns, as you may know, are a kinda deer-like animal . . . they live out on the open, grassy plains . . . somewhat in the middle of North America. . . .

And they are super fast. Pronghorns are, in fact, noted for being the **fastest** animal in the Western Hemisphere. Once a pronghorn starts running—zoom!—none of its present-day predators, like the . . . bobcat . . . or coyote, can even **hope** to catch up with it. . . . it's off in a flash!

OK, so why then do pronghorns run **so** fast? That's the question.

Well, it turns out that quite a long time ago . . . I'm talking tens of thousands of years . . . things on the grassy plains used to be very different for the pronghorns.

Because back then **lions** used to live on the plains . . . chasing and preying upon the pronghorns. And lions, of course, are a very swift-moving mammal . . . **much** faster than the bobcat or coyote, or other predators that you find on the plains today. . . .

But, **now**, however, lions are all **extinct** in North America. They're no longer a predator of the pronghorn. Tens of thousands of years ago, though, the lions were there, chasing the pronghorns. So, back then, the pronghorn's speed was critical to its survival.

**Narrator**

Using the example of the pronghorn and lion, explain the concept of a relict behavior.

**Preparation Time: 30 Seconds**

**Response Time: 60 Seconds**

**Important Points**

For this task, the prompt asks you to use the examples from the lecture to explain the concept described in the reading. You should summarize important information from the example presented in the lecture *and* explain how it illustrates the concept, which is generally defined in the reading. The concept here is relict behavior, and one way to begin your response is by *briefly* describing what that is: a relict behavior is a behavior that an animal displays that used to serve a purpose but does not serve the same purpose any more. You should then discuss the example of the pronghorn, connecting this specific example to the general concept. The pronghorn can run very fast, and the great speed of the pronghorn is a relict behavior because the pronghorn no longer needs to run fast. In the past, the pronghorn needed to run fast because the lion was its predator, and lions were also very fast. Now that the lion is extinct in North America, the pronghorn does not need to run as fast because its current predators—the bobcat and the coyote—are not as fast as the lion. Your response should contain information from both the reading and the lecture so that the listener will understand how the pronghorn's speed is a good example of relict behavior.

## Sample Responses

**Play Track 97 to hear a high-level response for Question 3.** 

### Rater Comments

This is a strong response. Speech is clear overall, and the pace of the response is appropriate, creating no difficulties for the listener. Effective intonation and word stress contributes to meaning, such as when the speaker emphasizes “need” in the last sentence (“pronghorns don’t **need** to run that fast any more”). She uses a wide range of grammatical structures effectively (“. . . the reasons for having developed that behavior or quality has long disappeared,” “. . . the pronghorns had to flee from lions who were preying upon them”), and her word choice is effective and precise. She also develops her ideas very effectively, starting with a clear definition of relict behavior and providing a clear summary of the example and how it relates to the concept. Her final sentence clearly connects the two, though it might have been more explicit if she had used the term “relict behavior” again.

**Play Track 98 to hear a mid-level response for Question 3.** 

### Rater Comments

This speaker provides some accurate content and attempts to connect the concept of relict behavior to the example, but the response is overall incomplete and unclear, primarily because she has difficulty developing her ideas. She does mention relict behavior at the beginning of her response but does not provide a clear description of it, only saying that it “can be genetically inherit.” The remainder of the response summarizes the lecture, and she does provide key details and demonstrate some understanding of it, but the description is not entirely clear, and the listener is forced to fill in gaps that the speaker does not mention; for example, the pronghorn’s speed, the most important point, is not mentioned until the second half of the response, creating confusion. Unclear references create more confusion, such as in “**This** proves **that** was inherited . . .” The response also would have been stronger if the speaker specifically said that the pronghorn’s speed is a relict behavior, instead of, “it is not survival for them, they just have it.” Though there are a few awkward pauses, her speech is generally clear and the pace is good in the response. A larger problem is grammar and vocabulary use. There are enough inaccuracies in the response to hinder communication at times, and the ideas do not always progress clearly. Overall, the speaker does not have a wide enough range of vocabulary and grammatical structures to express her ideas clearly.

## Question 4: Summary

### Track 91 Listening Script

**Narrator**

Listen to part of a lecture in a business class.

**Professor**

People who are likely to buy a company's product are called target customers. And these target customers influence a company's marketing strategy. In order to develop a marketing strategy, a company will look at certain characteristics of the target customers to decide when and where to advertise . . . so that they'll reach the target customers most effectively. I'd like to talk to you today about two characteristics of target customers that can influence marketing strategy, specifically age and geographic location of the target customers.

Say a company makes toy cars. Who are its target customers? Kids, right? So, if the company wants to make sure its television advertising reaches its target customers, it'd want to advertise during times when kids are actually watching television, like during children's television shows. That way it can make sure that kids see the advertisements. And that way the company'd get people in that age group to go buy toy cars, or to ask their parents to buy 'em at least.

Now, another important characteristic to consider is geographic location . . . places where the company's target customers live. Think about a company that makes boats. Its target customers are people who own homes near oceans or lakes, places where they can use boats. After all, people who don't live near water don't have much use for boats. So, by placing advertisements on signs along the road or on television in cities and towns that are near oceans or lakes, the company'd be more likely to reach the target customers for its boats . . . and sell more of 'em as a result.

**Narrator**

Using points and examples from the lecture, explain how the characteristics of target customers influence marketing strategy for products.

**Preparation Time: 20 Seconds**

**Response Time: 60 Seconds**

### Important Points

This item requires you to listen to a lecture and summarize key points that explain the concept of target customers. In particular, you will concentrate on the characteristics of target customers that the professor discusses—age and geographic location—and how those characteristics influence marketing strategy for products. For age, you should summarize that a company that has children as its target customers should advertise at times when children are watching TV. For the characteristic of geographic location, you should summarize that the target customers for a company that makes boats are people living near water, so the company should advertise in towns near water. You should include both general information from the lecture (in this case, the concept of target customers and the general characteristics of age and location) and the specific examples in your response.

## Sample Responses

**Play Track 99 to hear a high-level response for Question 4.** 

### Rater Comments

Although the speaker's first sentence is slightly confusing, the response as a whole is clear and complete. The speaker covers all of the important points of the lecture and her response progresses clearly because of her good use of connecting language ("for example," "so," "also," "in this way"). Pronunciation and delivery are also good overall, and are a strong point; the few small problems (such as when she is discussing children and TV) do not affect overall intelligibility, and her pauses are mainly to recall information, not due to lack of language. Language use is also strong, and she uses a variety of grammatical structures effectively (for example, "and this will be the proper time to advertise your toy cars, for example"). There is some imprecise language (such as, "how you reach it is . . ."), but this does not prevent her from getting her point across. Overall, this is an excellent summary of the lecture.

**Play Track 100 to hear a mid-level response for Question 4.** 

### Rater Comments

This response does provide much of the key content of the lecture, but it is not as accurate or complete as a high-level response. The pace of the speech is satisfactory and pronunciation in general is acceptable and does not interfere with overall meaning, but there are continual pauses throughout that make the response difficult to follow. The response starts slowly because the speaker uses "it" instead of "target customers," which would be clearer. He also has difficulty with the general explanation; his description is not clear because of imprecise grammar and vocabulary (for example, when he says, "so companies usually seek to put their promotions and advertisement as much as it might be exposed for the targeted customer" instead of something like, "so companies want to make sure target customers will see their advertisements"). He does better with the specific examples, though he says, "they are aiming to buy for kids," when he means, "sell to kids." Overall, the response should be developed more and should include more details. This speaker did not demonstrate that he has enough language resources to give a full and coherent response.

# 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 92 Listening Script

**Narrator**

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

**Professor**

You've just read about three ways to save *Torreya taxifolia*. Unfortunately, none of these three options provides a satisfactory solution.

About the first solution, reestablishing *Torreya* in the same location. That's unlikely to be successful because of what's happening to the coolest, dampest areas within *Torreya*'s microclimate. These areas are being strongly affected by changes in the climate of the larger region. This could be because global warming has contributed to an increase in overall temperatures in the region or because wetlands throughout Florida have been drained. Either way, many areas across the region are becoming drier. So it's unlikely that *Torreya* would have the conditions it needs to survive anywhere within its original Florida microclimate.

Now, about the second solution, relocating *Torreya* far from where it currently grows. Well, let's look at what happened when humans helped **another** tree, the black locust tree, move north to a new environment.

When they did this, the black locust tree spread so quickly that it killed off many plants and trees in the new environment—and some of these plants and trees were themselves already in danger of becoming extinct. So assisted migration can have unpredicted outcomes for the new environment.

Third, research centers are probably not a solution either. That's because the population of *Torreya* trees that can be kept in the centers will probably not be able to resist diseases. For a population of trees to survive a disease, it needs to be relatively large and it needs to be genetically diverse. Tree populations in the wild usually satisfy those criteria. But research centers would simply not have enough capacity to keep a large and diverse population of *Torreya* trees, so trees in such centers will not be capable of surviving diseases in the long term.

**Narrator**

Summarize the points made in the lecture, being sure to explain how they cast doubt on the specific solutions presented in the reading passage.

**Topic Notes**

You should understand the reasons presented in the lecture for why the different methods to save the *Torreya* tree might not work. The lecturer questions each of the solutions proposed in the passage: planting *Torreya* in areas where it used to grow, planting it in new areas, and preserving it in research centers.

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

Point Made in the Reading Passage	Contrasting Point from the Lecture
<i>Torreya</i> trees could be planted in areas where they used to grow because those areas have a favorable cool and wet microclimate.	Unfortunately, global warming and human activities have made the locations where <i>Torreya</i> used to grow warmer and drier.
<i>Torreya</i> trees could be introduced in other areas whose environmental conditions are suitable for <i>Torreya</i> growth.	Introducing a tree in a new area can endanger other plants that already grow there. This has happened previously when the black locust tree was introduced in a new area.
If <i>Torreya</i> trees are grown in research centers, they can be both preserved and studied there.	Since research centers are small, the population of <i>Torreya</i> trees grown there would not be large and diverse enough to resist diseases.

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*

*Torreya taxifolia* is an evergreen tree that was once common in Florida region. From 1950's it is in danger of becoming extinct and scientists are considering different ways to save it.

Plans to reestablish *Torreya* in Florida has been ruled out by the professor in the lecture because global warming has resulted in a worse climate in that area for the tree to grow and flourish. Wetlands in Florida area have also dried up so these changes in the climate has caused the decreased growth of the tree and it is very hard to reestablish in the same area.

The second option could be very dangerous for the native species of that area. The professor explains by citing another example of black locust tree. When it was taken to a new environment, it grew to such an extent that it killed a large number of local plants and trees and hence they became endangered. So, it's not wise to grow one species by eliminating others. So it is at risk to experi

The third solution is again not appropriate because for a population to be successfull it should be relatively large and genetically diverse so that it is able to resist diseases. Research centres cannot provide a large space for the population to be reestablished.

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

This response earns a high score because it successfully conveys most of the important information from the lecture and the reading passage. The subject—saving a tree that is in danger of extinction—is introduced in the first paragraph, and the writer goes on to discuss the weaknesses of each solution that has been proposed. While the writer focuses mainly on discussing what the lecturer said about the weaknesses, it remains quite clear what the solutions described in the reading passage were. The response is generally well organized. The incomplete sentence at the end of the third paragraph does not really take away from the quality of the response. Since we consider responses to be first drafts, minor problems of this kind are not evaluated harshly. There are some minor errors (“plans . . . has been ruled out”) and some ideas are not expressed as well as they could be (“it’s not wise to grow one species by eliminating others” would be better put as “it’s not wise to grow one species at the expense of others”), but the Scoring Guide allows for some minor problems in high-level responses.

#### ***Mid-Level Essay***

Giving that Torreya started to die out in its naturel location, three solutions were be proposed, but none of them worked.

The first solution is to reestablish the tree in Florida, its naturel home, because histori-cally this kind of tree lives thanks to the microclimat of this state. But the plan fall because of the changing of the climat in this area. Benefits of the microclimat, which is specific climat of an area, do not exist yet. So Torreya loose its natural environnement.

The second solution is to establish the tree in a completely different climat, meaning in the north. But as the professor explains, this solution fall in the past with the black locust tree. This historical exemple explains how it is difficult to change the ecosystem, because it is very dangerous to provoc a migration.

Eventually, the last solution is to preserve Torreya in reserch centres. One more time this proposition is not good, because all experiences of capted population show that every preserve population lost its capacity to resist to deseas and external atacs. Then even if humans try to recreate a reel diversity, it is not possible, because the recreat area can not be enought to be large and diverse as the nature is.

**Rater Comments**

This response earns a mid-level score. The writer may have understood most of the passage's points and the lecturer's arguments, but errors of usage and grammar are more than minor and are more frequent throughout the response ("were be"; "fall" for "fail"; incorrect use of tense; "capted"). The errors result in vagueness as well as obscured meanings in conveying ideas and connections. Some important information is also missing. The writer conveys that the microclimate has changed (though no mention is made, specifically, that it is drier or warmer). The sentence "Benefits of the microclimate . . . do not exist yet" is unclear, probably because the writer mistakenly wrote "yet" instead of "anymore." While the black locust is cited as a historical example, the writer is vague and unclear in explaining the rest of the argument: the lecturer did not say that "it is difficult to change the ecosystem," and it is unclear what "provoc a migration" means. If a reader correctly interprets some erroneous expressions ("capted population"), important parts of the third argument become clear; however, it is not the "area" that cannot be large and diverse enough, but the captive tree population.

## Writing for an Academic Discussion

**Question**

Your professor is teaching a class on psychology. 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've been looking at research on human happiness. One expert has two pieces of advice that may seem contradictory: "To make yourself happier, focus on making other people happy. One of the best ways to make other people happy is to focus more on your own happiness." To increase your own happiness, do you think it is more effective to focus on both of these things or on only one? Why?

**Andrew**

I believe both of these ideas are true. It seems obvious to me that there is joy in helping others. At the same time, if a person doesn't focus on making himself or herself happy, that person will never be able to contribute much to society, because they will lack the energy and enthusiasm needed to do so.

**Claire**

I would argue that it is better to focus only on making others happy. To me, that advice about focusing more on your own happiness is a step towards selfishness and to seeing one's own interests as separate from and maybe even conflicting with the interests of everyone around you, and that is not something I'd recommend for anybody trying to reduce unhappiness.

## Topic Notes

The question and the discussion should come across clearly to the test takers. The setup is engaging and relevant to test takers, so it should elicit clear and ample opinions and contributions on both sides of the issue. The professor's central question is whether it is better to focus both on your own happiness as well as on making others happy, or whether you should focus on just one of them. Andrew argues that the focus should be on both, while Claire thinks it is better to focus only on making others happy.

Test takers can contribute to the discussion in a number of ways. They can expand on Andrew's ideas that both are important, they can agree with Claire that one should focus only on making others happy, or they could take an entirely different view—that people should only worry about making themselves happy, for instance (perhaps even adding that this does not conflict with making others happy). Regardless of their viewpoint, test takers should provide a clear explanation for their opinion.

## Sample Responses with Rater Comments

### *High-Level Response*

I agree with Andrew's point that we need to focus on making ourselves happy. Happy persons are more able to help people around them. But I think Claire is right too, when she suggests that selfishness may be a risk in looking too close for your own happiness. In avoiding this danger, a good strategy could be helping others not in the way we would like to be helped, but in the way they would like to be helped. Then your happiness would not only be the condition for the happiness of people around you, but also something you owe to them (and in the measure your happiness helps them).

### *Rater Comments*

This high-level response makes a fully successful, relevant and clearly-expressed contribution to the discussion board. The writer takes a mid-position by agreeing with both Andrew ("I agree with Andrew's point that we need to focus on making ourselves happy") and Claire ("But I think Claire is right too, when she suggests that selfishness may be a risk in looking too close for your own happiness"). The writer then goes on to add their own contribution to the discussion by stating that the best way to help people is "helping others not in the way we would like to be helped, but in the way they would like to be helped." The writer ends their response by stating how one's happiness "would not only be the condition for the happiness of people around you, but also something you owe to them." Given the consistent language facility and very clearly expressed contribution to the online discussion, this illustrates a high-level response

***Mid-Level Response***

I disagree, Claire. Why do you think that focusing on your own happiness is selfish? From my point of view, there is nothing more important than own happiness and doing your best to increase your happiness is must. Also, it is very hard to make someone happy while you are completely not satisfied with own life. I agree with Andrew regarding this. I can tell from own experience that people start to like me more and enjoy spending time with me once I got happier myself. I am able to help people with confidence when I got more confident myself.

***Rater Comments***

This is a mid-level response that does contribute to the discussion but is not fully successful, mainly because of language facility and the frequency of language errors.

The writer disagrees with Claire and questions her position: "Why do you think that focusing on your own happiness is selfish?" because "it is very hard to make someone happy while you are completely not satisfied with own life." The response includes language facility issues in the form of noticeable lexical and grammatical errors in word choice and sentence structure. Examples of language-facility errors include "it is very hard to make someone happy while you are completely not satisfied with own life" and "able to help people with confidence when I got more confident myself." With a mostly relevant and mostly understandable contribution to the online discussion, and the presence of some facility in the use of language, this response is only partially successful.