

TOEFL iBT® *Quick Prep*

Volume 4

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 7,500 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 and Speaking sections are provided wherever you see the headphones icon:



These audio files are available:

- in the PDF version of *Quick Prep Volume 4* (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.**RUNNING WATER ON MARS?**

Paragraph

- 1 Photographic evidence suggests that liquid water once existed in great quantity on the surface of Mars. Two types of flow features are seen: runoff channels and outflow channels. Runoff channels are found in the southern highlands. These flow features are extensive systems—sometimes hundreds of kilometers in total length—of interconnecting, twisting channels that seem to merge into larger, wider channels. They bear a strong resemblance to river systems on Earth, and geologists think that they are dried-up beds of long-gone rivers that once carried rainfall on Mars from the mountains down into the valleys. Runoff channels on Mars speak of a time 4 billion years ago (the age of the Martian highlands), when the atmosphere was thicker, the surface warmer, and liquid water widespread.
- 2 Outflow channels are probably relics of catastrophic flooding on Mars long ago. They appear only in equatorial regions and generally do not form extensive interconnected networks. Instead, they are probably the paths taken by huge volumes of water draining from the southern highlands into the northern plains. The onrushing water arising from these flash floods likely also formed the odd teardrop-shaped “islands” (resembling the miniature versions seen in the wet sand of our beaches at low tide) that have been found on the plains close to the ends of the outflow channels. Judging from the width and depth of the channels, the flow rates must have been truly enormous—perhaps as much as a hundred times greater than the 105 tons per second carried by the great Amazon river. Flooding shaped the outflow channels approximately 3 billion years ago, about the same time as the northern volcanic plains formed.
- 3 Some scientists speculate that Mars may have enjoyed an extended early period during which rivers, lakes, and perhaps even oceans adorned its surface. A 2003 Mars Global Surveyor image shows what mission specialists think may be a delta—a fan-shaped network of channels and sediments where a river once flowed into a larger body of water, in this case a lake filling a crater in the southern highlands. Other researchers go even further, suggesting that the data provide evidence for large open expanses of water on the early Martian surface. A computer-generated view of the Martian north polar region shows the extent of what may have been an ancient ocean covering much of the northern lowlands. The Hellas Basin, which measures some 3,000 kilometers across and has a floor that lies nearly 9 kilometers below the basin’s rim, is another candidate for an ancient Martian sea.

- Paragraph 4 These ideas remain controversial. Proponents point to features such as the terraced “beaches” shown in one image, which could conceivably have been left behind as a lake or ocean evaporated and the shoreline receded. But detractors maintain that the terraces could also have been created by geological activity, perhaps related to the geologic forces that depressed the Northern Hemisphere far below the level of the south, in which case they have nothing whatever to do with Martian water. Furthermore, Mars Global Surveyor data released in 2003 seem to indicate that the Martian surface contains too few carbonate rock layers—layers containing compounds of carbon and oxygen—that should have been formed in abundance in an ancient ocean. Their absence supports the picture of a cold, dry Mars that never experienced the extended mild period required to form lakes and oceans. However, more recent data imply that at least some parts of the planet did in fact experience long periods in the past during which liquid water existed on the surface.
- 5 Aside from some small-scale gullies (channels) found since 2000, which are inconclusive, astronomers have no direct evidence for liquid water anywhere on the surface of Mars today, and the amount of water vapor in the Martian atmosphere is tiny. Yet even setting aside the unproven hints of ancient oceans, the extent of the outflow channels suggests that a huge total volume of water existed on Mars in the past. Where did all the water go? The answer may be that virtually all the water on Mars is now locked in the permafrost layer under the surface, with more contained in the planet’s polar caps.

Directions: Now answer the questions.

1. The word “**merge**” in the passage is closest in meaning to

- (A) expand
- (B) separate
- (C) straighten out
- (D) combine

2. What does the discussion in paragraph 1 of runoff channels in the southern highlands suggest about Mars?

- (A) The atmosphere of Mars was once thinner than it is today.
- (B) Large amounts of rain once fell on parts of Mars.
- (C) The river systems of Mars were once more extensive than Earth’s.
- (D) The rivers of Mars began to dry up about 4 billion years ago.

3. The word “**relics**” in the passage is closest in meaning to

- (A) remains
- (B) sites
- (C) requirements
- (D) sources

4. The word “miniature” in the passage is closest in meaning to

- (A) temporary
- (B) small
- (C) multiple
- (D) familiar

5. In paragraph 2, why does the author include the information that 105 tons of water flow through the Amazon River per second?

- (A) To emphasize the great size of the volume of water that seems to have flowed through Mars' outflow channels
- (B) To indicate data used by scientists to estimate how long ago Mars' outflow channels were formed
- (C) To argue that flash floods on Mars may have been powerful enough to cause tear-shaped “islands” to form
- (D) To argue that the force of flood waters on Mars was powerful enough to shape the northern volcanic plains

6. According to paragraph 2, all of the following are true of the outflow channels on Mars EXCEPT:

- (A) They formed at around the same time that volcanic activity was occurring on the northern plains.
- (B) They are found only on certain parts of the Martian surface.
- (C) They sometimes empty onto what appear to have once been the wet sands of tidal beaches.
- (D) They are thought to have carried water northward from the equatorial regions.

7. All of the following questions about geological features on Mars are answered in paragraph 3 EXCEPT:

- (A) What are some regions of Mars that may have once been covered with an ocean?
- (B) Where do mission scientists believe that the river forming the delta emptied?
- (C) Approximately how many craters on Mars do mission scientists believe may once have been lakes filled with water?
- (D) During what period of Mars' history do some scientists think it may have had large bodies of water?

8. According to paragraph 3, images of Mars' surface have been interpreted as support for the idea that

- (A) the polar regions of Mars were once more extensive than they are now
- (B) a large part of the northern lowlands may once have been under water
- (C) deltas were once a common feature of the Martian landscape
- (D) the shape of the Hellas Basin has changed considerably over time

9. What can be inferred from paragraph 3 about liquid water on Mars?

- (A) If ancient oceans ever existed on Mars' surface, it is likely that the water in them has evaporated by now.
- (B) If there is any liquid water at all on Mars' surface today, its quantity is much smaller than the amount that likely existed there in the past.
- (C) Small-scale gullies on Mars provide convincing evidence that liquid water existed on Mars in the recent past.
- (D) The small amount of water vapor in the Martian atmosphere suggests that there has never been liquid water on Mars.

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) But detractors argue that geological activity may be responsible for the water associated with the terraces.
- (B) But detractors argue that the terraces may have been formed by geological activity rather than by the presence of water.
- (C) But detractors argue that the terraces may be related to geological forces in the Northern Hemisphere of Mars, rather than to Martian water in the south.
- (D) But detractors argue that geological forces depressed the Northern Hemisphere so far below the level of the south that the terraces could not have been formed by water.

11. According to paragraph 4, what do the 2003 Global Surveyor data suggest about Mars?

- (A) Ancient oceans on Mars contained only small amounts of carbon.
- (B) The climate of Mars may not have been suitable for the formation of large bodies of water.
- (C) Liquid water may have existed on some parts of Mars' surface for long periods of time.
- (D) The ancient oceans that formed on Mars dried up during periods of cold, dry weather.

12. The word “hints” in the passage is closest in meaning to

- (A) clues
- (B) features
- (C) arguments
- (D) effects

13. 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.

These landscape features differ from runoff channels in a number of ways.

Where would the sentence best fit?

Outflow channels are probably relics of catastrophic flooding on Mars long ago. (A) They appear only in equatorial regions and generally do not form extensive interconnected networks. (B) Instead, they are probably the paths taken by huge volumes of water draining from the southern highlands into the northern plains. (C) The onrushing water arising from these flash floods likely also formed the odd teardrop-shaped “islands” (resembling the miniature versions seen in the wet sand of our beaches at low tide) that have been found on the plains close to the ends of the outflow channels. (D) Judging from the width and depth of the channels, the flow rates must have been truly enormous—perhaps as much as a hundred times greater than the 105 tons per second carried by the great Amazon River. Flooding shaped the outflow channels approximately 3 billion years ago, about the same time as the northern volcanic plains formed.

- (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.

There is much debate concerning whether Mars once had water.

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Answer Choices

- (A) Various types of images have been used to demonstrate that most of the Martian surface contains evidence of flowing water.
- (B) The runoff and outflow channels of Mars apparently carried a higher volume of water and formed more extensive networks than do Earth's river systems.
- (C) Mars' runoff and outflow channels are large-scale, distinctive features that suggest that large quantities of liquid water once flowed on Mars.
- (D) Although some researchers claim that Mars may once have had oceans, others dispute this, pointing to an absence of evidence or offering alternative interpretations of evidence.
- (E) While numerous gullies have been discovered on Mars since 2000, many astronomers dismiss them as evidence that Mars once had liquid water.
- (F) There is very little evidence of liquid water on Mars today, and it is assumed that all the water that once existed on the planet is frozen beneath its surface.

Reading Practice Set 2: Passage and Questions**Directions:** Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.**ANCIENT ROME AND GREECE**

Paragraph

- 1 There is a quality of cohesiveness about the Roman world that applied neither to Greece nor perhaps to any other civilization, ancient or modern. Like the stones of a Roman wall, which were held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls. The physical bonds included the network of military garrisons, which were stationed in every province, and the network of stone-built roads that linked the provinces with Rome. The organizational bonds were based on the common principles of law and administration and on the universal army of officials who enforced common standards of conduct. The psychological controls were built on fear and punishment—on the absolute certainty that anyone or anything that threatened the authority of Rome would be utterly destroyed.
- 2 The source of the Roman obsession with unity and cohesion may well have lain in the pattern of Rome's early development. Whereas Greece had grown from scores of scattered cities, Rome grew from one single organism. While the Greek world had expanded along the Mediterranean sea lanes, the Roman world was assembled by territorial conquest. Of course, the contrast is not quite so stark: in Alexander the Great the Greeks had found the greatest territorial conqueror of all time; and the Romans, once they moved outside Italy, did not fail to learn the lessons of sea power. Yet the essential difference is undeniable. The key to the Greek world lay in its high-powered ships; the key to Roman power lay in its marching legions. The Greeks were wedded to the sea; the Romans, to the land. The Greek was a sailor at heart; the Roman, a landsman.
- 3 Certainly, in trying to explain the Roman phenomenon, one would have to place great emphasis on this almost animal instinct for the territorial imperative. Roman priorities lay in the organization, exploitation, and defense of their territory. In all probability it was the fertile plain of Latium, where the Latins who founded Rome originated, that created the habits and skills of landed settlement, landed property, landed economy, landed administration, and a land-based society. From this arose the Roman genius for military organization and orderly government. In turn, a deep attachment to the land, and to the stability which rural life engenders, fostered the Roman virtues: *gravitas*, a sense of responsibility, *peitas*, a sense of devotion to family and country, and *iustitia*, a sense of the natural order.
- 4 Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. At the same time, there is a solid body of opinion that dislikes Rome. For many, Rome is at best the imitator and the continuator of Greece on a larger scale. Greek civilization had quality; Rome, mere

Paragraph

quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. “Had the Greeks held novelty in such disdain as we,” asked Horace in his *Epistles*, “what work of ancient date would now exist?”

- 5 Rome’s debt to Greece was enormous. The Romans adopted Greek religion and moral philosophy. In literature, Greek writers were consciously used as models by their Latin successors. It was absolutely accepted that an educated Roman should be fluent in Greek. In speculative philosophy and the sciences, the Romans made virtually no advance on early achievements.
- 6 Yet it would be wrong to suggest that Rome was somehow a junior partner in Greco-Roman civilization. The Roman genius was projected into new **spheres**—especially into those of law, military organization, administration, and engineering. Moreover, the tensions that arose within the Roman state produced literary and artistic sensibilities of the highest order. It was no accident that many leading Roman soldiers and statesmen were writers of high caliber.

Directions: Now answer the questions.

15. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

- (A) The regularity and power of stone walls inspired Romans attempting to unify the parts of their realm.
- (B) Although the Romans used different types of designs when building their walls, they used regular controls to maintain their realm.
- (C) Several types of control united the Roman realm, just as design and cement held Roman walls together.
- (D) Romans built walls to unite the various parts of their realm into a single entity, which was controlled by powerful laws.

16. According to paragraph 1, all of the following are controls that held together the Roman world EXCEPT

- (A) administrative and legal systems
- (B) the presence of the military
- (C) a common language
- (D) transportation networks

17. The phrase “obsession with**” in the passage is closest in meaning to**

- (A) thinking about
- (B) fixation on
- (C) interest in
- (D) attitude toward

18. According to paragraph 2, which of the following was NOT characteristic of Rome's early development?

- (A) Expansion by sea invasion
- (B) Territorial expansion
- (C) Expansion from one original settlement
- (D) Expansion through invading armies

19. Why does the author mention “**Alexander the Great**” in the passage?

- (A) To acknowledge that Greek civilization also expanded by land conquest
- (B) To compare Greek leaders to Roman leaders
- (C) To give an example of a Greek leader whom Romans studied
- (D) To indicate the superior organization of the Greek military

20. The word “**fostered**” in the passage is closest in meaning to

- (A) accepted
- (B) combined
- (C) introduced
- (D) encouraged

21. Paragraph 3 suggests which of the following about the people of Latium?

- (A) Their economy was based on trade relations with other settlements.
- (B) They held different values than the people of Rome.
- (C) Agriculture played a significant role in their society.
- (D) They possessed unusual knowledge of animal instincts.

22. Paragraph 4 indicates that some historians admire Roman civilization because of

- (A) the diversity of cultures within Roman society
- (B) its strength
- (C) its innovative nature
- (D) the large body of literature that it developed

23. In paragraph 4, the author develops a description of Roman civilization by

- (A) comparing the opinions of Roman intellectuals to Greek intellectuals
- (B) identifying which characteristics of Roman civilization were copied from Greece
- (C) explaining how the differences between Rome and Greece developed as time passed
- (D) contrasting characteristics of Roman civilization with characteristics of Greek civilization

24. According to paragraph 4, intellectual Romans such as Horace held which of the following opinions about their civilization?

- (A) Ancient works of Greece held little value in the Roman world.
- (B) The Greek civilization had been surpassed by the Romans.
- (C) Roman civilization produced little that was original or memorable.
- (D) Romans valued certain types of innovations that had been ignored by ancient Greeks.

25. The word “**spheres**” in the passage is closest in meaning to

- (A) abilities
- (B) areas
- (C) combinations
- (D) models

26. Which of the following statements about leading Roman soldiers is supported by paragraphs 5 and 6?

- (A) They could read and write the Greek language.
- (B) They frequently wrote poetry and plays.
- (C) They focused their writing on military matters.
- (D) They wrote according to the philosophical laws of the Greeks.

27. In paragraph 4 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.

They esteem symbols of Roman power, such as the massive Colosseum.

Where would the sentence best fit?

Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted.

(A) As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. (B) At the same time, there is a solid body of opinion that dislikes Rome. (C) For many, Rome is at best the imitator and the continuator of Greece on a larger scale. (D) Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. “Had the Greeks held novelty in such disdain as we,” asked Horace in his *Epistles*, “what work of ancient date would now exist?”

- (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.

The Roman world drew its strength from several important sources.

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Answer Choices

- (A) Numerous controls imposed by Roman rulers held its territory together.
- (B) The Roman military was organized differently from older military organizations.
- (C) Romans valued sea power as did the Latins, the original inhabitants of Rome.
- (D) Roman values were rooted in a strong attachment to the land and the stability of rural life.
- (E) Rome combined aspects of ancient Greek civilization with its own contributions in new areas.
- (F) Educated Romans modeled their own literature and philosophy on the ancient Greeks.

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:



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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.**29. Why does the man go to see the professor?**

- (A) To hand in a late assignment
- (B) To find out about jobs in the department
- (C) To discuss Dean Adams' current research
- (D) To volunteer to help organize an event

30. How did the man learn about Dean Adams' retirement?

- (A) He read about it in an e-mail message.
- (B) It was posted on a bulletin board.
- (C) He heard other students discussing it.
- (D) Dean Adams announced it in her class.

31. Why does the professor refuse the man's offer to help with a party? Choose 2 answers.

- [A] Two people are already working on it.
- [B] She prefers that he spend his time on another project.
- [C] The party does not require much preparation.
- [D] Dean Adams is not permanently leaving the department.

32. Why does the professor talk about speciation?

- (A) To describe the main focus of the work she needs help with
- (B) To tell the man about a new research area in ethnology
- (C) To explain what Dean Adams chose to work on in Indonesia
- (D) To demonstrate how varied Dean Adams' research has been

**33. Directions: Listen to Track 2.**

- (A) To express doubt about the man's qualifications for the project
- (B) To ask the man if he would be willing to work on the project
- (C) To ask the man to recommend someone for the project
- (D) To apologize for not being able to offer the project to the man

Listening Practice Set 2: Lecture and Questions**Directions:** Listen to Track 3.**Anthropology****Directions:** Now answer the questions.

34. What is the lecture mainly about?

- (A) Different kinds of trees used for building canoes
- (B) Various methods of Native American transportation
- (C) The value of birch trees to some Native American groups
- (D) The trading of birch wood products by Europeans in North America

35. According to the professor, what characteristics of birch bark made it useful to Native Americans?**Choose 2 answers.**

- [A] It repels water.
- [B] It can be eaten.
- [C] It is easy to fold.
- [D] It has a rough texture.

36. According to the professor, why was the canoe important to some Native American groups?**Choose 2 answers.**

- [A] There was a network of waterways where they lived.
- [B] Snowy winters made land travel too difficult.
- [C] Some Native American groups sold their canoes to other groups.
- [D] Canoe travel helped form relationships between groups of Native Americans.

37. Why does the professor mention French traders who arrived in the Iroquois region?

- (A) To illustrate how far news of the Iroquois canoe design had traveled
- (B) To explain the kinds of objects the Iroquois received in exchange for their canoes
- (C) To support her point about how efficient the Iroquois canoe design was
- (D) To emphasize that the Iroquois were the first settlers in that region

**38. Listen to Track 4.**

- (A) To share what he knows about birch wood
- (B) To point out a misprint in the textbook
- (C) To bring up a point from a previous lecture
- (D) To request more explanation from the professor

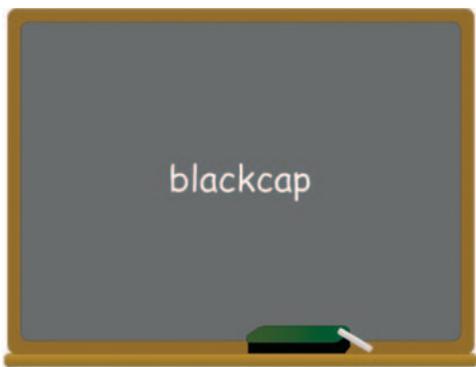
**39. Listen to Track 5.**

- (A) To show how slow canoe travel was
- (B) To illustrate the size of a geographic area
- (C) To compare different means of travel
- (D) To describe how waterways change over time

Listening Practice Set 3: Lecture and Questions**Directions:** Listen to Track 6.**Animal Behavior**

plover

blue warbler



Directions: Now answer the questions.

40. What is the main purpose of the lecture?

- (A) To compare active habitat selection with passive habitat selection
- (B) To show that most habitat preferences in animals are learned
- (C) To compare the habitat requirements of several bird species
- (D) To examine the consequences of habitat selection by animals

41. What element of the plover's habitat in California was threatened?

- (A) The availability of food
- (B) The availability of water
- (C) The safety of nests from human activity
- (D) The protection of nests from predatory birds

42. What does the professor illustrate with the example of the blue warbler?

- (A) The relationship between human activity and habitat loss
- (B) The relationship between habitat and reproductive success
- (C) The advantages of habitats with low vegetation density
- (D) The reproductive advantage that young warblers have over older warblers

43. Why does the professor mention the population density of blackcaps in two different habitats?

- (A) To explain the similar reproductive rates in the two habitats
- (B) To explain the relation between a species' population density and its nesting behavior
- (C) To illustrate the advantages of a preferred habitat over a secondary habitat
- (D) To illustrate the possible impact of making a poor habitat selection

44. According to the professor, why did some blackcaps choose a secondary habitat?

- (A) They were following a moving food supply.
- (B) Their preferred habitat was taken over by another bird species.
- (C) Their nesting sites were disturbed by human activity.
- (D) Their preferred habitat became too competitive.



45. Listen to Track 7.

- (A) She realizes that she just contradicted a statement she made earlier.
- (B) She is about to discuss another aspect of the topic.
- (C) She thinks the answer to her question is obvious.
- (D) She wants students to recall a case that she has already discussed.

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:



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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

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 8.

46. Talk about a time when a friend or family member helped you in the past. Describe how the person helped you. Then explain why this was important to you.

PREPARATION TIME: 15 seconds

RESPONSE TIME: 45 seconds

Speaking Practice Set 2: Passage, Lecture, 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 9.

READING TIME: 45 seconds

BEHAVIOR MODIFICATION

Individuals often modify their behavior based on what they have learned about the possible consequences of their actions. When an individual learns through experience that a certain behavior results in pleasant consequences, that behavior is likely to be repeated. An unpleasant consequence, on the other hand, discourages further repetition of the behavior. While behavior modification can be observed in experiments, it also occurs frequently in everyday settings, when individuals change their behavior based on what they have learned about the consequences of that behavior.



Listen to Track 10.



47. Using the example from the lecture, explain what behavior modification is and how it works.

PREPARATION TIME: 30 seconds

RESPONSE TIME: 60 seconds

Speaking Practice Set 3: Conversation and Question

Directions: You will now listen to part of a conversation. 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 11.



48. Briefly summarize the problem the speakers are discussing. Then state which solution you would recommend. Explain the reasons for your recommendation.

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. You have 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?

It is more important for students to understand ideas and concepts than it is for them to learn facts.

Use specific reasons and examples to support your answer.

READING SECTION**Reading Practice Set 1**

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

Reading Practice Set 2

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

LISTENING SECTION**Listening Practice Set 1**

- 29. D
- 30. C
- 31. A, C
- 32. D
- 33. B

Listening Practice Set 2

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

Listening Practice Set 3

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

SPEAKING SECTION

Speaking Practice Set 1

46. There are many ways you could answer this particular question. You will need to choose a time when a friend or relative helped you and their help was important to you for some reason.

You should begin by describing how the friend or family member helped you. After you describe what happened, you need to explain why the person's help was important to you. You need to give enough details so that a listener understands both how you were helped and why it was important. The situation you choose does not need to be serious, such as an illness or an accident. It only needs to be important to you in some way that you can explain.

For example, you might describe how a friend helped you study for an important test. You could describe why you needed help for the test, perhaps because it is a subject you have trouble with. Next, you could describe how your friend helped you. For instance, maybe the friend came to your house several evenings before the test and helped you review material from your textbook, or asked you questions that might appear on the test to allow you to practice answering. Then you would need to explain why the friend's help was so important to you. For instance, you might say that you passed the test, which was important to you because you were able to maintain good marks in all your classes. Perhaps it also showed what a true friend the person was.

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 A).

Speaking Practice Set 2

47. To respond to this particular question you should explain the concept of behavior modification as it was presented in the reading. Behavior modification occurs when individuals change their behavior because of consequences.

You should then use the example given by the professor to explain the concept. You should talk about how children learn in school that misbehaving (such as interrupting the teacher) brings punishment (such as not being allowed to play outside). On the other hand, following the rules (such as paying attention in class) brings rewards (such as praise from the teacher). You should add that as a result, children modify their behavior and begin to consistently behave well. This illustrates the concept of behavior modification.

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 A).

Speaking Practice Set 3

48. To respond to this particular question, you should briefly describe the problem. It is enough to say that the man needs to take two classes in order to fulfill requirements (for graduation), but the classes meet at the same time. You do not need to give details such as the subjects of the classes.

Next, you need to choose one of the two solutions and explain why you think that solution is best. The two solutions in this conversation are: 1) take one of the classes as an independent study, or 2) take one of the classes at another university. 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.

For example, if you believe the first solution is preferable, you would probably begin by saying that you think it would be best for the man to take one of the classes as an independent study, then you would proceed to explain why. There are any number of reasons you can give: you might say that the professor would be available to help him whenever he needs it, and he could do all the assignments whenever he had the time to work on them. You could also speak about the disadvantages of the second solution; for example, if he had to drive to the other university three times a week, it would take a lot of time and also money for gasoline. 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 A).

WRITING SECTION**Writing Practice Set 1**

49. To earn a top score, you should develop a multi-paragraph essay that responds to the issue of whether it is more important for students to understand ideas and concepts than it is for them to learn facts. Typically an effective response will contain a minimum of 300 words. One successful way to express agreement with the statement is to explain that learning facts without understanding ideas and concepts is not useful. For example, you might discuss how learning facts such as math formulas and historical dates serves no practical purpose unless there is some understanding of those facts’ context.

Those who disagree with the statement often discuss a profession or field of study for which learning facts is essential; you might point out that in medicine, for example, it is of great importance to know every fact about the structure of the human body and its physiological processes as a precondition for diagnosing or healing.

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 a response that explains your opinion well. The development

of your essay is judged by how effectively you support your opinion; a well-developed essay will contain clearly appropriate reasons, examples, and details that illustrate your opinion. Development is not evaluated simply in terms of how many words you write.

Your response should be well organized. A well-organized essay allows an evaluator to read from the beginning to the end of the essay 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 A).

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>

LISTENING TRANSCRIPTS

Listening Practice Set 1:

Transcript for Track 1:

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

Student Hi, Professor Mason. Do you have a minute?

Professor Yes, of course, Eric. I think there was something I wanted to talk to you about, too.

Student Probably my late essay.

Professor Ah, that must have been it. I thought maybe I'd lost it ...

Student No, I'm sorry. Actually, it was my computer that lost it, the first draft of it, and ... Well, anyway, I finally put it in your mailbox yesterday.

Professor Oh, and I haven't checked the mailbox yet today. Well, I'm glad it's there ... I'll read it this weekend.

Student Well, sorry again. Say, I can send it to you by e-mail too, if you like.

Professor Great, I'll be interested to see how it all came out.

Student Right. Now, uh, I just overheard some graduate students talking ... something about a party for Dean Adams?

Professor Retirement party, yes ... all students are invited. Wasn't there a notice on the anthropology department's bulletin board?

Student Uh, I don't know. But ... I wanted to offer to help out with it. You know, whatever you need. Dean Adams, well, I took a few anthropology classes with her, and they were great. Inspiring. And, well, I just wanted to pitch in.

Professor Oh, that's very thoughtful of you, Eric, but it'll be pretty low-key. Nothing flashy. That's not her style.

Student So there's nothing?

Professor No, we'll have coffee and cookies, ... maybe a cake. But actually, a couple of the administrative assistants are working on that. You could ask them, but I think they've got it covered.

Student OK.

Professor Actually ... no, never mind ...



Student What is it?

Professor Well ... It's nothing to do with the party, and I'm sure there are more exciting ways you could spend your time, but we do need some help with something. We're compiling a database of articles the anthropology faculty has published. There's not much glory in it, but we're looking for someone with some knowledge of anthropology who can enter the articles ... I hesitate to mention it, but I don't suppose this is something you would ...

Student No, that sounds kinda cool. I'd like to see what they're writing about.

Professor Wonderful ... and there are also some unpublished studies. Did you know Dean Adams did a lot of field research in Indonesia? Most of it hasn't been published yet.

Student No, like what?

Professor Well, she's really versatile. She just spent several months studying social interactions in Indonesia, and she's been influential in ethnology. Oh, and she's also done work in South America that's closer to biology—especially with speciation.

Student Uh, not to seem uninformed ...

Professor Well, how species form ... you know, how two distinct species form from one—like when populations of the same species are isolated from each other and then develop in two different directions, and end up as two distinct species.

Student Interesting.

Professor Yes, and while she was there in South America, she collected a lot of linguistic information, and songs ... really fascinating.

Student Well, I hate to see her leave.

Professor Don't worry. She'll still be around. She's got lots of projects that she's still in the middle of.

Transcript for Track 2:

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

Professor There's not much glory in it, but we're looking for someone with some knowledge of anthropology who can enter the articles ... I hesitate to mention it, but I don't suppose this is something you would ...

Narrator Why does the professor say this:

Professor I hesitate to mention it, but I don't suppose this is something you would ...

Listening Practice Set 2:

Transcript for Track 3:

Anthropology

Narrator Listen to part of a lecture in an anthropology class.

Professor So we've been discussing sixteenth-century Native American life, and today we're going to focus on Iroquois and Huron peoples. Um, they lived in the northeastern Great Lakes region of North America. Now, uh, back then their lives depended on the natural resources of the forest, especially the birch tree. The birch tree can grow in many different types of soils and is prevalent in that area. Now, um, can anyone here describe a birch tree?



Male student Umm, they're tall? And ... white? The bark, I mean.



Professor Yes, the birch tree has white bark. And this tough protective outer layer of the tree, this, this white bark, is waterproof, and this waterproof quality of the bark, oh, it made it useful for making things like cooking containers, um ... a-a variety of utensils. And ... if you peel birch bark in the winter — eh, we call it the “winter bark” — um, another layer, a tougher inner layer of the tree adheres to the bark, producing a stronger material ... so the “winter bark” was used for larger utensils and containers.

Male student Umm, I know people make utensils out of wood, but ... utensils out of tree bark?

Professor Well, birch bark is pliable and very easy to bend. The Native Americans would cut the bark and fold it into any shape they needed, then secure it with cords until it dried. They could fold the bark into many shapes.

Female student So, if they cooked in bowls made of birch bark, wouldn't that make the food taste funny?

Professor Oh, that's one of the great things about birch bark. The taste of the birch tree doesn't get transferred to the food—so it was perfect for cooking containers.

Uh, but the most use of the bark was the canoe. Since the northeast region of North America is, uh, it's interconnected by many streams and waterways, water transportation by vessels like a canoe was most essential. The paths through the woods were often overgrown, so, so water travel was much faster. And here's what the Native Americans did ... they would peel large sheets of bark from the tree to form lightweight yet sturdy canoes. The bark was stretched over frames made from tree branches, uh, stitched together and sealed with resin—you know that, that sticky liquid that comes out of the tree—and when it dries, it's watertight. One great thing about these birch bark canoes was, uh, they could carry a large amount of cargo. For example, a canoe weighing about 50 pounds could carry up to 9 people and 250 pounds of cargo.



Female student Wow! But ... how far could they travel that way?

Professor Well, like I said, the northeastern region is, uh, interconnected by rivers and streams, and, uh, the ocean at the coast. The canoes allowed them to travel over a vast area that today would take a few hours to fly over. You see, the Native Americans made canoes of all types, for travel on small streams or on large open ocean waters. For small streams they made narrow, maneuverable boats, while, while larger canoes were needed for the ocean. They could travel throughout the area, only occasionally having to portage, um to, to, carry the canoe over land a short distance, eh, to another nearby stream. And since the canoes were so light ... this wasn't a difficult task.

Now, how do you think this affected their lives?

Female student Well, if they could travel so easily over such a large area, they could trade with people from other areas ... which I guess, would ... lead them to form alliances?

Professor Exactly. Having an efficient means of transportation, well, that helped the Iroquois to form a federation, linked by natural waterways, and this federation expanded from, uh, what is now southern Canada all the way south to the Delaware River. And, eh, this efficiency of the birch bark canoe also made an impression on newcomers to the area. French traders in the seventeenth century modeled their ... eh, well they adopted the design of the Iroquois birch bark canoes and they found that they could travel great distances—more than 1500 kilometers a month.

Now, besides the bark, Native Americans also used the wood of the birch tree. Eh, the young trees were used as supports for lodgings, with the waterproof bark used as roofing. Um, branches were folded into snowshoes, and the Native American people were all adept at running ... running very fast over the snow in these, uh, these birch branch snowshoes, which, if you've ever tried walking in snowshoes, you know isn't easy.

Transcript for Track 4:

Narrator Why does the student say this?

Male student Umm, I know people make utensils out of wood, but ... utensils out of tree bark?

Transcript for Track 5:

Narrator Why does the professor say this:

Professor The canoes allowed them to travel over a vast area that-that today would take a few hours to fly over.

Listening Practice Set 3:

Transcript for Track 6:

Animal Behavior

Narrator Listen to part of a lecture in an animal behavior class.

Professor OK, well, last time we talked about *passive* habitat selection. Like plants, for example—they don't make active choices about where to grow—they're dispersed by some other agent, like the wind. And if the seeds land in a suitable habitat, they do well and reproduce. With *active* habitat selection, an organism is able to physically select where to live and breed, and because an animal's breeding habitat is so important, we'd expect animal species to have developed preferences for particular types of habitats, places where their offspring have the best chance of survival. So let's look at the effect these preferences can have by looking at some examples. But first let's recap. What do we mean by "habitat?" Frank?



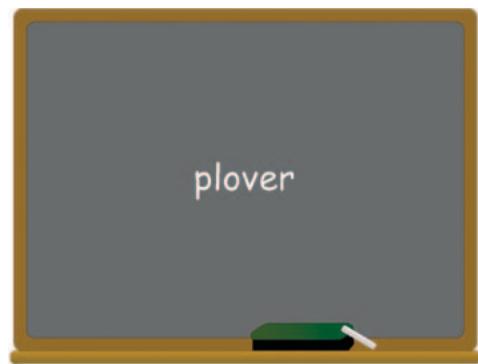
Male student Well, it's basically the place or environment where an organism normally lives and grows.



Professor Right. And as we've discussed, there're some key elements that a habitat must contain: food, obviously. Water; and it's got to have the right climate; and spaces for physical protection. And we saw how important habitat selection is when we looked at habitats where some of these factors are removed, perhaps through habitat destruction. Um, I just read about a shorebird, the plover.

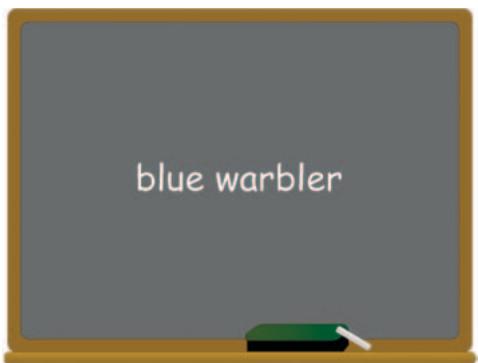
The plover lives by the ocean and feeds on small shellfish, insects, and plants. It blends in with the sand, so it's well camouflaged from predator birds above. But it lays its eggs in shallow depressions in the sand, with very little protection around them. So if there're people or dogs on the beach, the eggs and fledglings

in the nests are really vulnerable. Out in California, where there's been a lot of human development by the ocean, the plovers are now a threatened species. So conservationists tried to create a new habitat for them. They made artificial beaches and sandbars in areas inaccessible to people and dogs. And the plover population is up quite a bit in those places.



OK, that's an instance where a habitat is made less suitable. But now what about cases where an animal exhibits a clear choice between two suitable habitats—in cases like that, does the preference matter? Well, let's look at the blue warbler.

The blue warbler is a songbird that lives in North America. They clearly prefer hardwood forests with dense shrubs—um, bushes—underneath the trees. They actually nest in the shrubs, not the trees, so they're pretty close to the ground, but these warblers also nest in forests that have low shrub density. It's usually the younger warblers that nest in these areas because the preferred spots where there are a lot of shrubs are taken by the older, more dominant birds.



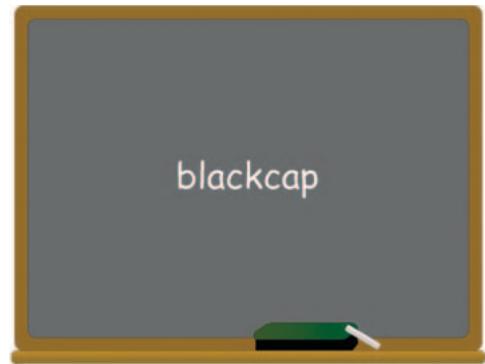
And the choice of habitat seems to affect reproductive success. Because the older, more experienced birds, who nest in the high-density shrub areas, have significantly more offspring than those in low-density areas. Which suggests that the choice of where to nest does have an impact on the number of chicks they have.

But a preferred environment doesn't always seem to correlate with greater reproductive success. For example, in Europe, studies have been done of blackcap warblers—we just call them blackcaps.

The blackcap can be found in two different environments. Ah, their preferred habitat is forests near the edges of streams. However, blackcaps also live in pine woods away from water. Studies've been done on the reproductive success rates for the birds in both areas and the results showed—surprisingly—that the reproductive success was essentially the same in both areas—the preferred and the second choice habitat. Well, why?

It turned out that there were actually four times as many bird pairs, or couples, living in the stream-edge habitat compared to the area away from the stream. So the stream-edge area had a much denser population, which meant more

members of the same species competing for resources—wanting to feed on the same things or build their nests in the same places, which lowered the suitability of the prime habitat even though it's their preferred habitat. So the results of the studies suggest that when the number of competitors in the prime habitat reaches a certain point, the second-ranked habitat becomes just as successful as the prime habitat, just because there are fewer members of the same species living there. So it looks like competition for resources is another important factor in determining if a particular habitat is suitable.



Transcript for Track 7:

Narrator What can be inferred about the professor when she says this:

Professor OK, that's habitat destruction. But now what about cases where an animal exhibits a clear choice, one suitable habitat over another—in cases like that, does the preference matter?

Speaking Practice Set 2:

Transcript for Track 9:

Narrator Now read the passage from a psychology textbook. You have 45 seconds to read the passage. Begin reading now.

Transcript for Track 10:

Narrator Now listen to part of a lecture on the topic in a psychology class.

Professor This happens all the time with kids, in schools. Say there's a little boy or girl who's just starting school. Well, they're not really used to the rules about proper behavior for a classroom, so at the beginning, they might, I don't know, interrupt the teacher, walk around the classroom when they're supposed to be sitting down. You know, just misbehaving in general. OK, but what happens? Well, the teacher gets angry with them when they act this way. They might get punished—they have to sit at their desks when everyone else is allowed to go outside and play. And they certainly don't like that. Soon they'll learn that this kind of behavior gets them in trouble. They'll also learn that when they raise their hand to talk to the teacher, and sit quietly and pay attention during class ... they're rewarded. The teacher tells them she's proud of them, and maybe puts little happy-face stickers on their homework. Now that their behavior gets a good reaction from the teacher, the kids learn to always act this way in class ... and not behave the way they used to.



Narrator Using the example from the lecture, explain what behavior modification is and how it works.

Speaking Practice Set 3: Conversation and Question

Transcript for Track 11:



Narrator Listen to a conversation between two students.

Female student Hey Steve, are you ready for classes to start?

Male student Not really. There's still a big conflict in my course schedule.

Female student What's wrong?

Male student This is my last semester, and I've still got two required courses left to take in order to finish my literature degree.

Female student OK ...

Male student I have to take both History of the Novel and Shakespeare, or I can't graduate. Problem is, the two courses meet at the same time!

Female student Uh-oh. What're you gonna do?

Male student Well, I talked to the professor who's gonna teach Shakespeare. He said I could do an independent study to fulfill that requirement.

Female student How would that work?

Male student I'd read the assigned texts on my own, do all the same assignments, and meet with him when I need to, if I have any questions.

Female student Well, that sounds like a good way to fulfill the requirement.

Male student Yeah, plus it'd be nice to have one-on-one discussions with the professor. It's just that ... well, working on my own like that ... I'm kinda concerned I won't be able to motivate myself to get the work done on time. It's easy to put things off when it's not an actual class, ya know?

Female student Yeah. Are there other options?

Male student Um, yeah. I found out that the Shakespeare class is being offered at another university about a half an hour from here. That university has a really great literature program, and our university will accept their credits, so ...

Female student That's an idea.

Male student Yeah, I'm sure it'd be a good class, and it'd fulfill the requirement. Only thing is, ya know, I'd have to drive a half an hour to get to the class and a half an hour to come back. Three times a week. That's a lot of time and gas money ...

Narrator Briefly summarize the problem the speakers are discussing. Then state which solution you would recommend. Explain the reasons for your recommendation.

PREPARATION TIME: 20 seconds

RESPONSE TIME: 60 seconds

