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TOEFL iBT® *Quick Prep*

Volume 2

TOEFL®

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Introduction

ABOUT THE TOEFL iBT® TEST

The TOEFL iBT® test measures your ability to use and understand the English language as it is read, heard, spoken, and written in the university classroom. As the most accepted English-language test in the world, more than 8,000 universities, agencies, and other institutions in more than 130 countries accept TOEFL scores as part of their admissions criteria.

In order for the TOEFL iBT test to measure how well you read, listen, speak, and write in English, and how well you use these skills together, you will be asked to integrate these skills. For example, you may read a passage or listen to a lecture, and then write or speak about what you learned.

USING TOEFL iBT® QUICK PREP

TOEFL iBT Quick Prep can help you prepare for the TOEFL iBT test. All the questions in this Quick Prep book are real TOEFL iBT questions given to examinees at worldwide test administrations, but some questions are presented differently than on the real test.

Quick Prep includes questions from all four sections of the TOEFL iBT test: Reading, Listening, Speaking, and Writing.

In Quick Prep, the Listening, Speaking, and Writing sections include written transcripts of the audio portions of the test. If you have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. If someone reads the transcripts to you, make sure you see the pictures.

As in the real test, you may take notes while you listen, and you may use your notes to help you answer the questions.

FOR MORE INFORMATION

For complete information about what to expect on the test, how to prepare, and how to register, visit www.toeflgoanywhere.org.

Reading Section

This section measures your ability to understand academic passages in English. You can skip questions and go back to them later as long as there is time remaining.

Now begin the Reading section.

Reading Practice Set 1: Passage and Questions

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

EXTINCTION OF THE DINOSAURS

Paleozoic Era 334 to 248 millions years ago

Mesozoic Era 245 to 65 million years ago

–Triassic Period

–Jurassic Period

–Cretaceous Period

Cenozoic Era 65 million years ago to the present

- Paragraph
- 1 Paleontologists have argued for a long time that the demise of the dinosaurs was caused by climatic alterations associated with slow changes in the positions of continents and seas resulting from plate tectonics. Off and on throughout the Cretaceous (the last period of the Mesozoic era, during which dinosaurs flourished), large shallow seas covered extensive areas of the continents. Data from diverse sources, including geochemical evidence preserved in seafloor sediments, indicate that the Late Cretaceous climate was milder than today's. The days were not too hot, nor the nights too cold. The summers were not too warm, nor the winters too frigid. The shallow seas on the continents probably buffered the temperature of the nearby air, keeping it relatively constant.
 - 2 At the end of the Cretaceous, the geological record shows that these seaways retreated from the continents back into the major ocean basins. No one knows why. Over a period of about 100,000 years, while the seas pulled back, climates around the world became dramatically more extreme: warmer days, cooler nights; hotter summers, colder winters. Perhaps dinosaurs could not tolerate these extreme temperature changes and became extinct.
 - 3 If true, though, why did cold-blooded animals such as snakes, lizards, turtles, and crocodiles survive the freezing winters and torrid summers? These animals are at the mercy of the climate to maintain a livable body temperature. It's hard to understand why they would not be affected, whereas dinosaurs were left too crippled to cope, especially if, as some scientists believe, dinosaurs were warm-blooded. Critics also point out that the shallow seaways had retreated from and advanced on the continents numerous times during the Mesozoic, so why did the dinosaurs survive the climatic changes associated with the earlier fluctuations but not with this one? Although initially appealing, the hypothesis of a simple climatic change related to sea levels is insufficient to explain all the data.

- Paragraph 4 Dissatisfaction with conventional explanations for dinosaur extinctions led to a surprising observation that, in turn, has suggested a new hypothesis. Many plants and animals disappear abruptly from the fossil record as one moves from layers of rock documenting the end of the Cretaceous up into rocks representing the beginning of the Cenozoic (the era after the Mesozoic). Between the last layer of Cretaceous rock and the first layer of Cenozoic rock, there is often a thin layer of clay. Scientists felt that they could get an idea of how long the extinctions took by determining how long it took to deposit this one centimeter of clay and they thought they could determine the time it took to deposit the clay by determining the amount of the element iridium (Ir) it contained.
- 5 Ir has not been common at Earth's surface since the very beginning of the planet's history. Because it usually exists in a metallic state, it was preferentially incorporated in Earth's core as the planet cooled and consolidated. Ir is found in high concentrations in some meteorites, in which the solar system's original chemical composition is preserved. Even today, microscopic meteorites continually bombard Earth, falling on both land and sea. By measuring how many of these meteorites fall to Earth over a given period of time, scientists can estimate how long it might have taken to deposit the observed amount of Ir in the boundary clay. These calculations suggest that a period of about one million years would have been required. However, other reliable evidence suggests that the deposition of the boundary clay could not have taken one million years. So the unusually high concentration of Ir seems to require a special explanation.
- 6 In view of these facts, scientists hypothesized that a single large asteroid, about 10 to 15 kilometers across, collided with Earth, and the resulting fallout created the boundary clay. Their calculations show that the impact kicked up a dust cloud that cut off sunlight for several months, inhibiting photosynthesis in plants; decreased surface temperatures on continents to below freezing; caused extreme episodes of acid rain; and significantly raised long-term global temperatures through the greenhouse effect. This disruption of food chain and climate would have eradicated the dinosaurs and other organisms in less than fifty years.

Directions: Now answer the questions.

1. According to paragraph 1, which of the following is true of the Late Cretaceous climate?

- (A) Summers were very warm and winters were very cold.
- (B) Shallow seas on the continents caused frequent temperature changes.
- (C) The climate was very similar to today's climate.
- (D) The climate did not change dramatically from season to season.

2. Which of the following reasons is suggested in paragraph 2 for the extinction of the dinosaurs?
- (A) Changes in the lengths of the days and nights during the Late Cretaceous period
 - (B) Droughts caused by the movement of seaways back into the oceans
 - (C) The change from mild to severe climates during the Late Cretaceous period
 - (D) An extreme decrease in the average yearly temperature over 10,000 years
3. Why does the author mention the survival of “snakes, lizards, turtles, and crocodiles” in paragraph 3?
- (A) To argue that dinosaurs may have become extinct because they were not cold-blooded animals
 - (B) To question the adequacy of the hypothesis that climatic change related to sea levels caused the extinction of the dinosaurs
 - (C) To present examples of animals that could maintain a livable body temperature more easily than dinosaurs
 - (D) To support a hypothesis that these animals were not as sensitive to climate changes in the Cretaceous period as they are today
4. The word “cope” in the passage is closest in meaning to
- (A) adapt
 - (B) move
 - (C) continue
 - (D) compete
5. According to paragraph 3, which of the following is true of changes in climate before the Cretaceous period and the effect of these changes on dinosaurs?
- (A) Climate changes associated with the movement of seaways before the Cretaceous period did not cause dinosaurs to become extinct.
 - (B) Changes in climate before the Cretaceous period caused severe fluctuation in sea level, resulting in the extinction of the dinosaurs.
 - (C) Frequent changes in climate before the Cretaceous period made dinosaurs better able to maintain a livable body temperature.
 - (D) Before the Cretaceous period there were few changes in climate, and dinosaurs flourished.
6. The word “fluctuations” in the passage is closest in meaning to
- (A) extremes
 - (B) retreats
 - (C) periods
 - (D) variations

7. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 4? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) The fossil record suggests that there was an abrupt extinction of many plants and animals at the end of the Mesozoic era.
 - (B) Few fossils of the Mesozoic era have survived in the rocks that mark the end of the Cretaceous.
 - (C) Fossils from the Cretaceous period of the Mesozoic up to the beginning of the Cenozoic era have been removed from the layers of rock that surrounded them.
 - (D) Plants and animals from the Mesozoic era were unable to survive in the Cenozoic era.
8. In paragraph 4, all the following questions are answered EXCEPT:
- (A) Why is there a layer of clay between the rocks of the Cretaceous and Cenozoic?
 - (B) Why were scientists interested in determining how long it took to deposit the layer of clay at the end of the Cretaceous?
 - (C) What was the effect of the surprising observation scientists made?
 - (D) Why did scientists want more information about the dinosaur extinctions at the end of the Cretaceous?
9. The word “**bombard**” in the passage is closest in meaning to
- (A) approach
 - (B) strike
 - (C) pass
 - (D) circle
10. Paragraph 5 implies that a special explanation of the Ir in the boundary clay is needed because
- (A) the Ir in microscopic meteorites reaching Earth during the Cretaceous period would have been incorporated into Earth’s core
 - (B) the Ir in the boundary clay was deposited much more than a million years ago
 - (C) the concentration of Ir in the boundary clay is higher than in microscopic meteorites
 - (D) the amount of Ir in the boundary clay is too great to have come from microscopic meteorites during the time the boundary clay was deposited
11. The word “**disruption**” in the passage is closest in meaning to
- (A) exhaustion
 - (B) disturbance
 - (C) modification
 - (D) disappearance
12. Paragraph 6 mentions all of the following effects of the hypothesized asteroid collision EXCEPT
- (A) a large dust cloud that blocked sunlight
 - (B) an immediate drop in the surface temperatures of the continents
 - (C) an extreme decrease in rainfall on the continents
 - (D) a long-term increase in global temperatures

13. In paragraph 5 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (A, B, C, and D) that indicate where the following sentence could be added.

Consequently, the idea that the Ir in the boundary clay came from microscopic meteorites cannot be accepted.

Where would the sentence best fit?

Ir has not been common at Earth's surface since the very beginning of the planet's history. Because it usually exists in a metallic state, it was preferentially incorporated in Earth's core as the planet cooled and consolidated. Ir is found in high concentrations in some meteorites, in which the solar system's original chemical composition is preserved. Even today, microscopic meteorites continually bombard Earth, falling on both land and sea. By measuring how many of these meteorites fall to Earth over a given period of time, scientists can estimate how long it might have taken to deposit the observed amount of Ir in the boundary clay. **(A)** These calculations suggest that a period of about one million years would have been required. **(B)** However, other reliable evidence suggests that the deposition of the boundary clay could not have taken one million years. **(C)** So the unusually high concentration of Ir seems to require a special explanation. **(D)**

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

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

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

For a long time scientists have argued that the extinction of the dinosaurs was related to climate change.

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Answer Choices

- (A) Extreme changes in daily and seasonal climates preceded the retreat of the seas back into the major ocean basins.
- (B) A simple climate change does not explain some important data related to the extinction of the dinosaurs at the end of the Cretaceous.
- (C) The retreat of the seaways at the end of the Cretaceous has not been fully explained.
- (D) The abruptness of extinctions at the end of the Cretaceous and the high concentration of Ir found in clay deposited at that time have fueled the development of a new hypothesis.
- (E) Some scientists hypothesize that the extinction of the dinosaurs resulted from the effects of an asteroid collision with Earth.
- (F) Boundary clay layers like the one between the Mesozoic and Cenozoic are used by scientists to determine the rate at which an extinct species declined.

Reading Practice Set 2: Passage and Questions**Directions:** Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.**THE GEOLOGIC HISTORY OF THE MEDITERRANEAN**

- Paragraph 1 In 1970 geologists Kenneth J. Hsu and William B. F. Ryan were collecting research data while aboard the oceanographic research vessel *Glomar Challenger*. An objective of this particular cruise was to investigate the floor of the Mediterranean and to resolve questions about its geologic history. One question was related to evidence that the invertebrate fauna (animals without spines) of the Mediterranean had changed abruptly about 6 million years ago. Most of the older organisms were nearly wiped out, although a few hardy species survived. A few managed to migrate into the Atlantic. Somewhat later, the migrants returned, bringing new species with them. Why did the near extinction and migrations occur?
- 2 Another task for the *Glomar Challenger*'s scientists was to try to determine the origin of the dome-like masses buried deep beneath the Mediterranean seafloor. These structures had been detected years earlier by echo-sounding instruments, but they had never been penetrated in the course of drilling. Were they salt domes such as are common along the United States Gulf Coast, and if so, why should there have been so much solid crystalline salt beneath the floor of the Mediterranean?
- 3 With questions such as these clearly before them, the scientists aboard the *Glomar Challenger* proceeded to the Mediterranean to search for the answers. On August 23, 1970, they recovered a sample. The sample consisted of pebbles of hardened sediment that had once been soft, deep-sea mud, as well as granules of gypsum¹ and fragments of volcanic rock. Not a single pebble was found that might have indicated that the pebbles came from the nearby continent. In the days following, samples of solid gypsum were repeatedly brought on deck as drilling operations penetrated the seafloor. Furthermore, the gypsum was found to possess peculiarities of composition and structure that suggested it had formed on desert flats. Sediment above and below the gypsum¹ layer contained tiny marine fossils, indicating open-ocean conditions. As they drilled into the central and deepest part of the Mediterranean basin, the scientists took solid, shiny, crystalline salt from the core barrel. Interbedded with the salt were thin layers of what appeared to be windblown silt.
- 4 The time had come to formulate a hypothesis. The investigators theorized that about 20 million years ago, the Mediterranean was a broad seaway linked to the Atlantic by two narrow straits. Crustal movements closed the straits, and the landlocked Mediterranean began to evaporate. Increasing salinity caused by the evaporation resulted in the extermination of scores of invertebrate species. Only a few organisms especially tolerant of very salty conditions remained. As evaporation continued, the remaining brine (salt water) became so dense that the calcium sulfate of the hard layer was precipitated. In the central deeper part of the basin, the last of the brine evaporated to precipitate more soluble sodium chloride (salt). Later, under the weight of overlying sediments, this salt flowed plastically upward to form salt domes. Before

this happened, however, the Mediterranean was a vast desert 3,000 meters deep. Then, about 5.5 million years ago came the deluge. As a result of crustal adjustments and faulting, the Strait of Gibraltar, where the Mediterranean now connects to the Atlantic, opened, and water cascaded spectacularly back into the Mediterranean. Turbulent waters tore into the hardened salt flats, broke them up, and ground them into the pebbles observed in the first sample taken by the Challenger. As the basin was refilled, normal marine organisms returned. Soon layers of oceanic ooze began to accumulate above the old hard layer.

- 5 The salt and gypsum¹, the faunal changes, and the unusual gravel provided abundant evidence that the Mediterranean was once a desert.

¹gypsum: a mineral made of calcium sulfate and water

Directions: Now answer the questions.

15. The word “**objective**” in the passage is closest in meaning to

- (A) achievement
- (B) requirement
- (C) purpose
- (D) feature

16. Which of the following is NOT mentioned in paragraph 1 as a change that occurred in the fauna of the Mediterranean?

- (A) Most invertebrate species disappeared during a wave of extinctions.
- (B) A few hardy species wiped out many of the Mediterranean’s invertebrates.
- (C) Some invertebrates migrated to the Atlantic Ocean.
- (D) New species of fauna populated the Mediterranean when the old migrants returned.

17. What does the author imply by saying “**Not a single pebble was found that might have indicated that the pebbles came from the nearby continent**”?

- (A) The most obvious explanation for the origin of the pebbles was not supported by the evidence.
- (B) The geologists did not find as many pebbles as they expected.
- (C) The geologists were looking for a particular kind of pebble.
- (D) The different pebbles could not have come from only one source.

18. Which of the following can be inferred from paragraph 3 about the solid gypsum layer?

- (A) It did not contain any marine fossils.
- (B) It had formed in open-ocean conditions.
- (C) It had once been soft, deep-sea mud.
- (D) It contained sediment from nearby deserts.

19. Select the **TWO** answer choices from paragraph 3 that identify materials discovered in the deepest part of the Mediterranean basin. *To receive credit, you must select TWO answers.*
- (A) Volcanic rock fragments
 - (B) Thin silt layers
 - (C) Soft, deep-sea mud
 - (D) Crystalline salt
20. What is the main purpose of paragraph 3?
- (A) To describe the physical evidence collected by Hsu and Ryan
 - (B) To explain why some of the questions posed earlier in the passage could not be answered by the findings of the Glomar Challenger
 - (C) To evaluate techniques used by Hsu and Ryan to explore the sea floor
 - (D) To describe the most difficult problems faced by the Glomar Challenger expedition
21. According to paragraph 4, which of the following was responsible for the evaporation of the Mediterranean's waters?
- (A) The movements of Earth's crust
 - (B) The accumulation of sediment layers
 - (C) Changes in the water level of the Atlantic Ocean
 - (D) Changes in Earth's temperature
22. The word "**scores**" in the passage is closest in meaning to
- (A) members
 - (B) large numbers
 - (C) populations
 - (D) different types
23. According to paragraph 4, what caused most invertebrate species in the Mediterranean to become extinct?
- (A) The evaporation of chemicals necessary for their survival
 - (B) Crustal movements that connected the Mediterranean to the saltier Atlantic
 - (C) The migration of new species through the narrow straits
 - (D) Their inability to tolerate the increasing salt content of the Mediterranean
24. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 4? **Incorrect choices change the meaning in important ways or leave out essential information.**
- (A) The Strait of Gibraltar reopened when the Mediterranean and the Atlantic became connected and the cascades of water from one sea to the other caused crustal adjustments and faulting.
 - (B) The Mediterranean was dramatically refilled by water from the Atlantic when crustal adjustments and faulting opened the Strait of Gibraltar, the place where the two seas are joined.
 - (C) The cascades of water from the Atlantic to the Mediterranean were not as spectacular as the crustal adjustments and faulting that occurred when the Strait of Gibraltar was connected to those seas.
 - (D) As a result of crustal adjustments and faulting and the creation of the Strait of Gibraltar, the Atlantic and Mediterranean were connected and became a single sea with spectacular cascades of water between them.

25. Which of the following can be inferred from paragraph 4 about the salt domes in the Mediterranean?

- (A) They began as layers of oceanic ooze.
- (B) They contain large quantities of calcium sulfate.
- (C) They were destroyed when the basin refilled with water.
- (D) They formed after the Mediterranean basin refilled with water.

26. The word “**Turbulent**” in the passage is closest in meaning to

- (A) fresh
- (B) deep
- (C) violent
- (D) temperate

27. In paragraph 2 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (A, B, C, and D) that indicate where the following sentence could be added.

Thus, scientists had information about the shape of the domes but not about their chemical composition and origin.

Where would the sentence best fit?

(A) Another task for the Glomar Challenger’s scientists was to try to determine the origin of the domelike masses buried deep beneath the Mediterranean seafloor. (B) These structures had been detected years earlier by echo-sounding instruments, but they had never been penetrated in the course of drilling. (C) Were they salt domes such as are common along the United States Gulf Coast, and if so, why should there have been so much solid crystalline salt beneath the floor of the Mediterranean? (D)

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

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

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

An expedition to the Mediterranean answered some long-standing questions about the ocean's history.

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Answer Choices

- (A) The Glomar Challenger expedition investigated changes in invertebrate fauna and some unusual geologic features.
- (B) Researchers collected fossils to determine which new species migrated from the Atlantic with older species.
- (C) Scientists aboard the Glomar Challenger were the first to discover the existence of dome-like masses underneath the seafloor.
- (D) Samples recovered from the expedition revealed important differences in chemical composition and fossil distribution among the sediment layers.
- (E) Evidence collected by the Glomar Challenger supports geologists' beliefs that the Mediterranean had evaporated and become a desert, before it refilled with water.
- (F) Mediterranean salt domes formed after crustal movements opened the straits between the Mediterranean and the Atlantic, and the Mediterranean refilled with water.

Listening Section

This section measures your ability to understand conversations and lectures in English.

The Listening section includes written transcripts of the audio portions of the test. If you have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. If someone reads the transcripts to you, make sure you see the pictures. You may take notes while you listen, and you may use your notes to help you answer the questions. Listen to or read each transcript only **one** time.

After each transcript, answer the questions. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers. Answer each question before moving on. Do not return to previous questions.

Give yourself 10 minutes to answer all the questions in the Listening section. Do not count the time it takes to listen to or read the transcripts.

Now begin the Listening section.

Listening Practice Set 1: Conversation and Questions**Directions:** Here is the transcript.

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

Professor So, Richard ... what's up?

Student Well, I know we have a test coming up on chapters ... uh ...

Professor Chapters 3 and 4 from your textbook ...

Student Right ... 3 and 4. Well, I, uh ... I didn't get something you said in class Monday.

Professor Alright, do you remember what it was about?

Student Yeah, you were talking about a gym ... a health club, where people can go to exercise ... that kind of thing.

Professor OK. But the health-club model is actually from chapter 5, so ...

Student Uh, chapter 5? Oh, so it's not ... OK, but I guess I still want to try to understand ...

Professor Of course. Well, I was talking about an issue in strategic marketing. Um, the health-club model, um ... I mean, with a health club, you might think they would have trouble attracting customers, right?

Student Well, I know when I pass by a health club and I see all those people working out ... exercising ... I'd just as soon walk on by!

Professor Yeah, there's that, plus ... lots of people have exercise equipment at home, or they can play sports with their friends, right?

Student Sure.

Professor But nowadays, in spite of all that, and expensive membership fees, health clubs are hugely popular. So, how come?

Student I guess that's what I didn't understand.

Professor OK. Basically, they have to offer things that most people can't find anywhere else— You know, quality. That means better exercise equipment, high-end stuff. Um, and ... classes ... exercise classes, maybe aerobics ...

Student I'm not sure if I ... oh, OK, I get it ... Yeah. And you know, another thing is, I think people probably feel good about themselves when they're at the gym. And they can meet new people, socialize ...

Professor Right. So, health clubs offer high-quality facilities, and also, they sell an image ... about people having more fun, relating better to others, and improving their own lives, if they become members.

Student Sure. That makes sense.

Professor Well then, uh, can you think of another business or organization that could benefit from doing this?

Student Um ...

Professor Think about an important building on campus here, something everyone uses ... a major source of ... information.

Student You mean like, an administrative building?

Professor Well, that's not what I had in mind ...

Student Oh! You mean the library?

Professor Exactly. Libraries. Imagine public libraries. ... They're an information resource for the whole community, right?

Student Well, they can be, but ... now, with the Internet, and big bookstores, you can probably get what you need without going to a library.

Professor That's true. So, if you were the director of a public library, what would you do about that?

Student To get more people to stop in? Well, like you said, better equipment. Maybe a super-fast Internet connection. And not just a good variety of books, but also, like, nice, comfortable areas where people can read and do research. Things that make them want to come to the library, and stay.

Professor Great.

Student Oh, and ... maybe have authors come and do some readings? Or, I don't know ... special presentations. Something people couldn't get at home.

Professor Now you're getting it.

Student Thanks, Professor Wilkins. I think so too ...

Directions: Now answer the questions.

29. What is the conversation mainly about?

- (A) Preparing for a test
- (B) A strategy for attracting customers
- (C) Business opportunities in the field of health
- (D) Differences between two business models

30. What does the professor imply about the upcoming test?

- (A) It will not contain questions about the health-club model.
- (B) It will ask about ways to improve the customer's self-image.
- (C) It will require students to discuss marketing strategies for libraries.
- (D) It will not require students to give examples of successful businesses.

31. Based on the conversation, indicate whether each of the following is offered by health clubs. Choose the correct boxes.

	Yes	No
Low membership fees		
High-quality facilities		
Exercise classes		
Positive self-image		
Special presentations		

32. What does the professor imply about public libraries?

- (A) They tend to be more popular than health clubs.
- (B) They cannot offer as many services as health clubs.
- (C) They should not spend money on high-quality equipment.
- (D) They need to give greater emphasis to strategic marketing.

33. Part of the lecture is repeated below. Read it and answer the question.

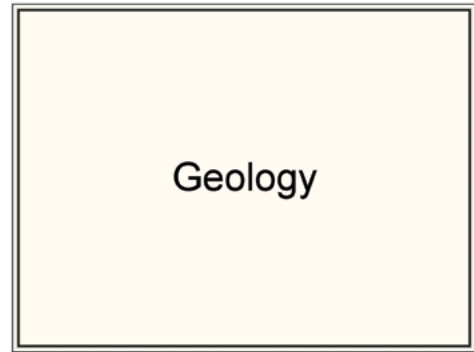
Professor I mean, with a health club, you might think they would have trouble attracting customers, right?

Student Well, I know when I pass by a health club and I see all those people working out ... exercising ... I'd just as soon walk on by!

Why does the student say this:

Student Well, I know when I pass by a health club and I see all those people working out ... exercising ... I'd just as soon walk on by!

- (A) To introduce a personal story about exercising
- (B) To point out a flaw in the health-club model
- (C) To give an example that supports the professor's point
- (D) To explain why he disagrees with the professor

Listening Practice Set 2: Lecture and Questions**Directions:** Here is the transcript.

Narrator Listen to part of a lecture in a geology class.

Professor Last time we started to talk about glaciers and how these masses of ice form from crystallized snow. And some of you were amazed at how huge some of these glaciers are. Now, even though it may be difficult to understand how a huge mass of ice can move—or flow, it's another word for it—it's really no secret that glaciers flow because of gravity. But how they flow, the way they flow needs some explaining. Now, the first type of glacier flow is called basal slip.



Basal slip—or sliding, as it's often called—basically refers to the slipping or sliding of a glacier across bedrock—actually across a thin layer of water on top of the bedrock.



Uh, so this process shouldn't be too hard to imagine. What happens is that the ice at the base of a glacier is under a great deal of pressure, the pressure comes from the weight of the overlying ice. And you probably know that under pressure, the melting temperature of water, uh, of the ice, I mean, is reduced. So ice at the base of the glacier melts, even though it's below zero degrees Celsius, and this results in a thin layer of water between the glacier and the ground. This layer of water reduces friction, it's ... it's like a lubricant, and it allows the glacier to slide or slip over the bedrock. OK?

Now, the next type of movement we'll talk about is called deformation.

You already know that ice is brittle—if you hit it with a hammer, it will shatter like glass. But ice is also plastic—it can change shape without breaking. If you leave, for example, a bar of ice supported only at one end, the end—the unsupported end—will deform under its own weight—it'll kind of flatten out at one end, get distorted, deformed.

Think of deformation as a very slow oozing. Well, depending on the stresses on a glacier, the ice crystals within it reorganize. During this ... uh, reorganization, uh, the ice crystals realign in a way that allows them to slide past each other. And so the glacier oozes downhill without any ice actually melting. Now there are a couple of factors that

affect the amount of deformation that takes place or the speed of the, ah, glacier's movement. For example, deformation is more likely to occur the thicker the ice is—because of the gravity of the weight of the ice. And temperature also plays a part here, in that cold ice does not move as easily as ice that is closer to the melting point—in fact, it's not too different from, hmm, the way oil is, uh, thicker, at low temperatures. So if you have a glacier in a slightly warmer region, it will flow faster than a glacier in a cooler region.

OK, hmm, now I'd like to touch briefly on extension and compression. Your textbook includes these as types—as a particular type—of glacial movement, but you'll see that there are as many textbooks that omit it as a type of movement as include it. And I might not include it right now if it weren't in your textbook. But, hmm, basically, the upper parts of glaciers have less pressure on them, so they don't deform as easily, they tend to be more brittle. And crevasses can form in these upper layers of the glaciers when the glacier comes into contact with bedrock walls or, ah, is otherwise under some kind of stress but can't deform quickly enough. So the ice will expand or constrict, and that can cause big fissures, big cracks to form in the surface layers of the ice. And that brittle surface ice moving is sometimes considered a type of glacial movement, depending on which source you're consulting.

Now, as you probably know, glaciers generally move really slowly, but sometimes they experience surges, and during these surges, in some places they can move at speeds as high as 7,000 meters per year. Now speeds like that are pretty unusual, hundreds of times faster than the regular movement of glaciers—but you can actually see glaciers move during these surges, though it is rare.



Directions: Now answer the questions.

34. What is the lecture mainly about?

- (A) Explanations of how glaciers move
- (B) Landscape changes caused by glacial movement
- (C) Climate changes that influence glacial movement
- (D) Causes of glacial formation

35. The professor discusses the process of basal slip. Put the steps in the correct order.

1.
2.
3.
4.

Answer Choices

- (A) Friction between the glacier and bedrock is reduced.
- (B) A liquid layer forms at the base of the glacier.
- (C) The glacier begins to slide.
- (D) Pressure is increased on the ice.

36. What factors are involved in the amount of deformation a glacier undergoes? Choose 2 answers.

- (A) Thickness of glacial ice
- (B) The hardness of glacial ice
- (C) The amount of water beneath the glacial ice
- (D) The temperature of the glacial ice

37. What does the professor say about the speed of glaciers?

- (A) It affects the amount of glacial ice that forms.
- (B) It can be fast enough for movement to be noticeable.
- (C) It is reduced by cracks in the ice.
- (D) It is unusually high in colder regions.

38. What does the professor explain when he says this:

Professor But ice is also plastic—it can change shape without breaking. If you leave, for example, a bar of ice supported only at one end, the end—the unsupported end—will deform under its own weight ...


- (A) A characteristic of ice that is related to glacial movement
- (B) How scientists first discovered that glaciers could move
- (C) That factors like temperature can affect the strength of ice
- (D) Why deformation is the most common type of glacial movement

39. Part of the lecture is repeated below. Read it and answer the question.

Professor Now I'd like to touch briefly on extension and compression. Your textbook includes these as types—as a particular type—of glacial movement, but you'll see that there are as many textbooks that omit it as a type of movement as include it. And I might not include it right now if it weren't in your textbook.

What does the professor imply about compression and extension?

- (A) He believes it accounts for a great deal of glacial movement.
- (B) He thinks it is a slower type of glacial movement than basal slip.
- (C) He is not convinced that it is a type of glacial movement.
- (D) He does not agree that it causes fissure in glaciers.

Listening Practice Set 3: Lecture and Questions**Directions:** Here is the transcript.


Art History

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

Professor We've been talking about the art world of the late nineteenth century in Paris, and today I'd like to look at the women who went to Paris at that time to become artists. Now, um, from your reading, what do you know about Paris ... about the art world of Paris during the late nineteenth century?

Male student People came there from all over the world to study.

Female student It had a lot of art schools and artists who taught painting. There were ... our book mentions classes for women artists. And, uh, it was a good place to go to study art.

Professor If you wanted to become an artist, Paris was not a good place to go—Paris was *the* place to go. And women could find skilled instructors there. Um, before the late nineteenth century, if they ... women who wanted to become artists had to take private lessons or learn from family members. They had more limited options than men did. But around 1870, some artists in Paris began to offer classes for female students. These classes were for women only.

And by the end of the nineteenth century, it became much more common for women and men to study together in the same classes. So ... so within a few decades, things had changed significantly.

Uh, OK, let's back up again and talk about the time period from the 1860s to the 1880s, and talk more about what happened in women's art classes. In 1868, a



private art academy opened in Paris—and for decades it was probably the most famous private art school in the world. Its founder, Rodolphe Julian, was a canny businessman and quickly established his school as a premiere destination for women artists. What he did was, after an initial trial period of mixed classes, he changed the school policy; he completely separated the men and women students.

Female student Any reason why he did that?

Professor Well, like I said, Julian was a brilliant businessman with progressive ideas—he saw that another small private art school where all the students were women was very popular at that time, and that’s probably why he adopted the women-only classes. These classes were typically offered by, um ... by established artists and were held in the studio, the ... the place where they painted. This was a big deal because finally women could study art in a formal setting. And there was another benefit to the group setting of these classes. The classes included weekly criticism. And the teacher would rank the art of all the students in the class, from best to worst. How would you like it if I did that in this class?

Male student No way!

Female student But our textbook said that the competitive ... the competition was good for women. It helped them see where they needed to improve.

Professor Isn’t that interesting? One woman artist, um, her name was Marie Bashkirtseff.

Professor Uh, Bashkirtseff once wrote how she felt about a classmate’s work. She thought her classmate’s art was much better than her own, and it gave her an incentive to do better. Overall, the competition in the women’s art classes gave women more confidence. Confidence that they could also compete in the art world after their schooling.



And even though Bashkirtseff couldn’t study in the same classes as men, she was having an impact as an artist. Um, just look at the Salon. What do you know about the Salon?

Female student It was a big exhibition, um, a big art show that they had in Paris every year. The art had to be accepted by judges.

Male student It was a big deal. You could make a name for yourself.

Professor You could have a painting or sculpture in the Salon and go back to your home country saying you'd been a success in Paris. Um, it was sort of a seal of approval. It was a great encouragement for an artist's career. And by the last two decades of the nineteenth century, one fifth of the paintings in the Salon were by women—much higher than in the past. In fact, Marie Bashkirtseff herself had a painting in the Salon in 1881.

Interestingly, this masterpiece, called *In the Studio*, is a painting of the interior of Julian's art school. Um, it's not in your textbook—I'll show you the painting next week ... Uh, the painting depicts an active, crowded studio with women drawing and painting a live model. It was actually, Bashkirtseff actually followed Julian's savvy suggestion, and painted her fellow students in a class at the school with the artist herself at the far right—a great advertisement for the school when the painting eventually hung at the Salon, for a women's studio had never been painted before.

Directions: Now answer the questions.

40. What is the lecture mainly about?

- (A) Why the Salon exhibitions became popular among women artists in Paris
- (B) Why French society did not approve of art schools for women
- (C) How opportunities for women artists in Paris improved
- (D) How women artists in Paris cooperated with one another

41. What point does the professor make about Julian when he mentions that Julian's art school offered some classes only for women?

- (A) Julian's school was the first art school in Paris to offer women-only classes.
- (B) Julian wanted to encourage the distinctive style of women in Paris.
- (C) Julian viewed himself as a social reformer.
- (D) Julian possessed outstanding business skills.

42. What does the professor emphasize as one benefit of competition in women's classes?

- (A) Women gained more confidence in their artistic abilities.
- (B) Women became instructors in private art studios.
- (C) Women were able to sell their paintings for large amounts of money.
- (D) Women created new styles of painting.

43. According to the professor, what were two ways that the situation of women artists had changed by the end of the nineteenth century in Paris? Choose 2 answers.

- (A) Women and men took art classes together.
- (B) Women artists played a greater role in the Salon exhibitions.
- (C) More schools were established by women artists.
- (D) Fewer women artists were traveling to Paris.

44. What does the professor imply about Bashkirtseff's painting *In the Studio*?

- (A) It was one of many paintings that depicted a women's studio.
- (B) It did not bring Bashkirtseff recognition for her artistic ability.
- (C) It was criticized for an unrealistic depiction of women artists.
- (D) It was beneficial for both Bashkirtseff and the school where she studied.

45. Part of the lecture is repeated below. Read it and answer the question.

Female student It had a lot of art schools and artists who taught painting. There were ... our book mentions classes for women artists. And, uh, it was a good place to go to study art.

Professor If you wanted to become an artist, Paris was not a good place to go—Paris was *the* place to go.

What does the professor mean when he says this:

Professor If you wanted to become an artist, Paris was not a good place to go—Paris was *the* place to go.

- (A) Paris was a popular place to visit, but not the best place to study art.
- (B) Paris was the most important place for an artist to study and work.
- (C) Living in Paris was difficult for women artists from other countries.
- (D) Studying in Paris was beneficial for some artists, but not for others.

Speaking Section

This section measures your ability to speak about a variety of topics.

The Speaking section includes written transcripts of the audio portions of the test. If you have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. If someone reads the transcripts to you, make sure you see the pictures. Listen to or read each transcript only **one** time.

For Speaking Practice Set 1, you will speak about a familiar topic. Your response is scored on your ability to speak clearly and coherently about the topic.

For Speaking Practice Set 2, you will first read a short text and then listen to or read a transcript of a conversation on the same topic. You will then be asked a question about both. You will need to combine appropriate information from the text and the transcript to provide a complete answer to the question. Your response is scored on your ability to speak clearly and coherently, and on your ability to accurately convey information about the text and the transcript.

For Speaking Practice Set 3, you will listen to or read part of a lecture. You will then be asked a question about it. Your response is scored on your ability to speak clearly and coherently and on your ability to accurately convey information from the lecture.

You may take notes, and you may use your notes to help you prepare your responses. For each question, you will be given a short time to prepare your response. When the preparation time is up, record yourself answering the question as completely as possible.

Now begin the Speaking section.

Speaking Practice Set 1: Question

Directions: You will now be asked to give your opinion about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.

46. If friends from another country were going to spend time in your country, what city or place would you suggest they visit? Using details and examples, explain why.

PREPARATION TIME: 15 seconds

RESPONSE TIME: 45 seconds

Speaking Practice Set 2: Passage, Lecture, and Question

Directions: Read a passage about revealing coloration from a biology textbook. You have 45 seconds to read the passage. Begin reading now.

READING TIME: 45 seconds

REVEALING COLORATION

Many animals use coloration to protect themselves from predators. One defensive strategy involving the use of coloration is what is known as revealing coloration. Animals employing this strategy have an area of bright color on some part of their body; this bright color is usually hidden from predators' view. When approached by a predator, the animal suddenly reveals the area of bright color; this unexpected display of color startles or confuses the predator and provides the would-be prey with an opportunity to escape.

Narrator Now listen to part of a lecture from a biology class.

Professor There's a large tropical insect called the peanut bug—yes, like the peanuts that you eat—uh, and the peanut bug's front wings are colored so that they blend in with their surroundings. But its back wings—which are usually closed and hidden—have these bright, colorful spots on them. And when the peanut bug's attacked, it suddenly opens its back wings, and out pop these big, bright colors. And that surprises the predator, and gives the peanut bug a chance to get away.

Um, and then you have a butterfly ... called the morpho butterfly. And parts of the morpho butterfly's wings are very shiny, they reflect a lot of sunlight; when this butterfly is resting, this shiny part of its wings is hidden ... Now, morpho butterflies are often attacked by birds ... So when a bird approaches, the morpho flies away ... and when the morpho flap its wings, all the bird can see are flashes of light reflected from the morpho's wings. Those flashes of light make it very difficult for the bird to follow the morpho, and the morpho is usually able to get away.



Directions: Give yourself 30 seconds to prepare your response to the following question. Then record yourself speaking for 60 seconds.

47. Using the examples of the peanut bug and the morpho butterfly, explain the concept of revealing coloration.

PREPARATION TIME: 30 seconds

RESPONSE TIME: 60 seconds

Speaking Practice Set 3: Conversation and Question**Directions:** Here is the transcript.

Narrator Now listen to a conversation between two students.

Male student Hey, Jennifer! How are things going?

Female student Well, I'm relieved it's the end of the semester, but that's actually part of my problem.

Male student What do you mean?

Female student Can you believe this? My computer broke yesterday, so it's at the shop being repaired. It won't be ready until the end of next week, which is when all my papers are due.

Male student Why not use the computer lab? They've got lots of machines there.

Female student I know. But it gets so noisy there that I can't keep my mind on my work. I mean, when I'm at the computer, I'm not just typing—I'm thinking, so I need quiet to concentrate.

Male student Maybe you could try going in the morning or evening—it might be less noisy then.

Female student Maybe, but this time of year, everybody's working on papers, and it could be crowded even then.

Male student Hmmmm. What about calling back the computer repair shop to see if they can have your computer ready at the beginning of next week instead? That would still give you enough time to finish your papers by the end of the week.

Female student Oh, I hadn't thought of that. The only problem is that the shop is closed today and tomorrow for the long holiday weekend. So it would be a few days before I could talk to them.

Directions: Give yourself 20 seconds to prepare your response to the following question. Then record yourself speaking for 60 seconds.

48. The speakers discuss two possible solutions to the woman's problem. Briefly summarize the problem. Then state which solution you recommend and explain why.

PREPARATION TIME: 20 seconds

RESPONSE TIME: 60 seconds

Writing Section

This section measures your ability to use writing to communicate in an academic environment.

For Writing Practice Set 1, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue.

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

Now begin the Writing section.

Writing Practice Set 1: Question

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

RESPONSE TIME: 30 minutes

49. Do you agree or disagree with the following statement?

Television advertising directed toward young children (aged two to five) should not be allowed.

Use specific reasons and examples to support your answer.

READING SECTION**Reading Practice Set 1**

1. D
2. C
3. B
4. A
5. A
6. D
7. A
8. A
9. B
10. D
11. B
12. C
13. C
14. B, D, E

Reading Practice Set 2

15. C
16. B
17. A
18. A
19. B, D
20. A
21. A
22. B
23. D
24. B
25. D
26. C
27. C
28. A, D, E

LISTENING SECTION**Listening Practice Set 1**

29. B
30. A
- 31.

	Yes	No
Low membership fees		X
High-quality facilities	X	
Exercise classes	X	
Positive self-image	X	
Special presentations		X

32. D
33. C

Listening Practice Set 2

34. A
35. D, B, A, C
36. A, D
37. B
38. A
39. C

Listening Practice Set 3

40. C
41. D
42. A
43. A, B
44. D
45. B

SPEAKING SECTION**Speaking Practice Set 1**

46. There are a number of ways you could answer this particular question. You could speak about a city or a place such as a region, a landmark, a tourist attraction, or a type of place in general: “for example, my country’s national parks.” You should begin by identifying the city or place you would suggest that someone visit. After identifying the place, you need to explain why you think friends from another country should visit it. You need to give enough details and examples to communicate to a listener why you would suggest this place.

For example, you might suggest the capital city of your country. You should name the city and your country. Next, you could describe the capital city and what you can see or do there. Then you would need to explain what a friend from another country might enjoy or learn from this visit. For instance, you might say that in the capital city there are some historic monuments. Visiting these would help a visitor from another country to understand more about your country’s history. You would want to give enough specific details about at least one monument and explain how it illustrates something about your country. Another way to explain why the capital city is a good place to visit might be that it has many good restaurants. Then you would need to explain that eating in these restaurants could help a visitor get a sense of the country’s food. You would need to give a few examples of the types of food a visitor might want to try.

There are many, many ways to answer this question. It is important to choose one place and to give a clear explanation for your suggestion. Your response should NOT be a simple list of places to visit. You must explain why someone from another country should visit that one city or place.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Independent Speaking Rubric (see Appendix).

Speaking Practice Set 2

47. To respond to this particular question you should explain the concept of revealing coloration as it was presented in the reading. Revealing coloration is a defense strategy in which an animal surprises or confuses predators by suddenly revealing bright-colored parts of its body.

You should use the two examples given by the professor to explain the concept. You should convey the information that the peanut bug has bright colors on its wings and that when attacked, the bug suddenly opens the wings to reveal the bright colors. This surprises the predator. You could add that this allows the bug to escape. You should also explain how the morpho butterfly uses revealing coloration. You should mention that the butterfly has wings that reflect sunlight; when the butterfly flies away to escape from a bird, the butterfly’s wings look like a flashing light, which is very difficult for birds to follow.

You do not need to repeat all of the details from the reading and the lecture, but instead integrate points from both to answer the question completely.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Integrated Speaking Rubric (see Appendix).

Speaking Practice Set 3

48. To respond to this particular question you should very briefly describe the problem. It is enough to say that the woman's broken computer is at the repair shop and won't be ready in time for her to complete her papers. You do not need to fully describe both solutions that are proposed.

After briefly describing the problem you should chose one of the two solutions mentioned in the conversation to recommend. The two solutions in this conversation are: 1) that she use the computer lab, or 2) that she call the repair shop to see if they could have her computer ready sooner. It does not matter which of the two proposed solutions you chose, since there is no "right" solution or "wrong" solution. You should choose the solution that you think is best and support your choice with reasons why you think it is best. The reasons you give can include information provided by the speakers as well as your own experiences.

If you believe the first solution is preferable, you would probably begin by saying that you think it would be best for the woman to use the computer lab, then you would proceed to explain why. There are any number of reasons you can give: you might say she should not delay working on her papers. School is very important, and if she waits too long she will be rushed and won't be able to do a good job on the papers. You could also speak about the disadvantages of the second solution: for example, even if she were to call the repair shop, they might not be able to have her computer ready sooner. Remember, this type of question can be answered in many different ways.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Integrated Speaking Rubric (see Appendix).

WRITING SECTION

Writing Practice Set 1

49. To earn a top score, you should develop a multiparagraph essay that responds to the issue of whether TV advertising directed at young children should be permitted. Typically an effective response will contain a minimum of 300 words.

Among the kinds of support that might be developed in favor of banning such advertising might be that young children do not have the ability to tell what is good for them and what is not. So this may lead to children who will be excessively influenced by television advertising and form bad eating habits or demand to have every toy that they have seen advertised.

Those who disagree with the statement often develop one of their supports along the lines that it is the responsibility of the parents to decide what their children should watch on television and that parents should monitor their children's reactions to shows or advertisements. Thus, it is not necessary for government or the television stations to ban advertisements directed at young children.

Keep in mind that there is no "correct" answer to this question. Either side of the issue can be supported with examples and reasons. The important part of this task is to make sure that you state your opinion and develop your response. Try to cover the topic as well as you can within your abilities. Development of your essay is judged by the amount and kinds of support (reasons, examples, details) that you present, and a well-developed essay will contain clearly appropriate reasons, examples, and details—ones that do a good job supporting or illustrating the points you are making. Development is not simply the number of words you write.

Your response should be well organized. If your essay is well organized, a reader will be able to read from beginning to end without becoming confused. You should be sure not to just repeat the same information in different ways.

The quality and accuracy of the sentence structure and vocabulary you use to express your ideas is also very important.

This task is scored using the Independent Writing Rubric (see Appendix).

APPENDIX

TOEFL iBT® Speaking Scoring Rubric—Independent Tasks

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limits (or prevents) expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic			

TOEFL iBT® Speaking Scoring Rubric—Integrated Tasks

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary in order to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limits (or prevents) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic			

TOEFL iBT® Writing Scoring Rubric—Independent Tasks

Score	Task Description
5	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> effectively addresses the topic and task is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details displays unity, progression, and coherence displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors
4	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> addresses the topic and task well, though some points may not be fully elaborated is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning
3	<p>An essay at this level is marked by one or more of the following:</p> <ul style="list-style-type: none"> addresses the topic and task using somewhat developed explanations, exemplifications, and/or details displays unity, progression, and coherence, though connection of ideas may be occasionally obscured may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning may display accurate but limited range of syntactic structures and vocabulary
2	<p>An essay at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none"> limited development in response to the topic and task inadequate organization or connection of ideas inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task a noticeably inappropriate choice of words or word forms an accumulation of errors in sentence structure and/or usage
1	<p>An essay at this level is seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> serious disorganization or underdevelopment little or no detail, or irrelevant specifics, or questionable responsiveness to the task serious and frequent errors in sentence structure or usage
0	<p>An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>

