TOEFL iBT EXAM

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The Importance of Seed Plants

P1

Seed plants are the foundation of human diets across the world. Many societies eat almost exclusively vegetarian **fare** and depend solely on seed plants for their nutritional needs. A few crops (rice, wheat, and potatoes) dominate the agricultural landscape. Many crops were developed during the agricultural revolution when human societies made the transition from nomadic hunter-gatherers to horticulture and agriculture. Cereals, rich in carbohydrates, provide the staple of many human diets. Beans and nuts supply proteins. Fats are derived from crushed seeds, as is the case for peanut and rapeseed (canola) oils or fruits such as olives. Livestock, like cows and sheep, also consume large amounts of crops.

P2

Staple crops are not the only food **derived from** seed plants. Fruits and vegetables provide nutrients, vitamins, and fiber. Sugar, to sweeten dishes, is produced from the monocot sugarcane and the eudicot sugar beet. Drinks are made from infusions of tea leaves, chamomile flowers, crushed coffee beans, or powdered cocoa beans. Spices come from many different plant parts: saffron and cloves are stamens and buds, black pepper and vanilla are seeds, the bark of a bush in the Laurales family -- shrubs and plants with dark green **glossy** leaves -- supplies cinnamon, and the herbs that flavor many dishes come from dried leaves and fruit, such as the red chili pepper. Additionally, no discussion of seed plant contribution to human diet would be complete without the mention of alcohol. Fermentation of plant-derived sugars and starches is used to produce alcoholic beverages in all societies. In some cases, the beverages are derived from the fermentation of sugars from fruit, as with wines and, in other cases, from the fermentation of carbohydrates derived from seeds, as with beers.

P3

Seed plants have many other uses, including providing wood as a source of timber for construction, fuel, and material to build furniture. Most paper is derived from the pulp of coniferous trees. Fibers of seed plants such as cotton, flax, and hemp are woven into cloth. Textile dyes, such as indigo, were mostly of plant origin until the **advent** of synthetic chemical dyes. The medicinal properties of plants have been known to human societies since ancient times. There are references to the use of plants' curative properties in Egyptian, Babylonian, and Chinese writings from 5,000 years ago.

P4

Biodiversity ensures a resource for new food crops and medicines. Plant life balances ecosystems, protects watersheds, mitigates erosion, moderates climate and provides shelter for many animal species. Threats to plant diversity, however, come from many angles. The explosion of the human population, **especially in tropical countries where birth rates are highest and economic development is in full swing, is** leading to human encroachment into forested areas. To feed the larger population, humans need to obtain arable land, so there is a massive clearing of trees. The need for more energy to power larger cities and economic growth therein leads to the construction of dams, the consequent flooding of ecosystems, and increased emissions of pollutants.

P5

The number of plant species becoming extinct is increasing at an alarming rate. Because ecosystems are in a delicate balance, and seed plants maintain close symbiotic relationships with animals, the disappearance of a single plant can lead to the extinction of connected animal species. A real and pressing issue is that many plant species have not yet been cataloged, and so their place in the ecosystem is unknown. These unknown species are threatened by logging, habitat destruction, and loss of pollinators. They may become extinct before we have the chance to begin to understand the possible impacts from their disappearance. Efforts to preserve biodiversity take several lines of action, from preserving heirloom seeds to barcoding species. Heirloom seeds come from plants that were traditionally grown in human populations, as opposed to the seeds used for large-scale agricultural production. Barcoding is a technique in which one or more short gene sequences, taken from a well-characterized portion of the genome, are used to identify a species through DNA analysis.

1. The word fare in paragraph 1 is closest in meaning to

a. Meals
b. Accompaniments **c.** Fluids
d. Price

2. According to paragraph 1, which of the following is true?

1. **Most societies have vegetarian diets and do not consume meat or fish**
2. **Humans started farming after relying on hunting and gathering**
3. **Nuts and beans make up an essential part of the human diet**
4. **Humans get protein from foods like oil and olives**

3. The phrase derived from in paragraph 2 is closest in meaning to

1. **Given to**
2. **Prepared for**
3. **Obtained from**
4. **Moved from**

4. The word glossy in paragraph 2 is closest in meaning to

a. Pretty **b.** Fragrant **c.** Shiny **d.** Matted

5. What does the author say about spices?

1. **They are made by infusions of crushed beans, leaves, and flowers**
2. **They all come from seeds that are ground down**
3. **The majority are from dried leaves and fruit**
4. **They are sourced from a variety of parts of the plant**

6. The author mentions all of the following about alcohol EXCEPT

1. **Alcohol is made by the fermentation of sugars and starches from plants**
2. **Some alcoholic beverages are made with the sugars from fruit**
3. **Wines are made with fermented fruit sugars**
4. **Most alcohol is made by fermenting carbohydrates from seeds**

7. The word advent in paragraph 3 is closest in meaning to

a. Alert **b.** Development **c.** Insurgence **d.** Proceeding

8. According to paragraph 3, seed plants are also used for

1. **Cutting trees for wood, construction, and building materials**
2. **Making indigo dyes for textiles**
3. **Developing medicine to cure rare ailments**
4. **Creating hemp for paper and chemical synthetic dyes**

9. According to paragraph 4, how does plant life positively affect the environment?

1. **Creates watersheds and controls erosion rates**
2. **Creates biodiversity for new food crops and medicines**
3. **Provides shelter for and feeds the majority of animal species**
4. **Stabilizes ecosystems and moderates the climate**

10. Which of the following best expresses the essential information in the highlighted sentence in paragraph 4? Incorrect choices change the meaning in important ways or leave out essential information.

1. **Tropical countries have higher birth rates and faster economic growth**
2. **Birth rates are highest in developing countries when compared to other nations**
3. **More people move into areas that were once reserved for forests as the population grows**
4. **Tropical countries specifically are taking over forest lands**

11. Why does the author talk about "unknown species"?

1. **To show that there are many species people do not know about**
2. **To emphasize that humans do not fully grasp the impact of their use of plants**
3. **To suggest that the planet might be more biodiverse than we know**
4. **To imply that we need more biologists studying plant life**

12. According to paragraph 5, how do we identify and catalog organisms?

1. **Through barcoding and subsequent DNA analysis**
2. **By preserving heirloom seeds**
3. **Via a process of barcoding and hi-tech photographs**
4. **Through advanced DNA analysis**

13. Look at the four squares (A, B, C, D) that indicate where the following sentence could be added to the passage.

Their use in medicine has only increased as the human population and subsequent demand has grown significantly, and this is putting a strain on the environment and affecting biodiversity.

Where would the sentence best fit?

Fibers of seed plants such as cotton, flax, and hemp are woven into cloth. A Textile dyes, such as indigo, were mostly of plant origin until the advent of synthetic chemical dyes. B The medicinal properties of plants have been known to human societies since ancient times. C There are references to the use of plants' curative properties in Egyptian, Babylonian, and Chinese writings from 5,000 years ago. 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.

Seed plants have been essential to human survival, however their continued overuse by a growing population has catastrophic effects for the planet.

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1. **Unidentified species are put through a process where some pieces of DNA from their genome are analyzed**
2. **Seed plants have been used for food, alcohol, and medicine**
3. **Ecosystems and animal populations are negatively affected by plant overconsumption**
4. **The increased construction of dams causes flooding and greater pollutants emission**
5. **The use of plants for their medicinal properties is documented as far back as 5,000 years ago**
6. **Forested areas are being destroyed for human development as the human population and economies grow**

Telescopes

P1

Most popular depictions in TV shows and movies portray an astronomer as someone who spends most nights in a cold observatory looking through a telescope, but this is not very **accurate** today. Most astronomers do not live at observatories, but near the universities or laboratories where they work. An astronomer might spend only a week or so each year observing at the telescope and the rest of the time measuring or analyzing the data acquired from large projects or surveys. Many astronomers use radio telescopes for space experiments, which work just as well during the daylight hours. Still others work at purely theoretical problems using supercomputers and never observe at a telescope of any kind.

P2

Even when astronomers are observing with large telescopes, they rarely peer through them. Electronic detectors **permanently** record the data for detailed analysis later. At some observatories, observations may be made remotely, with the astronomer sitting at a computer thousands of miles away from the telescope.

P3

Telescopes used by modern-day astronomers are large and sophisticated machines that sometimes cost up to $100 million to build. That kind of investment demands that the telescope be placed in the best possible site. **Earth's atmosphere, so vital to life, presents challenges for the observational astronomer, so there are a few conditions that astronomers look for when picking a site for an observatory.**

P4

The most obvious limitation is weather conditions such as clouds, wind, and rain. At the best sites, where most telescopes are located, the weather is clear as much as 75% of the time. Still, even on a clear night, the atmosphere filters out a certain amount of starlight. Astronomers therefore prefer dry sites with little water vapor, which is generally found at higher altitudes. The sky above the telescope should be dark. Near cities, the air scatters the glare from lights, producing an illumination that hides the faintest stars and limits the distances that can be probed by telescopes. Observatories are best located at least 100 miles from the nearest large city. The best observatory sites are therefore high, dark, and dry. The world's largest telescopes are found in such remote mountain locations as the Andes Mountains of Chile, the desert peaks of Arizona, and Mauna Kea in Hawaii, a dormant volcano.

P5

In addition to gathering as much light as they can, astronomers also want to have the sharpest images possible. Resolution refers to the precision of detail present in an image: that is, the smallest features that can be distinguished. Astronomers are always eager to make out more detail in the images they study whether they are following the weather on Jupiter or trying to peer into **a galaxy that recently ate its neighbor for lunch.** One factor that determines how good the resolution will be is the size of the telescope. Larger apertures produce sharper images. Until very recently, however, telescopes on Earth's surface could not produce images as sharp as the theory of light said they should.

P6

The problem is our planet's atmosphere. It contains many small pockets of cell gas that range in size from inches to several feet. Each cell has a slightly different temperature from its neighbor, and each cell acts like a lens, bending (refracting) the path of the light by a small amount. This bending slightly changes the position where each light ray finally reaches the telescope. The cells of air are in motion, constantly beingblown through the light path of the telescope by winds, often in different directions at different altitudes. **As a result**, the path followed by the light is constantly changing.

P7

Astronomers have devised a technique called adaptive optics that can beat Earth's atmosphere at its own game of blurring. This technique makes use of a small flexible mirror placed in the beam of a telescope. A sensor measures how much the atmosphere has **distorted** the image, and as often as 500 times per second, it sends instructions to the flexible mirror on how to change shape in order to compensate for distortions produced by the atmosphere. The light is thus brought back to an almost perfectly sharp focus.

1. In paragraph 1, the word accurate is closest in meaning to

a. Imprecise **b.** True
c. Accepted **d.** Common

2. What does the author say about astronomers in the first paragraph?

1. **Most of their time is spent making observations through telescopes**
2. **Those who work on theoretical problems never use telescopes**
3. **Most live at observatories in order to look through telescopes at night**
4. **Many do not have time to measure and analyze data on their space experiments**

3. The word permanently in paragraph 2 is closest in meaning to

a. Forever **b.** Temporarily **c.** Occasionally **d.** Pertinently

4. In the third paragraph, what does the author point out about telescopes?

1. **That they are usually invested in by universities and labs**
2. **That they are always $100 million to build**
3. **That most are very high-tech and economical**
4. **That they need to be placed in a supreme location**

5. Which of the following best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.

1. **The atmosphere creates challenges for astronomers to find a site for observatories on Earth**
2. **Earth's atmosphere has conditions that astronomers must analyze before viewing space through a telescope**
3. **Astronomers have factors to consider when choosing an observatory's site because of the Earth's atmosphere**
4. **Observational astronomers look at weather conditions when they pick the site for an observatory**

6. Which of the following is NOT mentioned in paragraph 4?

1. **There are large telescopes in Arizona and Hawaii**
2. **The atmosphere separates out some starlight in telescopes**
3. **Telescopes are best located where the weather is clear the majority of the time**
4. **The worse place for telescopes is in tropical climates near the ocean**

7. In paragraph 4, which of the following can be inferred about telescopes?

1. **Few telescopes are placed near cities**
2. **Telescopes only provide clear results when placed in the desert**
3. **Most telescopes are located in the mountains**
4. **Telescopes are used only at night**

8. Why does the author mention, "a galaxy that recently ate its neighbor for lunch" in paragraph 5?

1. **To explain how much detail high-quality resolutions can show**
2. **To illustrate an exciting observation using a metaphor**
3. **To provide a comprehensive list of the different uses of the telescope by astronomers**
4. **To show why a previously existing galaxy is no more**

9. According to paragraph 5, what does the author say about resolution?

1. **It can only show the small details in an image when it is up close**
2. **It cannot create sharp images if there is too much light**
3. **It does not work on telescopes on the Earth's surface**
4. **It is sharper on telescopes with bigger openings**

10. In paragraph 6, the author says as a result in order to

a. To provide the cause for why the light path is constantly changing
b. To define the reason the wind blows the light paths in different directions
c. To explain the effect from the cells of air constantly being blown by the winds through light paths
d. To describe one problem with the Earth's atmosphere

11. In paragraph 7, the word distorted is closest in meaning to

a. Ruined **b.** Corrected **c.** Diluted **d.** Altered

12. Look at the four squares (A, B, C, D) that indicate where the following sentence could be added to the passage.

The Extremely Large Telescope, which will be five times larger than the world's largest telescope, is currently under construction in the driest desert in the world, Atacama Desert in Chile.

Where would the sentence best fit?

The most obvious limitation is weather conditions such as clouds, wind, and rain. At the best sites, where most telescopes are located, the weather is clear as much as 75% of the time. **A** Still, even on a clear night, the atmosphere filters out a certain amount of starlight. Astronomers therefore prefer dry sites with little water vapor, which is generally found at higher altitudes. The sky above the telescope should be dark.

B Near cities, the air scatters the glare from lights, producing an illumination that hides the faintest stars and limits the distances that can be probed by telescopes. **C** Observatories are best located at least 100 miles from the nearest large city. The best observatory sites are therefore high, dark, and dry. The world's largest telescopes are found in such remote mountain locations as the Andes Mountains of Chile, the desert peaks of Arizona, and Mauna Kea in Hawaii, a dormant volcano. **D**

13. 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.

Telescopes have evolved and improved over the years, as has the relationship astronomers have with these powerful machines.

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a. Sometimes astronomers can work thousands of miles away from observatories
b. Large telescopes with large openings can be very expensive to build
c. The lights produced by big cities make it impossible to see through telescopes
d. Light paths in the atmosphere change with the season creating challenges for smaller telescopes
e. Adaptive optics, invented by Horace Babcock in 1953, allows astronomers to see images in sharp focus f. The best placements for telescopes are in remote, high, dry, and dark locations

Speciation

P1

The biological definition of species, which works for sexually reproducing organisms, is a group of actually or potentially interbreeding individuals. According to this definition, one species is distinguished from another by the possibility of mating's between individuals from each species to produce fertile offspring. There are exceptions to this rule. Many species are similar enough that hybrid offspring are possible and may often occur in nature, but for the majority of species, this rule generally holds. In fact, the presence of hybrids between similar species suggests that they may have **descended from** a single interbreeding species and that the speciation process may not yet be completed.

P2

Given the extraordinary diversity of life on the planet, there must be mechanisms for speciation: the formation of two species from one original species. Darwin envisioned this process as a branching event and diagrammed the process in the only illustration found in On the Origin of Species. For speciation to occur, two new populations must be formed from one original population, and they must evolve in such a way that it becomes impossible for individuals from the two new populations to interbreed. Biologists have proposed mechanisms by which this could occur that fall into two broad categories. Allopatric speciation, meaning speciation in "other homelands," involves a geographic separation of populations from a parent species and **subsequent** evolution. Sympatric speciation, meaning speciation in the "same homeland," involves speciation occurring within a parent species while remaining in one location.

P3

A geographically continuous population has a gene pool that is relatively **homogeneous**. Gene flow, the movement of alleles across the range of the species, is relatively free because individuals can move and then mate with individuals in their new location. Thus, the frequency of an allele at one end of a distribution will be similar to the frequency of the allele at the other end. When populations become geographically discontinuous that free flow of alleles is prevented. When that separation lasts for a period of time, the two populations are able to evolve along different trajectories. Thus, their allele frequencies at numerous genetic loci gradually become more and more different as new alleles independently arise by mutation in each population. Typically, environmental conditions, such as climate, resources, predators, and competitors, for the two populations will differ causing natural selection to favor divergent adaptations in each group. Different histories of genetic drift, enhanced because the populations are smaller than the parent population, will also lead to divergence.

P4

Isolation of populations leading to allopatric speciation can occur in a variety of ways: from a river forming a new branch, erosion forming a new valley, or a group of organisms traveling to a new location without the ability to return, such as seeds floating over the ocean to an island. The nature of the geographic separation necessary to isolate populations depends entirely on the biology of the organism and its potential for dispersal. If two flying insect populations took up residence in separate nearby valleys, chances are that individuals from each population would fly back and forth, continuing gene flow. However, if two rodent populations became divided by the formation of a new lake, continued gene flow would be unlikely; therefore, speciation would be more likely.

P5

Can divergence occur if no physical barriers are in place to separate individuals who continue to live and reproduce in the same habitat? Sympatric speciation does also sometimes take place. For example, imagine a species of fish that lived in a lake. As the population grew, competition for food also grew. Under pressure to find food, suppose that a group of these fish had the genetic flexibility to discover and feed off another resource that was unused by the other fish. What if this new food source was found at a different depth of the lake? Over time, those feeding on the second food source would interact more with each other than the other fish; therefore, they would breed together as well. Offspring of these fish would likely behave as their parents and feed and live in the same area, keeping them separate from the original population. If this group of fish continued to remain separate from the first population, eventually sympatric speciation might occur as more genetic differences **accumulated** between them.

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

1. **The definition of species only works for organisms that interbreed with each other**
2. **In order to be considered a species, it must be possible for two individuals to have fertile offspring**
3. **When two very similar species produce offspring it is called a hybrid**
4. **Hybrid species do not occur often in nature**

2. The phrase descended from in paragraph 1 is closest in meaning to

1. **Come from**
2. **Gone down**
3. **Relished in**
4. **Provided for**

3. All of the following are true EXCEPT

1. **Speciation involves the creation of two different species from one species**
2. **There is only one illustration in Darwin's *On the Origin of Species***
3. **It is only considered speciation if two new species can not interbreed**
4. **There are a few vague categories that describe how speciation could happen**

4. The word subsequent in paragraph 2 is closest in meaning to

1. **Outdated**
2. **Simultaneous**
3. **Followed by**
4. **Confined**

5. What can be inferred from the information in paragraph two?

1. **There are likely more than two categories that the mechanisms of speciation could be classified under**
2. **The concept of speciation and the mechanisms by which it occurs are not fully understood by biologists**
3. **Darwin did not believe that diagrams added any value to his work**
4. **There are a few conditions that must be met in order for speciation to occur**

6. The word homogeneous in paragraph 3 is closest in meaning to

a. Likely **b.** Uniform **c.** Friendly **d.** Unique

7. What does the author say about alleles in paragraph three?

1. **Gene flow is quite restricted within a geographically continuous population**
2. **Alleles flow even more freely in geographically discontinuous populations than in continuous populations**
3. **Allele frequencies that have been separated for a long time start to become more various**
4. **The frequencies of alleles from one end of a distribution to another in a geographically discontinuous population are similar**

8. Which of the following best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.

1. **Each population faces different consequences due to the environment in which they live**
2. **The climate has a critical impact on the development of the genetics of each population**
3. **Sometimes the environment can affect the way in which each population separates**
4. **The environments of each population varies leading to adaptations which affect natural selection**

9. All of the following are mentioned as ways that isolation of populations can occur EXCEPT

1. **The creation of an island**
2. **The formation of a valley**
3. **A new section of a river**
4. **Seeds drifting to an island**

10. According to paragraph 4, which of the following is true?

1. **It is impossible for any organism to continue gene flow with its original population if it becomes separated from them**
2. **Populations can only be separated by new geographic formations that result in allopatric speciation**
3. **Some organisms that become separated from its original population do not have the ability to return to its original location**
4. **Speciation is more likely when continued gene flow has a higher possibility of occurring**

11. Why does the author ask the question "Can divergence occur if no physical barriers are in place to separate individuals who continue to live and reproduce in the same habitat?"?

1. **To question the validity of the theory of speciation**
2. **To transition to and introduce the next topic in a creative way**
3. **Because he is curious about this topic and wants the reader to think about it**
4. **To propose a new question that has never been asked before regarding this topic**

12. The word accumulated in paragraph 5 is closest in meaning to

1. **Assimilate**
2. **Accrue**
3. **Reach out**
4. **Familiarize**

13. Look at the four squares (A, B, C, D) that indicate where the following sentence could be added to the passage.

Charles Darwin, the first to describe the role of natural selection in speciation, wrote about the mechanisms of speciation.

Where would the sentence best fit?

A Given the extraordinary diversity of life on the planet, there must be mechanisms for speciation: the formation of two species from one original species. **B** Darwin envisioned this process as a branching event and diagrammed the process in the only illustration found in *On the Origin of Species.* **C** For speciation to occur, two new populations must be formed from one original population, and they must evolve in such a way that it becomes impossible for individuals from the two new populations to interbreed. **D** Biologists have proposed mechanisms by which this could occur that fall into two broad categories.

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.

For over a century, biologists have been trying to understand and define the mechanisms for speciation.

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1. **The definition of species is a group of organisms that have the capacity to interbreed**
2. **Scientists have organized the mechanisms for speciation into two categories: allopatric and sympatric**
3. **In his *On the Origin of Species*, Darwin theorized that the speciation process was a branching event**
4. **The formation of a new branch of a river is an example of an event that leads to allopatric speciation**
5. **Certain species, like flying species, can carry-on multiple gene pools as they travel between populations**
6. **The second category of speciation mechanisms states that speciation can occur when individuals live and breed in the same location**

Writing Task 1 - Integrated Question

Directions:

For this task you will read a passage and listen to a lecture about an academic topic.

You may take notes during this time. After the passages have finished, you will then be asked a question about them. After the question, you will have 20 minutes to write your response. Effective responses are usually between 200 to 350 words. You may look at the reading passage and your notes as you write. Keep in mind that the question will not ask for your opinion.

You have 3 minutes to read. You may begin reading now.

The shrimping industry relies on trawls to catch shrimp. Trawls are huge nets that are dragged behind boats in order to catch shrimp. Other animals, like sea turtles, are often caught inside these nets and soon die without sufficient oxygen. To help reduce the number of accidental deaths to sea turtles, engineers created a Turtle Excluder Device (TED), that must now be installed in all shrimping trawls. This one simple invention has greatly reduced the number of sea turtle deaths per year for a number of reasons.

First, the TED was specifically designed to help sea turtles. The TED mechanism has a mechanical barrier in the middle of the net that prevents any animal larger than ten centimeters from getting caught deep inside. Once the animal hits this metal grid, it tilts downward, providing that animal with a clear path to exit. Smaller animals, like shrimp, pass through the metal guard and get caught in the end of the trawl net, as usual.

Second, in order to make sure that fisherman use the Turtle Excluder Device, the "Shrimp-Turtle Law" was passed. It states that all trawling shrimping boats must have a TED installed. There are specific organizations in charge of monitoring shrimping vessels to ensure that their TEDs are properly installed and maintained. Finally, America now tightly controls the import of shrimp. All shrimp products must come from a ship that is a certified user of TED-installed shrimping trawls. Countries, companies, or fishermen who do not comply with the "Shrimp-Turtle Law" are not allowed to sell their products in the US and some European countries. Since most shrimping businesses want to import their goods to as many locations as possible, they have decided to comply and install TEDs in their trawls.

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

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“There's no doubt that Turtle Excluder Devices are a great idea that must be used by every single shrimping boat. However, they are far from perfect and in need of drastic improvement, regardless of what the author in the reading may believe.

First of all, TEDs are metal barriers that, in theory, don't allow anything more than 10 centimeters to pass through them. However, many small and mid-sized turtles are still constantly caught deep in the nets of trawls. Species like the leatherback and loggerhead turtles are smaller and unable to use the metal barriers to their advantage.

It's also important to keep in mind that TEDs don't only exclude turtles, but there are instances where some lucky shrimp hit the metal barrier and escape the trawl. In order to reduce shrimp loss, and, more importantly, their profits, many boat owners prefer not to use the device at all. When it comes time to drop the trawl in the open sea, shrimpers will simply remove the TED. And it's almost impossible for any organization to monitor these ships so far from shore.

And, finally, it should be noted that many vessels that claim to be certified TED trawl users and have documents that claim that they comply with the rules of the Shrimp-Turtle Law, actually have fake documents. You see, shrimping is an international business and the documentation to be considered TED-certified changes based on the country of the boat in question. With so much difference between countries, few people know when a vessel is holding a fake certification or a real one."

After you listen to the passage, answer the question.

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

You have 20 minutes to write.

Writing Task 2 - Question

Directions:

For this task, 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 will be judged based 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.

You have 30 minutes to plan and complete your essay.

Your friend wants to lose weight. What advice would you give to your friend and why?

Listening

Passage #1: Transcript

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Woman: Hi professor, do you mind if I talk to you for a minute?

Man: Sure Carla, what's going on?

Woman: Well, as you know... this has been a really difficult class for me... and I'm really really nervous about the final coming up. I'm scared that I am going to fail the class, but I have to pass, or I'll have to take an extra class next semester and I know that would be difficult. I was wondering if you could help me prepare or figure out a way to at least make sure I pass the final.

Man: Yes, I've noticed this class hasn't been easy for you. I'm glad you came to me because the last thing I want is for any of my students to fail the course. What have you been doing to prepare for the final?

Woman: Well, I'm studying in the library whenever I can, but I feel like I just don't understand the information. I'm only taking this intro to biology class because I need to fulfill my science requirement... I'm a French major and science just doesn't make sense to me. I'm really scared I'm not going to do well on the final. Is there any way I could do some extra credit to help my grade?

Man: I'm sorry Carla, but there will be no opportunities for extra credit. If I let you do something, I would have to let everyone in the class do it too.

Woman: Oh ok, well, I understand that I guess.

Man: Why don't you see if you can study with some other students in the class? I'm sure Martin or Sarah would be willing to help you, they seem to have an excellent grasp on the material.

Woman: I could... I kind of feel bad asking... I know Sarah is in student government and Martin is on the soccer team, so I feel like they are both really busy.

Man: Well, if you don't feel comfortable working with them, you could always go to the student center and have them find you a tutor. You would have to pay, but it's really cheap since they are student tutors and subsidized by the school.

Woman: I guess I could do that. I really can't afford to fail the class, so I think I'm going to have to invest in a tutor.

Man: I know many students who have done well after working with one of the student tutors. If you decide to go that route, I'm sure you will benefit as well!

Woman: I hope so! Thanks professor

Man: Of course, Carla. Good luck.

Directions: Now, answer the questions.

1. What problem is the student having?

a. Her biology class is really difficult

b. She can't find anyone to tutor her for the upcoming exam

c. She might fail her biology class if she doesn't do well on the final exam

d. She is worried about not being able to graduate

2. Why does Carla mention that Sarah is in student government and Martin is on the soccer team?

a. To show that other students in the class aren’t interested in biology either

b. To emphasize that they are busy and may not have time to help her study

c. To show that Martin and Sarah are good at a lot of things

d. To explain to the professor why she doesn't get along with those students

3. Why does the student say she is taking this class?

a. To fulfill a liberal arts requirement

b. To challenge herself

c. So she can decide if she wants to major in science

d. She didn’t know it would be so difficult

4. What does the professor suggest Carla do? Select two.

a. Ask other students for help

b. Find a tutor

c. Study more in the library

d. Do an extra credit assignment

5. What is the professor implying when he says that Martin and Sarah have an excellent grasp on the material?

a. They have a strong grip on their textbooks

b. They understand the material well

c. They will be good tutors for Carla

d. They are the best students in the class

Passage #2: Transcript

https://s3.eu-central-1.wasabisys.com/tstprep-toefl-tests-audio-files/listening-section-audio-files/listening-audio-files-test11-yt/11.02.02-student-conversation-directions-and-questions.mp3

All right, now, a common misconception about global climate change, commonly referred to as global warming, is that if we experience an unusually hot day in this area alone, then it's evidence of climate change.

I just want to take a second to make it clear that changes in local weather is a weather-related event, not a climate related one.

Climate refers to the long-term, predictable atmospheric conditions of a specific area, not the conditions of a day or even a week for that matter. Weather refers to the conditions of the atmosphere during a short period of time. Weather forecasts are usually made in 48-hour cycles and are more concerned with daily and hourly predictions.

Yes, Henry.

So, you're saying that climate has more to do with seasonal changes, for example, like the

difference between summer and winter in New York, while weather is more about the conditions

outside today or tomorrow.

That's right Henry. So, now that we have established exactly what we mean by climate, let me ask you about the causes of climate change, I mentioned them in the last class.

Well, we started by talking about the Industrial Revolution, which began in the early 1800s. And that's when most of society started burning fossil fuels, like oil and coal, and those fuels release a bunch of carbon dioxide in the air. And, when there's more carbon dioxide in the air, more of the sun's energy gets trapped in the atmosphere, so the climate of the Earth warms.

Perfect Jessica, maybe I should have you teach the class. So yes, most of us know about the harmful effects of the burning of fossil fuels and the release of greenhouse gases in the atmosphere, and I'll get back to that in a minute, but what else causes climate change. There are two more. Henry?

I know one is solar intensity and the other, I think has something to do with volcanoes? Sorry, I can't remember exactly.

Well, like you said, the intensity of the sun does change, believe it or not. Changes in the amount of heat from the sun has been proposed as one explanation for past climate events.

And the third you're thinking of is volcanic eruptions.

Ah, that's right, I remember now. The gases released during an eruption can change the climate

over a period of a few years, but this type of climate change is usually just short term, right?

Right.

Now, let's go back to fossil fuels. As Jessica mentioned, increased amounts of carbon dioxide and other greenhouse gases are usually released through the burning of fossil fuels. Make no mistake, what may sometimes be reported in the media as debatable, there is no debate among scientists as to whether or not climate change is due to human activity. True, the strength of the sun's rays and the eruption of volcanoes can play a role, but there is an overwhelming amount of evidence that human activity, particularly the burning of fossil fuels, is to blame for the rise in global temperatures.

And we are now starting to see the tremendous impact global warming is having on our environment.

Between 2002 - 2006, Greenland lost almost 200 kilometers worth of glaciers. And as the glaciers melt around the globe, the sea levels rise, which threatens the coastal life of humans and the marine life of aquatic species.

Many organisms on land are also being affected by the changes in climate. Temperature and rainfall play key roles in determining the geographic distribution of plants and animals. For example, researchers have shown that 385 plant species in England are flowering five days sooner than usual. In addition, insect species that pollinate and rely on these flowers are now arriving sooner than in previous decades. This mismatched timing of plants and insects could result in the loss of both species in the area.

Small changes in the atmosphere have already made a big impact on species that rely on specific weather conditions. Most think of polar bears and their disappearing homeland of snow and ice, but this is just one of the many organisms threatened by global climate change, and that includes us humans.

Directions: Now, answer the questions.

1. What is the professor mainly discussing?

a. The pros and cons of climate change

b. The causes and effects of climate change

c. How to prevent climate change

d. What happens when we burn fossil fuels

2. The professor discusses several causes and effects of climate change. Indicate which information matches a cause or effect. This question is worth two points.

	Cause	Effect
Volcanic eruptions		
Changes in rainfall		
Burning fossil fuels		
Temperature changes		

3. What is the difference between weather and climate? Select two.

a. Weather refers to conditions in the atmosphere over a long period of time

b. Climate refers to the forecast over a 48-hour period

c. Weather is more concerned with daily or hourly predictions

d. Climate refers to predictable, long-term atmospheric conditions

4. According to the lecture, what is an example of the effects of climate change?

a. Polar bears have taken over all the glaciers

b. Insects don't know when to pollinate flowers

c. A large number of flowers are blooming sooner than usual

d. Many animals are searching for new homes

5. What is the professor implying when she says this?

a. She would rather have Jessica teach the class

b. She thinks Jessica knows more than she does

c. She is emphasizing that Jessica knows a lot of information

d. She is annoyed that Jessica knows the answers and he doesn't

6. What does the professor imply about the role of human activity in climate change?

a. Humans are definitely largely responsible for climate change

b. We should listen to what the media says about human activity and climate change

c. Human activity is possibly part of the problem

d. The media purposely tries to confuse people about issues

Passage #3: Transcript

https://s3.eu-central-1.wasabisys.com/tstprep-toefl-tests-audio-files/listening-section-audio-files/listening-audio-files-test11-yt/11.02.03-student-conversation-directions-and-questions.mp3

Okay, so, I'm sure you all know what meteors are right? Those bright shooting stars in the sky that sometimes pass through the atmosphere and land here on earth as hot rocks.

Well, these alien rocks go on quite a journey to make it here. You see, these meteors start off as comets from other areas in space. The ice in these comets melt when they get close to the sun, which breaks apart and sprays millions of tons of rocks and dust into the solar system. As each of the larger dust and rock particles enters earth's atmosphere it creates a brief fiery trail that is often called a shooting star, but it's properly known as a meteor.

Since the particles move at speeds of many kilometers per second, friction with the air vaporizes them at altitudes between 80 and 130 kilometers. The resulting flashes of light fade out within a few seconds. To be visible, these shooting stars (or meteors) must be within about 200 kilometers of the observer. On a typical dark and moonless night, you can see up to six meteors per hour, and maybe more I don't know about you, but witnessing a shooting star is really a magical feeling. Anyway...

The typical meteor is produced by a particle with a mass of less than 1 gram—no larger than a pea. How can we see such a small particle? The light you see comes from the much larger region of heated, glowing gas surrounding this little grain of material. Because of its high speed, the energy in a pea- sized meteor is greater than a bullet being fired by a gun on Earth.

But, as I'm sure you all know, these shooting stars, these meteors, sometimes land on the ground.

Meteorites are pretty much found in two ways. First, are meteorite falls. Sometimes bright meteors (or fireballs) are observed to penetrate the atmosphere and find their way to the earth's surface. The 2013 Chelyabinsk fireball in Russia produced tens of thousands of small meteorites, many of them easy to find because these dark stones fell on snow.

People sometimes discover unusual-looking rocks that turn out to be meteoritic; these rocks are termed meteorite finds, the second way meteors are found.

Since the 1980s, meteorite finds in the Antarctic have dramatically increased our knowledge of space and its materials. More than ten thousand meteorites have been recovered from the Antarctic as a result of the motion of the ice in some parts of that continent. Meteorites that fall in regions where ice accumulates are buried and then carried slowly to other areas where the ice is gradually worn away. After thousands of years, the rock again finds itself on the surface, along with other meteorites carried to these same locations.

The meteorites in our collections have a wide range of compositions and histories, but traditionally they have been placed into three broad classes. First are the irons, composed of nearly pure metallic nickel-iron. Second are the stones, the term used for any rocky meteorite. Third are the rarer stony irons, made (as the name implies) of mixtures of stone and metallic iron.

Of these three types, the irons and stony irons are the most obviously extraterrestrial because of their metallic content. Pure iron almost never occurs naturally on Earth. Therefore, if you ever come across a chunk of metallic iron, it is sure to be either man-made or a meteorite.

The stones are much more common than the irons but more difficult to recognize. Often laboratory analysis is required to demonstrate that a particular sample is really of extraterrestrial origin, especially if it has lain on the ground for some time and been subject to weathering. The most scientifically valuable stones are those collected immediately after they fall, or the Antarctic samples preserved in a nearly perfect state by the ice.

Directions: Now, answer the questions.

1. What is the purpose of the lecture?

a. To describe the ways in which we find meteorites on Earth

b. To explain how meteorites make it to Earth and their composition

c. To prove that meteorites are extraterrestrial

d. To illustrate the process of collecting and examining meteorites

2. Which type of meteorites are considered the rarest?

a. Irons

b. Stones

c. Irons and stony irons

d. Stony irons

3. Why does the professor discuss meteorites in the Antarctic?

a. To prove that meteorite finds are the best ways to find meteorites

b. To illustrate the need to look for more meteorites preserved in ice

c. To provide an example of a type of meteorite find

d. To describe what happens when meteorites land on ice

4. What is the professor implying when he says this?

a. These meteorites are most likely to look like they don't come from Earth

b. These are alien meteorites

c. The other type of meteorite stones is not extraterrestrial

d. It's really easy to find these types of meteorites on the ground

5. Based on the information from the listening, indicate which characteristic on the left belongs to either stones, irons, or stony irons. This question is worth two points.

	Stones	Irons	Stony Irons
Easy to spot as meteorites when found on Earth			
Rarest of the three			
Any rocky meteorite			
Composed of metal and stone			

6. Why can we see a meteor falling in the sky if it is smaller than the size of a pea?

a. It has so much energy, more than a bullet

b. It is typically falling with many meteorites around it, so it looks like one big meteorite

c. It isn't so small when it enters the atmosphere, it's only when it reaches the ground that it is the size of a pea

d. It is surrounded by glowing hot gas as it falls

Passage #4: Transcript

https://s3.eu-central-1.wasabisys.com/tstprep-toefl-tests-audio-files/listening-section-audio-files/listening-audio-files-test11-yt/11.02.04-student-conversation-directions-and-questions.mp3

Woman: Hi, welcome to the career center. How may I help you?

Man: Hi, my name is Michael... I'm a senior and I'm trying to apply for some jobs... I don't want to have to worry about finding something over the summer after graduation. I saw a flyer the other day somewhere on campus that said you were offering resume reviews, and that I could just drop in whenever to get some help with my resume?

Woman: That's smart of you, to get a head start on the job search. We do offer drop-in resume review, but that's only on Thursdays. And since today is Friday, of course, you'll have to come back next Thursday...

Man: Oh no really? Darn. I was really hoping to get some help. There is one job in particular that I want to apply for, but the deadline is next Tuesday... so I need to get help with my resume before then.

Woman: Well, what I could do is make you an appointment to meet with a career advisor. That will be better anyways because then you can meet for an hour or so and discuss any other questions you may have as well.

Man: That sounds amazing! When do you think I can get an appointment?

Woman: Let me take a look at our calendar here... I hate to say this, but it looks like all of our advisors are fully booked until Wednesday.

Man: No one is available until Wednesday? Yikes. That's too late also. I mean, I guess I could make an appointment anyways, since I'll be applying to other jobs in the future... but what should I do about this one? I have no idea how to write a good resume and the job application is due Tuesday!

Woman: Why don't I put you down on the waitlist, so that if anyone cancels or something opens up, I will call you right away to schedule you. In the meantime, you could try having a friend or family member help you out or talk to someone you know who has written a resume before. That's probably your best bet.

Man: Yea I guess I'll have to do that. Well, thanks anyways, and please put me down for the appointment on Wednesday.

Woman: Will do, and I will call you if anything opens up sooner. Have a great day!

Directions: Now, answer the questions.

1. Why does the student go to the career center?

a. He wants to apply for a job

b. He needs help applying for a job after he graduates

c. He wants help with his resume

d. He wants to meet with a career advisor

2. Why is the student upset that the resume review is only on Thursdays?

a. He needs to get help with his resume before next Tuesday

b. He can't come on Thursdays

c. He wants help with his resume today

d. Yesterday was his only chance to get help with his resume

3. Why does the student take the appointment with a career advisor on Wednesday even though

it's after his application is due?

a. That way he can be on the waitlist in case something sooner opens up

b. He thinks it will still be helpful for future jobs

c. He doesn't really want the job he's applying for, so he doesn't mind waiting for help with his

resume

d. He didn't want to seem ungrateful for the receptionist's help

4. What will the student do, since he is unable to get help from the career center before his job application is due?

a. He won't apply for the job

b. He will wait until he sees the career advisor on Wednesday to apply to any jobs

c. He will ask his professor for some advice

d. He will probably see if any of his friends can help him

5. How does the student feel after his conversation with the career center receptionist?

a. He's disappointed that he can't get help from the career center until after his job application is due

b. He's nervous to apply for the job without any help

c. He's feeling confused about what to do next

d. He feels like he's not going to get the job he applies for

Passage #5: Transcript

https://s3.eu-central-1.wasabisys.com/tstprep-toefl-tests-audio-files/listening-section-audio-files/listening-audio-files-test11-yt/x11.02.05-student-conversation-directions-and-questions.mp3

Now class, I'd like to start off by discussing the reading. So, who can tell me about Adam Smith?

He wrote the Wealth of Nations, right?

Bingo. Adam Smith wrote the Wealth of Nations, and why is that such an important book, Natalie?

Well, Adam Smith has been called the, uh, father of economics. And the Wealth of Nations was the first book to introduce the idea of the division of labor, which is, like pretty much the model of most industries.

Well said Natalie. Adam Smith's Wealth of Nations was the first comprehensive take on modern economic theory, and by modern, I mean the late 18th century. The book was published in 1776.

Smith introduced the concept of the division of labor, which means that the way a good or service is produced is divided into a number of tasks that are performed by different workers, instead of all the tasks being done by the same person.
To illustrate the division of labor, Smith counted how many tasks went into making a pin: drawing out a piece of wire, cutting it to the right length, straightening it, putting a head on one end and a point on the other, and packaging pins for sale, to name just a few. Smith counted 18 distinct tasks that were often done by different people—all for a single pin, believe it or not. Modern manufacturing companies still follow the same principle. They divide each individual task in the production of a given object. Even a relatively simple business like a restaurant divides up the task of serving meals into a range of jobs.

I'm sorry professor, but I don't understand what makes the division of labor so special. Why is it important that Adam Smith pointed this out in his book?

Well, nowadays, we are used to working in companies where we each are given a specific role to fill, but this idea was revolutionary in the 18th century. Adam Smith was the first to really understand and explain why the division of labor was and is so important.

When the tasks involved with producing a good or service are divided, workers and businesses can produce a greater quantity. In his observations of pin factories, Smith observed that one worker alone might make 20 pins in a day, but that a small business of 10 workers who each need to do just two or three of the 18 separate tasks, could make 48,000 pins in a day. How can a group of workers, each specializing in certain tasks, produce so much more than the same number of workers who try to produce the entire good or service by themselves?

I think I remember from the reading that Smith mentioned that specialization was important.

That's right Natalie, well, that's one of the three reasons stated by Smith, actually, but it's a good place to start.
Specialization in a particular small job allows workers to focus on the parts of the production process where they have an advantage. People have different skills, talents, and interests, so they will be better at some jobs than at others. Whatever the reason, if people specialize in the production of what they do best, they will be more productive than if they produce a combination of things, some of which they are good at and some of which they are not.
Smith's second point is that workers who specialize in certain tasks often learn to produce more quickly and with higher quality. This pattern holds true for many workers, including assembly line laborers who build cars, stylists who cut hair, and doctors who perform heart surgery. In fact, specialized workers often know their jobs well enough to suggest innovative ways to do their work faster and better.
Specialization also allows businesses to take advantage of economies of scale, maybe I should write that on the board... right, so economies of scale means that for many goods, as the level of production increases, the average cost of producing each individual unit declines. For example, if a factory produces only 100 cars per year, each car will be quite expensive to make on average. However, if a factory produces 50,000 cars each year, then it can set up an assembly line with huge machines and workers performing specialized tasks, and the average cost of production per car will be lower.

Directions: Now, answer the questions.

1. **What is the lecture mainly about?**

a. How to make more products in less time
b. Why the idea of division of labor is important to the economy
c. Adam Smith and his book The Wealth of Nations
d. How to split up one job into several different ones

2. **How does the professor organize his lecture?**

a. He compares and contrasts the main idea with something the students read
b. He introduces the topic and then discusses a few examples
c. He asks the students questions then elaborates on their answers with examples
d. He explains the function of a particular concept in society

3. **What is the professor implying when he says this?**

a. The student didn't exactly answer the whole question, but what she said will help to continue the
conversation
b. At first the professor thought the student answered the question, but then realized she didn't
c. He is trying to politely tell the student she didn't answer the question correctly
d. He is pleased that the student at least tried to answer the question

4. **According to the lecture, what example does Smith provide in order to describe the division of**
labor in his book?

a. He investigated a car company and realized that it's cheaper to produce more at a time
b. He counted how many individual tasks are required to make a pin
c. He described how if everyone had a simpler job, companies would make more money
d. He created a pin company and divided up the work among many employees

5. **What does the professor imply about Smith's concept of the division of labor?**

a. He was simply the first person to write a book on something we already knew about
b. His idea was technically simple, but it had a great impact on businesses and the economy
c. He deserves more recognition for his work
d. He had a good idea, but separating jobs into more jobs just costs money

6. **According to the lecture, what is specialization?**

a. Being able to choose what job you want to focus on
b. When a worker produces higher quality products
c. Your job focuses on one specific task so you can be really good at it
d. When a company only hires specialists

Passage #6: Transcript

https://s3.eu-central-1.wasabisys.com/tstprep-toefl-tests-audio-files/listening-section-audio-files/listening-audio-files-test11-yt/11.02.06-student-conversation-directions-and-questions.mp3

So, America looked a lot different back in the early 19th century. Most Americans lived on the east coast, populating cities like New York, Boston, and Philadelphia. However, there was still plenty of land west, across the Mississippi River and stretching all the way to the western shores of the Pacific Ocean, in areas around present-day California. The American government wanted to get people to start moving out of the east coast and migrate west to settle these lands and create new villages, towns and settlements.

The Homestead Act of the 19th century gave free land for any brave pioneers who were willing to migrate west and settle in plain lands in modern day states like Kansas, Nebraska and the Dakotas. Of the hundreds of thousands of settlers who moved west, the vast majority were what we call homesteaders.
These pioneers were mostly average families seeking land and opportunity.

Free land sounded like a great deal to many recent immigrants who had difficulty finding work and had hardly any money to their name. The promise of a piece of land to raise a family and call home sounded too good to be true.

And it was.

You see, there was a reason why most of this land remained unclaimed. It was unsettled and hard to farm.

Still, the idea of a new life was too good to miss for some. They settled throughout the land that now makes up the Midwestern states of Wisconsin, Minnesota, Kansas, Nebraska, and the Dakotas. The weather and environment were terrible, and settlers struggled to make out a living. The region typically had low rainfall and harsh temperatures made crop the growing of crops almost impossible. Irrigation was a requirement but finding water and building adequate systems proved too difficult and expensive for many farmers.

The first houses built by western settlers were typically made of mud and sod with thatch roofs, as there was little wood for building. Rain, when it arrived, presented constant problems for these sod houses, with mud falling into food, and pests, most notably lice, living in the bedding.

Weather patterns not only left the fields dry, they also brought tornadoes, droughts, blizzards, and a huge number of insects.

Farmers also faced the ever-present threat of debt and farm foreclosure by the banks. While land was essentially free under the Homestead Act, all other farm necessities cost money and were initially difficult to obtain in the newly settled parts of the country where market economies did not yet fully reach. Horses, farm animals, wagons, wells, fencing, seed, and fertilizer were all critical to survival, but often hard to come by since so few people lived in these areas. Railroads charged high rates for farm equipment and farm animals, making it difficult to get goods or make a profit on anything sent back east. Banks also charged high interest rates, and, in a cycle that repeated itself year after year, farmers would borrow from the bank with the intention of repaying their debt after the harvest.

As the number of farmers moving westward increased, the market price of their produce declined, even as the value of the actual land increased. Each year, hard-working farmers produced ever- larger crops, flooding the markets and then driving prices down even further.

Although some understood the economics of supply and demand, none could control such forces.

Eventually, the arrival of a more extensive railroad network aided farmers, mostly by bringing much- needed supplies such as lumber for construction and new farm machinery. In turn, larger commercial farms began to develop. Farmers in Minnesota, North Dakota, and South Dakota hired migrant farmers to grow wheat on large-scale farms. These enormous farms were succeeding by the end of the century, but small family farms continued to suffer. Although the land was nearly free, it cost close to $1000 for the necessary supplies to start up a farm, an impossible sum for most. Many people who were drawn out west for free land ended up as hired workers, working on other farms for a daily wage. The frustration of small farmers grew, ultimately leading to a revolt.

But I'm getting ahead of myself.

Let's take a closer look at...

Directions: Now, answer the questions.

1.What is the lecture mainly about?

a. How to farm unoccupied land
b. The costs involved in starting up a farm
c. The results of the Homestead Act in the early 19th century
d. Why the railroad was built to go inland from the East coast

2. What was the purpose of the Homestead Act?

a. To force people to move away from the East coast
b. To give people money if they farmed new land
c. To encourage families to settle further inland, creating new towns and societies
d. To give people homes in exchange for farm labor

3. How does the professor organize the lecture?

a. He explains the results of the Homestead Act
b. He introduces a concept and then provides several supporting examples
c. He compares and contrasts living on the East Coast versus the unsettled land
d. He describes the process involved with becoming a farmer

4. Why does the professor talk about the farmer's homes?

a. To provide an example of how life was not easy for the settlers in the new land
b. To prove that the Homestead Act was not successful
c. To argue that the Homestead Act was a bad idea
d. To highlight the difference between well-made and poorly built homes

5. Why did many farmers end up needing a reasonable amount of money to be successful in the new land?

a. In reality, the land wasn't actually free because the government charged them for things like taxes
b. Farming requires a lot of tools, all of which were not included in the Homestead Act
c. The new settlers were required to help fund the railroad to be built
d. They needed money to take the train to and from the East coast

6. What eventually led to the development of larger commercial farms?

a. The development of the railroad
b. The farmers thought it would be easier if they all worked together on one big farm
c. The Homestead Act was revised to help create big farms
d. The more farmers that moved, the more workers there were available

The TOEFL Speaking Section:

Speaking Task 1

Directions: You will now be asked a question about a familiar topic. After you hear the question, you will have 15 seconds to plan your response and 45 seconds to speak.

Your local government has decided to improve their community. Do you think they should?
- build a public park
- build a public library
- build a public pool
Provide reasons and examples to support your choice.

Preparation Time: 15 seconds
Response Time: 45 seconds

Speaking Task 2

Directions: **You will now read a short passage and then listen to a conversation on the same topic.**
You will then be asked a question about the passages. After you hear the question, you will have 30seconds to prepare your response and 60 seconds to speak.
You have 45 seconds to read the passage below. You may begin reading now.

Two Separate Graduation Ceremonies

"The graduation committee would like to formally announce that we have decided to conduct two separate graduation ceremonies starting this year. As many of you already know, enrollment numbers have increased dramatically over the past five years. Since each student must be given their diploma individually; the ceremony now lasts too long. Moreover, there is not enough space in the auditorium to accommodate all the family members of each graduating class. We believe this new arrangement will ensure that future graduation ceremonies are organized, intimate, and brief."

Now listen to a conversation about the same topic

https://s3.eu-central-1.wasabisys.com/tstprep-toefl-tests-audio-files/speaking-section-audio-files/speaking-audio-files-test11-yt/11.03.03-student-conversation.mp3

Woman: Hi Peter, did you hear they are going to make two graduation ceremonies this year?

Man: Yeah, they say it's due to enrollment numbers. Too many students getting their diplomas at once makes the ceremony lasts for hours.

Woman: I certainly don't like that! What if some of my friends are assigned to a different ceremony than mine? We've been waiting for this day for years and now what?

Man: Well, I mean, have you ever sat through the graduation ceremony? I went last year, and it lasted almost three hours. And it took almost an hour to just read the names.

Woman: That's my point. Almost two hours of the ceremony consists of speeches. That's the real boring part! Why don't they limit to the number of speakers? They could reduce the time of the ceremony over an hour if they just focused on the important people.

Man: Yeah, I guess you're right, but what about the auditorium? Each student is only allowed two invitations to the ceremony, but if they separate the events, then you can bring more of your family and friends. Don't you want more people to come?

Woman: So why don't they just have the ceremony outside? Most universities have their graduation ceremonies outside. They are always in June when the weather is warm, and it hardly ever rains. And, of course, there's plenty of space on the great lawn in the quad. I don't know about you, but I would much rather graduate outside in the sun then in a stuffy auditorium.

Now answer the question.
The woman expresses her opinion on the change to the graduation ceremony. State her opinion and explain the reasons she gives for holding that opinion.

Preparation Time: 30 seconds
Response Time: 60 seconds

Speaking Task 3

Directions: **You will now read a short passage and then listen to a lecture on the same topic. You will then be asked a question about the passages. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.**
You have 45 seconds to read the passage below. You may begin reading now.

Swarm Intelligence

"Brains are an integral part of the decision-making process for all living organisms. However, social insects like ants, bees, wasps, and termites are capable of solving complex problems as a unit. These insects do not work individually, but as a collective in order to create a kind of "super brain," which is usually referred to as swarm intelligence. Swarm Intelligence is a phenomenon where hundreds, or even thousands of organisms' work together for the benefit of the group. Combining their efforts, many minds work together as one, making collective decisions as a whole. Like the neurons connected and working together in a single brain, hundreds of individual brains are connected into one organized system of thought."

Now listen to a lecture about this topic in a biology class

https://s3.eu-central-1.wasabisys.com/tstprep-toefl-tests-audio-files/speaking-section-audio-files/speaking-audio-files-test11-yt/11.03.04-student-conversation.mp3

"Okay, as I am sure you gathered from the reading, swarm intelligence is kind of like one big decentralized brain. All of these individual brains come together to create one collective consciousness that every shares. These days, this type of intelligence is actually being used in the field of artificial intelligence, but it was originally found in nature and many insects use it to create organized living systems.

Take ants, for example. They will work together to find the shortest route to a food source and work together to carry it back to the nest. How do they communicate? Well, the individual ants mark the route with their scent, also known as a pheromone. This scent, left by one individual ant, will be sensed and followed by other members of the colony. And the more ants that follow the same trail, the more pheromones they leave behind. The path turns into a kind of ant superhighway. Other possible routes no longer seem available to the colony since there is no pheromone trail for others to follow.

Ants aren't the only insects that use swarm intelligence. Honeybees also utilize collective communication to organize masses of individuals. During adverse weather conditions, a thunderstorm, for example, bees may lose their nest and must find a new home. However, it takes time to find an ideal location and build their new home. So, the queen bee will find a branch on a tree and send out pheromones that the worker bees follow. Once they find the queen, the worker bees will collect and press together, forming a kind of giant pinecone that could include up to 10,000 bees, if you can believe it. There would be no way for a single bee to survive such weather if it was working by itself."

Now answer the question.
Using the examples from the lecture, explain the concept of swarm intelligence.

Preparation Time: 30 seconds
Response Time: 60 seconds

Speaking Task 4

Directions: **You will now listen to a conversation on a college campus. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.**

Now listen to a conversation between two students

https://s3.eu-central-1.wasabisys.com/tstprep-toefl-tests-audio-files/speaking-section-audio-files/speaking-audio-files-test11-yt/11.03.05-student-conversation.mp3

Man: Hey Susie. you're in the tap-dancing club, right?

Woman: I certainly am.

Man: Well, any idea where you are going to practice now? I heard that they have closed the auditorium all semester. I think they are remodeling.

Woman: Oh man, don't remind me. It's been such a nightmare trying to find another space to practice.

Man: You know, I was thinking, why don't you to try practicing in the music hall. It's smaller, but similar to the auditorium. And the stage has a wooden floor, so it would be a good place to practice tap dancing.

Woman: Yeah, that's a possibility. But, you know, the brass band and the entire theater department use that space to practice. I would be shocked if they had any time slots available for us.

Man: It's worth a shot. It can't hurt to ask the venue manager.

Woman: A friend of mine was telling me about a space downtown. ABC Theater, I think it's called. She said I would have to pay for the time, but the school might reimburse the tap-dancing squad since they're responsible for finding us another venue to practice.

Man: I don't know Susie. The school doesn't like to give out money unless they really have to. I would make sure they're willing to pay you back before you book lessons. I would definitely double check with someone first.

Woman: Yeah, you're right. This whole situation has become quite the headache.

Now answer the question.
The speakers discuss two possible solutions to the woman's problem. Describe the problem and the two solutions. Decide which of these solutions you prefer and explain why.

Preparation Time: 20 seconds
Response Time: 60 second
Reading section

Answer key:

The Importance of Seed Plants: Answer Key

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

Telescopes: Answer Key

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

Speciation: Answer Key

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

LISTENING SECTION

1. C
2. B
3. A
4. A,B
5. C

PART 2

1. B
2.

	Cause	Effect
Volcanic eruptions	X	
Changes in rainfall		X
Burning fossil fuels	X	
Temperature changes		X

3. C,D
4. C
5. C
6. A

PART3

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

	Stones	Irons	Stony-irons
Easy to spot as meteorites when found on Earth		X	X
Rarest of the three			X
Any rocky meteorite	X		
Composed of metal and stone			X

6. D

PART 4

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

PART 5

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

PART 6

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