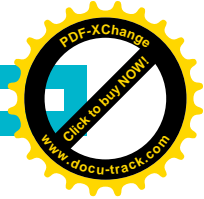
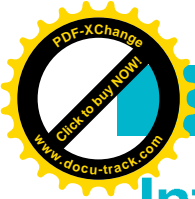




TOEFL iBT® *Quick Prep*

TOEFL®



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.

Audio portions of the Listening, Speaking, and Writing sections are provided wherever you see the headphones icon:



These audio files are available:

- in the PDF version of *Quick Prep Volume 3* (click the headphones icon)
- on the Quick Prep Web site at <http://www.ets.org/toefl/quickprep>.

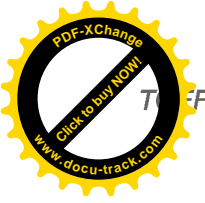
Written transcripts of the audio portions are located in Appendix B. If you do not have access to the audio files, but do have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. 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.

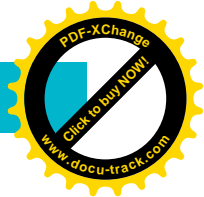
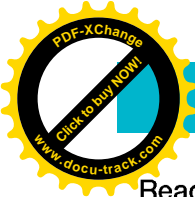
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Reading Section

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.

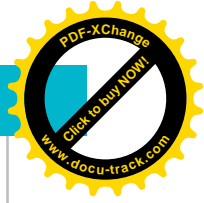
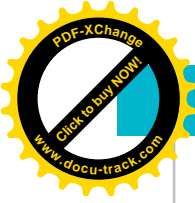


Reading Practice Set 1: Passage and Questions

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

AGRICULTURE, IRON, AND THE BANTU PEOPLE

- Paragraph
- 1 There is evidence of agriculture in Africa prior to 3000 B.C. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major centers of the Near East and Mediterranean world. The drying up of what is now the Sahara desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting-and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins are not African but West Asian. Once the idea of planting [REDACTED], Africans began to develop their own crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extends from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia.
 - 2 Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780-1560 B.C.) and then spread across the Sudan to West Africa. Rock paintings in the Sahara indicate that horses and chariots were used to traverse the desert and that by 300-200 B.C., there were trade routes across the Sahara. Horses were adopted by peoples of the West African savannah, and later their powerful cavalry forces allowed them to carve out large empires. Finally, the camel was introduced around the first century A.D. This was an important innovation, because the camel's ability to thrive in harsh desert conditions and to carry large loads cheaply made it an effective and efficient means of transportation. The camel transformed the desert from a barrier into a still difficult, but more accessible, route of trade and communication.
 - 3 Iron came from West Asia, although its routes of diffusion were somewhat different than those of agriculture. Most of Africa presents a curious case in which societies moved directly from a technology of stone to iron without passing through the intermediate stage of copper or bronze metallurgy, although some early copper-working sites have been found in West Africa. Knowledge of iron making penetrated into the forests and savannahs of West Africa at roughly the same time that iron making was reaching Europe. Evidence of iron making has been found in Nigeria, Ghana, and Mali.



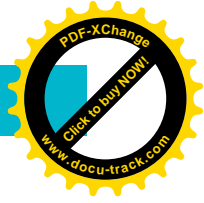
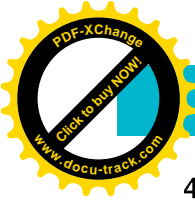
Paragraph 4 This technological shift caused [] changes in the complexity of African societies. Iron represented power. In West Africa the blacksmith who made tools and weapons had an important place in society, often with special religious powers and functions. Iron hoes, which made the land more productive,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

5 []
[]
[]
[] Much of Africa moved right into the Iron Age, taking the basic technology and adapting it to local conditions and resources.

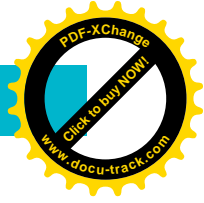
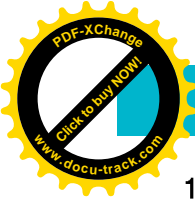
6 The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. Their migration may have been set in motion by an increase in population caused by a movement of peoples [] the desiccation,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

Directions: Now answer the questions.

1. The word “[]” in the passage is closest in meaning to
 - (A) emerged
 - (B) was understood
 - (C) spread
 - (D) developed
2. According to paragraph 1, why do researchers doubt that agriculture developed independently in Africa?
 - (A) African lakes and rivers already provided enough food for people to survive without agriculture.
 - (B) The earliest examples of cultivated plants discovered in Africa are native to Asia.
 - (C) Africa’s native plants are very difficult to domesticate.
 - (D) African communities were not large enough to support agriculture.
3. In paragraph 1, what does the author imply about changes in the African environment during this time period?
 - (A) The climate was becoming milder, allowing for a greater variety of crops to be grown.
 - (B) Although periods of drying forced people south, they returned once their food supply was secure.
 - (C) Population growth along rivers and lakes was dramatically decreasing the availability of fish.
 - (D) A region that had once supported many people was becoming a desert where few could survive.



4. According to paragraph 2, camels were important because they
- (A) were the first domesticated animal to be introduced to Africa
 - (B) allowed the people of the West African savannahs to carve out large empires
 - (C) helped African peoples defend themselves against Egyptian invaders
 - (D) made it cheaper and easier to cross the Sahara
5. According to paragraph 2, which of the following were subjects of rock paintings in the Sahara?
- (A) Horses and chariots
 - (B) Sheep and goats
 - (C) Hyksos invaders from Egypt
 - (D) Camels and cattle
6. What function does paragraph 3 serve in the organization of the passage as a whole?
- (A) It contrasts the development of iron technology in West Asia and West Africa.
 - (B) It discusses a non-agricultural contribution to Africa from Asia.
 - (C) It introduces evidence that a knowledge of copper working reached Africa and Europe at the same time.
 - (D) It compares the rates at which iron technology developed in different parts of Africa.
7. The word “” in the passage is closest in meaning to
- (A) fascinating
 - (B) far-reaching
 - (C) necessary
 - (D) temporary
8. The word “” in the passage is closest in meaning to
- (A) military
 - (B) physical
 - (C) ceremonial
 - (D) permanent
9. According to paragraph 4, all of the following were social effects of the new metal technology in Africa EXCEPT:
- (A) Access to metal tools and weapons created greater social equality.
 - (B) Metal weapons increased the power of warriors.
 - (C) Iron tools helped increase the food supply.
 - (D) Technical knowledge gave religious power to its holders.
10. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) While American iron makers developed the latest furnaces, African iron makers continued using earlier techniques.
 - (B) Africans produced iron much earlier than Americans, inventing technologically sophisticated heating systems.
 - (C) Iron making developed earlier in Africa than in the Americas because of the ready availability of carbon and iron ore.
 - (D) Both Africa and the Americas developed the capacity for making iron early, but African metallurgy developed at a slower rate.



11. The word “” in the passage is closest in meaning to
- (A) afraid of
 - (B) displaced by
 - (C) running away from
 - (D) responding to
12. Paragraph 6 mentions all of the following as possible causes of the “Bantu explosion” EXCEPT
- (A) superior weapons
 - (B) better hunting skills
 - (C) peaceful migration
 - (D) increased population
13. In paragraph 6 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.

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

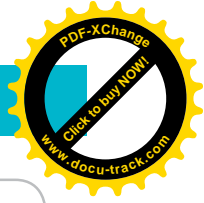
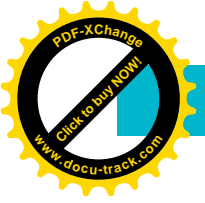
Where would the sentence best fit?

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

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

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.

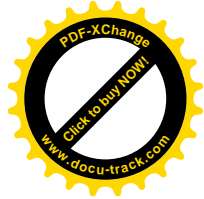
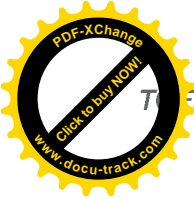


Agriculture and iron working probably spread to Africa from neighboring regions.

-
-
-

Answer Choices

- (A) Once Africans developed their own native crops, they no longer borrowed from other regions.
- (B) The harshness of the African climate meant that agriculture could not develop until after the introduction of iron tools.
- (C) The use of livestock improved transportation and trade and allowed for new forms of political control.
- (D) As the Sahara expanded, the camel gained in importance, eventually coming to have religious significance.
- (E) The spread of iron working had far-reaching effects on social, economic, and political organization in Africa.
- (F) Today's Bantu-speaking peoples are descended from a technologically advanced people who spread throughout Africa.



Listening Section

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

Audio portions of the Listening section are provided wherever you see the headphones icon:



These audio files are available:

- in the PDF version of *Quick Prep Volume 3* (click the headphones icon)
- on the Quick Prep Web site at <http://www.ets.org/toefl/quickprep>.

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Next, 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 conversation and lectures.

Now begin the Listening section.

Listening Practice Set 1: Conversation and Questions

Directions: Listen to Track 1.



Directions: Now answer the questions.

15. Why does the man go to see the registrar?

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

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

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

17. Why does the man mention his classmates?

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

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

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



19. Listen to Track 2.

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

Listening Practice Set 2: Lecture and Questions

Directions: Listen to Track 3.

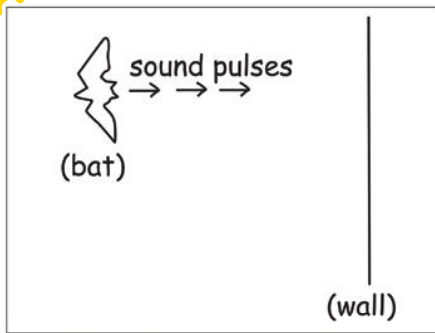


Biology



ultrasound

echolocation



Directions: Now answer the questions.

20. What is the lecture mainly about?

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

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

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

22. According to the professor, what are two ways in which a moth might react when it detects the presence of a bat? Choose 2 answers.

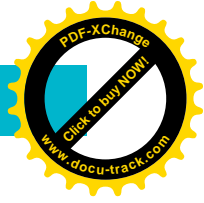
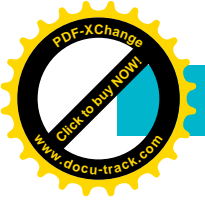
- [A] The moth might stop beating its wings.
- [B] The moth might emit high-frequency sounds.
- [C] The moth might leave the area.
- [D] The moth might change its color to match its surroundings.

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

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

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

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

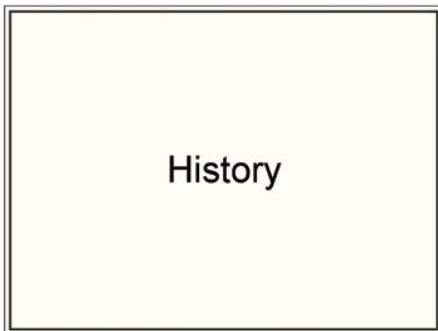


25. Listen to Track 4.

- (A) To answer a question that Carol asked
- (B) To correct a statement that Carol made
- (C) To praise Carol for an example that she gave
- (D) To give an example of a principle that Carol stated

Listening Practice Set 3: Lecture and Questions

Directions: Listen to Track 5.



Directions: Now answer the questions.

26. What is the lecture mainly about?

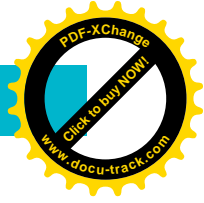
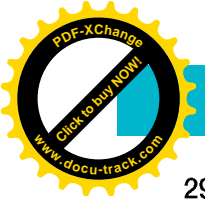
- (A) Political events that led to the invention of eyeglasses
- (B) A comparison of attitudes toward vision correction in Europe and China
- (C) The relationship between the printing press and literacy
- (D) An overview of vision correction over time

27. According to the professor, what was an advantage of using clear glass instead of quartz to make reading stones?

- (A) Clear glass was easier to find than quartz.
- (B) Clear glass was easier to cut to the appropriate size.
- (C) Clear glass magnified the letters more than quartz did.
- (D) Clear glass was less expensive than quartz.

28. What does the professor imply about the invention of eyeglasses?

- (A) Its historical records are more detailed than those of other inventions.
- (B) It had little impact on social attitudes toward vision correction.
- (C) Its occurrence in different places at approximately the same time is not unusual.
- (D) It contributed to a substantial increase in the number of literate people.



29. Which sentence best describes eyeglasses before the invention of the printing press?

- (A) They were available to everyone.
- (B) They were a symbol of wealth and wisdom.
- (C) They could not correct vision accurately.
- (D) They could be bought only from traveling peddlers.

30. Put the events in the order that they happened.

1.	
2.	
3.	
4.	

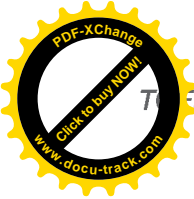
Answer Choices

- (A) Inexpensive eyeglasses became available.
- (B) The first eyeglasses were made.
- (C) The number of people interested in reading increased.
- (D) The printing press was invented.



31. Listen to Track 6.

- (A) She is impressed by the solution.
- (B) The solution she describes is obvious.
- (C) The solution was not a common practice.
- (D) The solution was not particularly expensive.



Speaking Section

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

Audio portions of the Speaking section are provided wherever you see the headphones icon:



These audio files are available:

- in the PDF version of *Quick Prep Volume 3* (click the headphones icon)
- on the Quick Prep Web site at <http://www.ets.org/toefl/quickprep>.

Listen to each recording only **one** time.

Written transcripts of the audio portions of Speaking Practice Set 2 and Speaking Practice Set 3 are located in Appendix B. If you do not have access to the audio portions, but do 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.

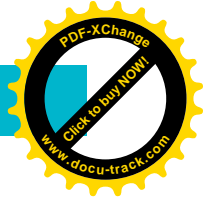
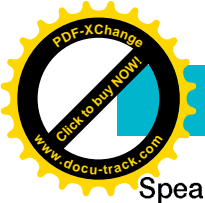
For Speaking Practice Set 1, you will speak about a familiar topic. Your response is scored on your ability to speak clearly and coherently about the topic.

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 conversation 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 conversation.

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**

32. 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.



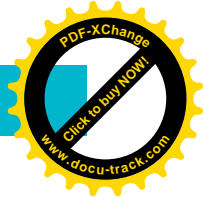
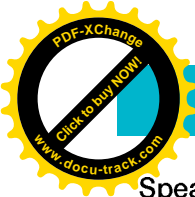
Listen to Track 7.

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

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

PREPARATION TIME: 15 seconds

RESPONSE TIME: 45 seconds

**Speaking Practice Set 2: Passage, Conversation, and Question**

Directions: You will now read a short passage and listen to a talk on the same topic. You will then be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your response. Then record yourself speaking for 60 seconds.



Listen to Track 8.

READING TIME: 50 seconds

MUSIC COMING TO CAFETERIAS

Mary Dixon, Director of the Student Life Committee, announced yesterday that beginning next semester, university cafeterias will broadcast classical music during mealtimes. "Music will foster a more relaxed atmosphere," said Dixon. "Students' lives are hectic, and mealtimes provide important opportunities to take a break and catch up with friends before moving on to the next class or assignment." Added Dixon, "We're also hoping that, if we provide the music, students will unplug their personal music devices—their Walkmans™ and MP3 players or whatever—and will spend more time talking to each other. When students have their headphones on, they're not connecting with each other."



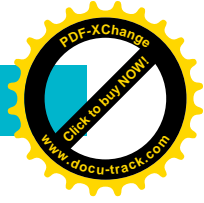
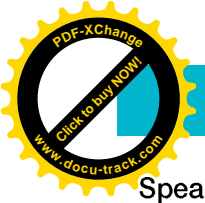
Listen to Track 9.



33. The man expresses his opinion of the university's plan. State his opinion and explain the reasons he gives for holding that opinion.

PREPARATION TIME: 30 seconds

RESPONSE TIME: 60 seconds

**Speaking Practice Set 3: Lecture and Question**

Directions: You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, give yourself 20 seconds to prepare your response. Then record yourself speaking for 60 seconds.

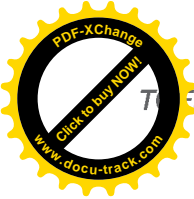
Listen to Track 10. 



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

PREPARATION TIME: 20 seconds

RESPONSE TIME: 60 seconds



Writing Section

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

The audio portion of the Writing section is provided where you see the headphones icon:



These audio files are available:

- in the PDF version of *Quick Prep Volume 3* (click the headphones icon)
- on the Quick Prep Web site at <http://www.ets.org/toefl/quickprep>.

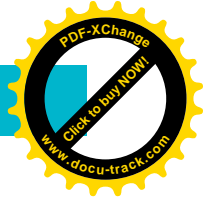
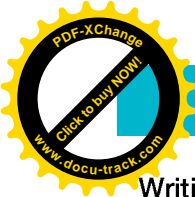
Listen to the recording only **one** time.

A written transcript of the audio portion is located in Appendix B. If you do not have access to the audio portion, but do have access to a person with good English pronunciation, ask the person to read the transcript aloud to you. Listening to the transcript is better practice than reading it to yourself. If someone reads the transcript to you, make sure you see the picture. You may take notes while you listen, and you may use your notes to help you answer the question. Listen to or read the transcript only **one** time.

For Writing Practice Set 1, you will read a passage and listen to or read a lecture. Then you will respond to a question that asks you about the relationship between the reading passage and the lecture. Try to answer as completely as possible using information from the reading passage and the lecture. The question does **not** ask you to express your personal opinion. You may consult the reading passage again when it is time for you to write.

Typically, an effective response will be 150 to 225 words. Your response is judged on the quality of your writing and on the completeness and accuracy of the content.

Now begin the Writing section.

**Writing Practice Set 1: Passage, Lecture, and Question****Directions:** Give yourself 3 minutes to read the passage.

READING TIME: 3 minutes

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

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

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

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



Directions: Listen to Track 11.



Directions: You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

RESPONSE TIME: 20 minutes