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Contents

The mock test is just like the real thing, except it's guided every step of the way! Jay and Mark took me through every part of the TOEFL iBT test and showed me exactly what to do on test day.

Amazing!

Juan, E2 student

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E2 TEST PREP

TOEFL iBT Reading

Reading Passage 1

Distributions of Tropical Bee Colonies

In 1977 ecologists Stephen Hubbell and Leslie Johnson recorded a dramatic example of how social interactions can produce and enforce regular spacing in a population. They studied competition and nest spacing in populations of stingless bees in tropical dry forests in Costa Rica. Though these bees do not sting, rival colonies of some species fight fiercely over potential nesting sites.

Stingless bees are abundant in tropical and subtropical environments, where they gather nectar and pollen from a wide variety of flowers. They generally nest in trees and live in colonies made up of hundreds to thousands of workers. Hubbell and Johnson observed that some species of stingless bees are highly aggressive to members of their species from other colonies, while other species are not. Aggressive species usually forage in groups and feed mainly on flowers that occur in high-density clumps. Nonaggressive species feed singly or in small groups and on more widely distributed flowers.

Hubbell and Johnson studied several species of stingless bees to determine whether there is a relationship between aggressiveness and patterns of colony distribution. They predicted that the colonies of aggressive species would show regular distributions, while those of nonaggressive species would show random or closely grouped or "clumped" distributions. They concentrated their studies on a thirteen-hectare tract of tropical dry forest that contained numerous nests of nine species of stingless bees

Though Hubbell and Johnson were interested in how bee behavior might affect colony distributions, they recognized that the availability of potential nest sites for colonies could also affect distributions. So as one of the first steps in their study, they mapped the distributions of trees suitable for nesting. They found that potential nest trees were distributed randomly through the study area. They also found that the number of potential nest sites was much greater than the number of bee colonies. What did these measurements show the researchers? The number of colonies in the study area was not limited by availability of suitable trees, and a clumped or regular distribution of colonies was not due to an underlying clumped or regular distribution of potential nest sites.

Hubbell and Johnson mapped the nests of five of the nine species of stingless bees accurately, and the nests of four of these species were distributed regularly. All four species with regular nest distributions were highly aggressive to bees from other colonies of their own species. The fifth species was not aggressive, and its nests were randomly distributed over the study area.

The researchers also studied the process by which the aggressive species establish new colonies. Their observations provide insights into the mechanisms that establish and maintain the regular nest distribution of these species. Aggressive species apparently mark prospective nest sites with pheromones, chemical substances secreted by some animals for communication with other members of their species. The pheromone secreted by these stingless bees attracts and aggregates members of their colony to the prospective nest site; however, it also attracts workers from other nests.

Bonus Question for Reading Passage 1

Bonus Question 1: Directions: Select from the seven sentences below the three sentences that correctly characterize aggressive species of stingless bees and the two sentences that correctly characterize nonaggressive species. Drag each sentence you select into the appropriate column of the table. Two of the sentences will NOT be used. **This question is worth 3 points.**

Aggressive Stingless Bees
●
●
●

Nonaggressive Stingless Bees
●
●

Answer Choices

(A) Nests are regularly distributed.
(B) Nests are sometimes located close together.
(C) Nests always occur in large clumps.
(D) Colonies are generally made up of fewer than 100 workers.
(E) Members of a colony feed alone or in small groups.
(F) Bees feed mainly on flowers that grow in high-density clumps.
(G) Nest spacing is maintained by fighting.

Reading Passage 2

Siam, 1851-1910

In the late nineteenth century, political and social changes were occurring rapidly in Siam (now Thailand). The old ruling families were being displaced by an evolving centralized government. These families were pensioned off (given a sum of money to live on) or simply had their revenues taken away or restricted; their sons were enticed away to schools for district officers, later to be posted in some faraway province; and the old patron-client relations that had bound together local societies simply disintegrated. Local rulers could no longer protect their relatives and attendants in legal cases, and with the ending in 1905 of the practice of forcing peasant farmers to work part-time for local rulers, the rulers no longer had a regular base for relations with rural populations. The old local ruling families, then, were severed from their traditional social context.

The same situation viewed from the perspective of the rural population is even more complex. According to the government's first census of the rural population, taken in 1905, there were about thirty thousand villages in Siam. This was probably a large increase over the figure even two or three decades earlier, during the late 1800s. It is difficult to imagine it now, but Siam's Central Plain in the late 1800s was nowhere near as densely settled as it is today. There were still forests closely surrounding Bangkok into the last half of the nineteenth century, and even at century's end there were wild elephants and tigers roaming the countryside only twenty or thirty miles away.

Much population movement involved the opening up of new lands for rice cultivation. Two things made this possible and encouraged it to happen. First, the opening of the kingdom to the full force of international trade by the Bowring Treaty (1855) rapidly encouraged economic specialization in the growing of rice, mainly to feed the rice-deficient portions of Asia (India and China in particular). The average annual volume of rice exported from Siam grew from under 60 million kilograms per year in the late 1850s to more than 660 million kilograms per year at the turn of the century; and over the same period the average price per kilogram doubled. During the same period, the area planted in rice increased from about 230,000 acres to more than 350,000 acres. This growth was achieved as the result of the collective decisions of thousands of peasant families to expand the amount of land they cultivated, clear and plant new land, or adopt more intensive methods of agriculture.

They were able to do so because of our second consideration. They were relatively freer than they had been half a century earlier. Over the course of the Fifth Reign (1868–1910), the ties that bound rural people to the aristocracy and local ruling elites were greatly reduced. Peasants now paid a tax on individuals instead of being required to render labor service to the government. Under these conditions, it made good sense to thousands of peasant families to in effect work full-time at what they had been able to do only part-time previously because of the requirement to work for the government: grow rice for the marketplace.

Numerous changes accompanied these developments. The rural population both dispersed and grew, and was probably less homogeneous and more mobile than it had been a generation earlier. The villages became more vulnerable to arbitrary treatment by government bureaucrats as local elites now had less control over them. By the early twentieth century, as government modernization in a sense caught up with what had been happening in the countryside since the 1870s, the government bureaucracy intruded more and more into village life. Provincial police began to appear, along with district officers and cattle registration and land deeds and registration for compulsory military service. Village handicrafts diminished or died out completely as people bought imported consumer goods, like cloth and tools, instead of making them themselves. More economic variation took shape in rural villages, as some grew prosperous from farming while others did not. As well as can be measured, rural standards of living improved in the Fifth Reign. But the statistical averages mean little when measured against the harsh realities of peasant life.

Bonus Question for Reading Passage 2

Bonus Question 1: According to paragraph 5, which of the following was true of Siam's rural people during the Fifth Reign?

(A) They were forced to spend most of the profits from rice growing on registrations required by the government.

(B) Their lives remained very difficult even though statistics suggest that their quality of life improved.

(C) The non-farmers among them were helped by the government more than the farmers among them were.

(D) They were more prosperous when they were ruled by local elites than when they were ruled by the more modern government of the Fifth Reign.

Bonus Question 2: According to paragraph 5, the government bureaucracy intruded in village life by

(A) requiring the people to register their cattle and land

(B) requiring the people to buy certain kinds of imported goods

(C) discouraging the people from making handicrafts and tools

(D) encouraging more people to take up farming

Bonus Question 3: Look at the four squares [ ] that indicate where the following sentence could be added to the passage.

And yet, how is it that the peasants were able to choose to expand their economic activity in response to the market opportunities?

[ ] They were able to do so because of our second consideration. [ ] They were relatively freer than they had been half a century earlier. [ ] Over the course of the Fifth Reign (1868–1910), the ties that bound rural people to the aristocracy and local ruling elites were greatly reduced. Peasants now paid a tax on individuals instead of being required to render labor service to the government. [ ] Under these conditions, it made good sense to thousands of peasant families to in effect work full-time at what they had been able to do only part-time previously because of the requirement to work for the government: grow rice for the marketplace.

Bonus Question 4: 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.**

During the late nineteenth century, changes in Siam's power structure had important economic consequences.

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Answer Choices

(A) Population movement occurred and rice cultivation intensified because Siam became more actively involved in international trade.

(B) Changes in taxation and the ending of the requirement that people work part-time for the rulers allowed farmers to produce more rice for the marketplace.

(C) Population increases occurred in part because Siam's farmers were able to produce more rice to feed the population.

(D) Land became so valuable that villagers had to pay the government for the land that they worked on.

(E) Although rural living standards may have improved somewhat, prosperity varied from village to village and government bureaucracy played a greater role in village life.

(F) Government modernization in the early twentieth century resulted in the loss of some freedoms that the rural population had gained from the traditional ruling classes.

Reading Passage 3

Plant Colonization

Colonization is one way in which plants can change the ecology of a site. Colonization is a process with two components: invasion and survival. The rate at which a site is colonized by plants depends on both the rate at which individual organisms (seeds, spores, immature or mature individuals) arrive at the site and their success at becoming established and surviving. Success in colonization depends to a great extent on there being a site available for colonization—a safe site where disturbance by fire or by cutting down of trees has either removed competing species or reduced levels of competition and other negative interactions to a level at which the invading species can become established. For a given rate of invasion, colonization of a moist, fertile site is likely to be much more rapid than that of a dry, infertile site because of poor survival on the latter. A fertile, plowed field is rapidly invaded by a large variety of weeds, whereas a neighboring construction site from which the soil has been compacted or removed to expose a coarse, infertile parent material may remain virtually free of vegetation for many months or even years despite receiving the same input of seeds as the plowed field.

Both the rate of invasion and the rate of extinction vary greatly among different plant species. Pioneer species—those that occur only in the earliest stages of colonization—tend to have high rates of invasion because they produce very large numbers of reproductive propagules (seeds, spores, and so on) and because they have an efficient means of dispersal (normally, wind).

If colonizers produce short-lived reproductive propagules, then they must produce very large numbers unless they have an efficient means of dispersal to suitable new habitats. Many plants depend on wind for dispersal and produce abundant quantities of small, relatively short-lived seeds to compensate for the fact that wind is not always a reliable means of reaching the appropriate type of habitat. Alternative strategies have evolved in some plants, such as those that produce fewer but larger seeds that are dispersed to suitable sites by birds or small mammals or those that produce long-lived seeds. Many forest plants seem to exhibit the latter adaptation, and viable seeds of pioneer species can be found in large numbers on some forest floors. For example, as many as 1,125 viable seeds per square meter were found in a 100-year-old Douglas fir/western hemlock forest in coastal British Columbia. Nearly all the seeds that had germinated from this seed bank were from pioneer species. The rapid colonization of such sites after disturbance is undoubtedly in part a reflection of the large seed bank on the forest floor.

An adaptation that is well developed in colonizing species is a high degree of variation in germination (the beginning of a seed's growth). Seeds of a given species exhibit a wide range of germination dates, increasing the probability that at least some of the seeds will germinate during a period of favorable environmental conditions.

This is particularly important for species that colonize an environment where there is no existing vegetation to ameliorate climatic extremes and in which there may be great climatic diversity.

Species succession in plant communities, i.e., the temporal sequence of appearance and disappearance of species, is dependent on events occurring at different stages in the life history of a species. Variation in rates of invasion and growth plays an important role in determining patterns of succession, especially secondary succession. The species that are first to colonize a site are those that produce **abundant** seed that is distributed successfully to new sites. Such species generally grow rapidly and quickly dominate new sites, excluding other species with lower invasion and growth rates. The first community that occupies a disturbed area therefore may be composed of species with the highest rate of invasion, whereas the community of the subsequent stage may consist of plants with similar survival rates but lower invasion rates.

Bonus Questions for Reading Passage 3

Bonus Question 1: The word "**abundant**" in the passage is closest in meaning to

(A) new

(B) improved

(C) suitable

(D) plentiful

Bonus Question 2: According to paragraph 5, which of the following determines the sequence in which plant species will colonize a site?

(A) The extent of growth of a species on a prior site before it begins to colonize a secondary site

(B) The differences in invasion and growth rates across species

(C) The degree of fertility of a site

(D) The kind of disturbance that the site has undergone

Bonus Question 3: Look at the four squares [ ] that indicate where the following sentence could be added to the passage.

They require relatively little protection or nutrients.

Where would the sentence best fit? Click on a square [ ] to add the sentence to the passage.

Species succession in plant communities, i.e., the temporal sequence of appearance and disappearance of species, is dependent on events occurring at different stages in the life history of a species. [ ] Variation in rates of invasion and growth plays an important role in determining patterns of succession, especially secondary succession. [ ] The species that are first to colonize a site are those that produce abundant seed that is distributed successfully to new sites. [ ] Such species generally grow rapidly and quickly dominate new sites, excluding other species with lower invasion and growth rates. The first community that occupies a disturbed area therefore may be composed of species with the highest rate of invasion, whereas the community of the subsequent stage may consist of plants with similar survival rates but lower invasion rates. [ ]

Bonus Question 4: Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

The ecology of a site is changed through its colonization by new plants that arrive and grow there.

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-
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Answer Choices

(A) The species that first colonize a disturbed site are typically ones that produce a large number of efficiently dispersed seeds.

(B) Plants that cannot successfully compete with other species can invade and colonize a site only if it is fertile and moist, such as a plowed field.

(C) Pioneer species arrive at a site first but have lower survival rates than do species that arrive later.

(D) Producing seeds that geminate at various times over long periods allows some plants to colonize sites that only occasionally present the right conditions for growth.

(E) Large, long-lived seeds tend to result in large seed banks with short germination periods requiring favorable environmental conditions for development.

(F) The successive appearance and disappearance of species on a site is a result of variation in species' rates of invasion, growth, and survival.

E2 TEST PREP

KEY for Bonus Reading Questions

Passage 1:
First box: A, F, G
Second box: B and E.

Passage 2:

1. B
2. A
3. First position
4. A, B, E

Passage 3:

1. D
2. B
3. Third position
4. A, D, F

More TOEFL iBT Reading
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E2 TEST PREP

TOEFL iBT Listening

Bonus Set of Questions. Click here to listen.

Listen to part of a lecture in an Earth science class. The professor is discussing an area of the United States called the Copper Basin.

1. What is the lecture mainly about?
(A) The environmental effects of heap roasting
(B) The reforestation efforts in the Copper Basin
(C) The process of mining and producing copper
(D) Damages caused during an attempt to clean up industrial waste

2. What is the professor's opinion about the effort to reclaim the land in the Copper Basin?
(A) The techniques and materials used for the cleanup were probably outdated.
(B) Some attempts to clean up the Copper Basin have made the problems worse.
(C) It is not surprising that cleaning up the area has been extremely difficult.
(D) The cleanup has taken longer than necessary.

3. What does the professor imply when he mentions an Olympic whitewater kayaking competition?
(A) That many people are unaware of the environmental problems in the Copper Basin
(B) That a successful reclamation of the Copper Basin may be possible
(C) That some activities in the Copper Basin must go on despite the pollution
(D) That the Olympic competition should have been held in a different location

4. According to the lecture, why was heap roasting used in the production of copper?
(A) To make copper ore easier to transport
(B) To make copper ore safe for workers to handle
(C) To transform copper ore into fuel
(D) To remove impurities from copper ore

5. What factors led to the disappearance of trees in the Copper Basin? [Click on 2 answers.]
(A) Mines were dug under areas where trees were growing.
(B) Loose soil led to trees being washed into the rivers.
(C) Trees growing near the mines were cut and used as fuel.
(D) Clouds of sulfuric smoke killed trees in the area.

6. What resulted from the lack of trees near the copper-mining operation?
(A) It became difficult to provide housing for all the workers.
(B) Rivers became filled with toxic soil.
(C) Coal and other fuel had to be transported into the area.
(D) The heap-roasting process had to be completed far from the mines.

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KEY for Bonus Listening Questions

1. A
2. C
3. B
4. D
5. C/D
6. B

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TOEFL iBT Speaking

Independent Speaking – Bonus Question

1. Students often like to study with others in a group. What do you think are the benefits of group study? Give at least one benefit. Explain your reasons.

Give yourself 15 seconds to prepare and 45 seconds to speak.

Listen to a sample response here

Integrated Speaking – Bonus Question

Listen to this audio file and take notes. Click here

2. Briefly summarize the problem the speakers are discussing. Then state which of the two solutions from the conversation you would recommend. Explain the reasons for your recommendation.

Give yourself 30 seconds to prepare and 60 seconds to speak.

Listen to a sample response here

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E2 TEST PREP

TOEFL iBT Writing

INTEGRATED WRITING

For this task, you will read a passage about an academic topic. You will then listen to a lecture on the same topic.

Jumping Young Salmon

The salmon—a type of fish—is known to jump out of the water, reaching heights of up to three meters or more. Adult salmon jump out of the water mostly to get over obstacles, such as waterfalls, while migrating up rivers to spawn (lay eggs). Young salmon, however, often jump in coastal waters even when no obstacles are present. Jumping takes a significant amount of energy, so the jumping of young salmon must serve some purpose. Ecologists have proposed several theories to explain the jumping behavior of young salmon.

Catching Food
One suggestion is that young salmon jump out of the water to catch food. While young salmon typically feed on zooplankton (tiny underwater organisms) in the water, they also feed on flying insects. To catch and eat these insects, young salmon need to jump out of the water.

Avoiding Predators
Another explanation is that young salmon jump out of the water to avoid predators that feed on them. Many species of fish have been seen jumping out of the water when predators, such as dolphins, whales, or larger fish, approach. Jumping out of the water might thus help young salmon either escape from predators or at least distract them.

Removing Sea Lice
Finally, young salmon might jump out of the water to remove sea lice from their bodies. The sea louse is a parasite that can infect salmon and cause substantial discomfort. In one experiment, researchers placed young salmon infected with sea lice into two enclosures. One enclosure was uncovered so that the salmon could jump freely. The other enclosure was covered with a net that prevented the salmon from jumping. The researchers found that the young salmon that were allowed to jump had 22 percent fewer sea lice than the young salmon that were prevented from jumping.

Listen to the lecture here.

Question: Summarize the points made in the lecture, being sure to explain how they cast doubt on the specific theories presented in the reading passage)

INTEGRATED WRITING SAMPLE RESPONSE

The reading passage explains three possible reasons why young salmon jump despite the energy required. However, the professor in the lecture argues that the three theories written about in the passage is unconvincing.

First, the reading passage states that flying insects are also the pray of young salmon in addition to zooplankton, and the salmon jump to eat the flying insects. On the other hand, the professor says that the sockeye salmon, a type of salmon, jumps, although it does not eat flying insects at all. This contradicts what the passage indicates.

Second, the reading mentions that jumping of young salmon is required in order to flee from predators. In contrast, the lecture says that if young salmon jump, they become more visible to their predators such as birds or polar bears, which does not benefit young salmons. In addition, it is known that young salmon move in a group and when a predator appear, they scatter away in different directions. This is an alternative strategy not considered by the author of the reading passage.

Third, the passage says that jumping helps young salmon remove sea lice sticking to their body. Yet, in the lecture, jumping 50 times removes just one sea louse, and the strategy is simply too ineffective considering the energy of jumping, since young salmon require huge amounts of energy to get stronger. This is another part that contradicts what the reading indicates.

INDEPENDENT WRITING

QUESTION PROMPT

Do you agree or disagree with the following statement?

Young people today have no influence on the important decisions that determine the future of society as a whole.

Use specific reasons and examples to support your answer.

INDEPENDENT WRITING SAMPLE RESPONSE

I disagree with the statement that young people have no say in important decisions, mainly because there are in fact many ways young people today can influence the decisions that determine the future of society as a whole: they can arrange massive protests for a cause, they can make petitions which can have a big impact on society and they might even influence their parents voting decissions.

The first major way young people can impact the future of a society, is arranging massive protests. If there are enough young people who believe in an idea, they will be able to stage successful protests that will have an impact on an important decision. For example: French students are known for holding very influential demonstrations which changed the way they were treated and this had both an economical and a moral impact on the entire society of France.

Another great way young people can make an impact, is by getting people to sign petitions. If enough people sign a petition, the government will not be able to ignore it and will have to comply with it's terms. A friend of mine believes strongly that genetically modified foods should not be allowed to be imported into Serbia. Because of this, he actually brought a petition to a birthday party which demanded banning the importation of such foodstuffs in Serbia and all of the people present there signed it.

On the other hand, a young person could influence important decisions through the votes of his parents, if he were still not old enough to vote. If he felt strongly enough about a certain decision, he would get informed about the various aspects of the situation surronding that decission. With this knowledge, he might be able to convince his parents into voting the way he would vote for such a decision. When it was time to choose a new president for our country, I was still not old enough to vote, but I really cared about this issue. So I really got informed about the whole situation and managed to convince my parents into voting for the person that I thought was best suited for the job of being the president of Serbia.

As we look back on the various ways in which a young person can influence important decisions that impact the future of society as a whole, we see that there are in fact many ways a young person can contribute. It is because of this that I believe young people should be encouraged to take whatever part they can in order to influence these major decisions.

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- 1 Integrated Speaking

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- 2 Integrated Writing
- 1 Independent Speaking
- 3 Integrated Speaking

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- 3 Independent Writing
- 3 Integrated Writing
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- 4 Integrated Speaking

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