

6 Authentic *TOEFL iBT*[®] Practice Test 1

In this chapter you will find the first of four authentic *TOEFL iBT*[®] Practice Tests. You can take the test in two different ways:

- **In the book:** You can read through the test questions in the following pages, marking your answers in the spaces provided. To hear the listening portions of the test, follow instructions to play the numbered audio tracks that accompany this book.
- **On your computer:** For a test-taking experience that more closely resembles the actual *TOEFL iBT* test, you can take this same test on your computer using the digital download (see code in the back of the book.) Reading passages and questions will appear on-screen, and you can enter your answers by clicking on the spaces provided. Follow instructions to hear the listening portions of the test.

Following this test, you will find answer keys and scoring information. You will also find scripts for the listening portions. Complete answer explanations, as well as sample test taker spoken responses and essays, are also provided.

TOEFL iBT® Practice Test 1

READING

This section measures your ability to understand academic passages in English. You will have **54 minutes** to read and answer questions about **3 passages**. A clock at the top of the screen will display the starting time as **00 : 54 : 00** and show you how much time is remaining.

Most questions are worth 1 point, but the last question for each passage is worth more than 1 point. The directions for the last question indicate how many points you may receive.

Some passages in the computer-based test include a word or phrase that is underlined in blue. When you click on the word or phrase underlined in blue, you will see a verbal or visual definition of the word or term. In this book, those definitions are provided as endnotes below the reading passage.

Within this section, you can move to the next question by clicking on **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not answered. From this review screen, you may go directly to any question you have already seen in the Reading section.

During this practice test, you may click the **Pause** icon at any time. This will stop the test until you decide to continue. You may continue the test in a few minutes or at any time during the period that your test is activated.

You will now begin the Reading section. Again, in an actual test you will have **54 minutes** to read the 3 passages and answer the questions. NOTE: In an actual test, some test takers might receive 4 passages; those test takers will have 72 minutes (1 hour and 12 minutes) to answer the questions.

Turn the page to begin the Reading section.

NINETEENTH-CENTURY POLITICS IN THE UNITED STATES

The development of the modern presidency in the United States began with Andrew Jackson, who swept to power in 1829 at the head of the Democratic Party and served until 1837. During his administration he immeasurably enlarged the power of the presidency. "The president is the direct representative of the American people," he lectured the Senate when it opposed him. "He was elected by the people, and is responsible to them." With this declaration, Jackson redefined the character of the presidential office and its relationship to the people.

During Jackson's second term, his opponents had gradually come together to form the Whig Party. Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

Whigs, on the other hand, were more comfortable with the market. For them, commerce and economic development were agents of civilization. Nor did the Whigs envision any conflict in society between farmers and workers on the one hand and businesspeople and bankers on the other. Economic growth would benefit everyone by raising national income and expanding opportunity. The government's responsibility was to provide a well-regulated economy that guaranteed opportunity for citizens of ability.

Whigs and Democrats differed not only in their attitudes toward the market but also about how active the central government should be in people's lives. Despite Andrew Jackson's inclination to be a strong president, Democrats as a rule believed in limited government. Government's role in the economy was to promote competition by destroying monopolies¹ and special privileges. In keeping with this philosophy of limited government, Democrats also rejected the idea that moral beliefs were the proper sphere of government action. Religion and politics, they believed, should be kept clearly separate, and they generally opposed humanitarian legislation.

The Whigs, in contrast, viewed government power positively. They believed that it should be used to protect individual rights and public liberty, and that it had a special role where individual effort was ineffective. By regulating the economy and competition, the government could ensure equal opportunity. Indeed, for Whigs the concept of government promoting the general welfare went beyond the economy. In particular, Whigs in the northern sections of the United States also believed that government power should be used to foster the moral welfare of the country. They were much more likely to favor social-reform legislation and aid to education.

In some ways the social makeup of the two parties was similar. To be competitive in winning votes, Whigs and Democrats both had to have significant support among farmers, the largest group in society, and workers. Neither party could win an election by appealing exclusively to the rich or the poor. The Whigs, however, enjoyed disproportionate strength

among the business and commercial classes. Whigs appealed to planters who needed credit to finance their cotton and rice trade in the world market, to farmers who were eager to sell their surpluses, and to workers who wished to improve themselves. Democrats attracted farmers isolated from the market or uncomfortable with it, workers alienated from the emerging industrial system, and rising entrepreneurs who wanted to break monopolies and open the economy to newcomers like themselves. The Whigs were strongest in the towns, cities, and those rural areas that were fully integrated into the market economy, whereas Democrats dominated areas of semisubsistence farming that were more isolated and languishing economically.

1. **monopolies:** Companies or individuals that exclusively own or control commercial enterprises with no competitors

Directions: Now answer the questions.

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The development of the modern presidency in the United States began with Andrew Jackson, who swept to power in 1829 at the head of the Democratic Party and served until 1837. During his administration he immeasurably enlarged the power of the presidency. "The president is the direct representative of the American people," he lectured the Senate when it opposed him. "He was elected by the people, and is responsible to them." With this declaration, Jackson redefined the character of the presidential office and its relationship to the people.

1. According to paragraph 1, the presidency of Andrew Jackson was especially significant for which of the following reasons?
 - (A) The president granted a portion of his power to the Senate.
 - (B) The president began to address the Senate on a regular basis.
 - (C) It was the beginning of the modern presidency in the United States.
 - (D) It was the first time that the Senate had been known to oppose the president.

GO ON TO THE NEXT PAGE ➤

PARAGRAPH 2

During Jackson's second term, his opponents had gradually come together to form the Whig Party. Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

2. The author mentions "bankers and investors" in the passage as an example of which of the following?
- (A) The Democratic Party's main source of support
 - (B) The people that Democrats claimed were unfairly becoming rich
 - (C) The people most interested in a return to a simple agrarian republic
 - (D) One of the groups in favor of Andrew Jackson's presidency

PARAGRAPH 3

Whigs, on the other hand, were more comfortable with the market. For them, commerce and economic development were agents of civilization. Nor did the Whigs envision any conflict in society between farmers and workers on the one hand and businesspeople and bankers on the other. Economic growth would benefit everyone by raising national income and expanding opportunity. The government's responsibility was to provide a well-regulated economy that guaranteed opportunity for citizens of ability.

3. According to paragraph 3, Whigs believed that commerce and economic development would have which of the following effects on society?
- (A) They would promote the advancement of society as a whole.
 - (B) They would cause disagreements between Whigs and Democrats.
 - (C) They would supply new positions for Whig Party members.
 - (D) They would prevent conflict between farmers and workers.
4. According to paragraph 3, which of the following describes the Whig Party's view of the role of government?
- (A) To regulate the continuing conflict between farmers and businesspeople
 - (B) To restrict the changes brought about by the market
 - (C) To maintain an economy that allowed all capable citizens to benefit
 - (D) To reduce the emphasis on economic development

PARAGRAPH 4

Whigs and Democrats differed not only in their attitudes toward the market but also about how active the central government should be in people's lives. Despite Andrew Jackson's inclination to be a strong president, Democrats as a rule believed in limited government. Government's role in the economy was to promote competition by destroying monopolies¹ and special privileges. In keeping with this philosophy of limited government, Democrats also rejected the idea that moral beliefs were the proper sphere of government action. Religion and politics, they believed, should be kept clearly separate, and they generally opposed humanitarian legislation.

1. **monopolies:** Companies or individuals that exclusively own or control commercial enterprises with no competitors

5. According to paragraph 4, a Democrat would be most likely to support government action in which of the following areas?
- (A) Creating a state religion
 - (B) Supporting humanitarian legislation
 - (C) Destroying monopolies
 - (D) Recommending particular moral beliefs

PARAGRAPH 5

The Whigs, in contrast, viewed government power positively. They believed that it should be used to protect individual rights and public liberty, and that it had a special role where individual effort was ineffective. By regulating the economy and competition, the government could ensure equal opportunity. Indeed, for Whigs the **concept** of government promoting the general welfare went beyond the economy. In particular, Whigs in the northern sections of the United States also believed that government power should be used to foster the moral welfare of the country. They were much more likely to favor social-reform legislation and aid to education.

6. The word "**concept**" in the passage is closest in meaning to
- (A) power
 - (B) reality
 - (C) difficulty
 - (D) idea
7. Which of the following can be inferred from paragraph 5 about variations in political beliefs within the Whig Party?
- (A) They were focused on issues of public liberty.
 - (B) They caused some members to leave the Whig Party.
 - (C) They were unimportant to most Whigs.
 - (D) They reflected regional interests.

In some ways the social makeup of the two parties was similar. To be competitive in winning votes, Whigs and Democrats both had to have significant support among farmers, the largest group in society, and workers. Neither party could win an election by appealing exclusively to the rich or the poor. The Whigs, however, enjoyed disproportionate strength among the business and commercial classes. Whigs appealed to planters who needed credit to finance their cotton and rice trade in the world market, to farmers who were eager to sell their surpluses, and to workers who wished to improve themselves. Democrats attracted farmers isolated from the market or uncomfortable with it, workers alienated from the emerging industrial system, and rising entrepreneurs who wanted to break monopolies and open the economy to newcomers like themselves. **The Whigs were strongest in the towns, cities, and those rural areas that were fully integrated into the market economy, whereas Democrats dominated areas of semisubsistence farming that were more isolated and languishing economically.**

8. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- Ⓐ Whigs were able to attract support only in the wealthiest parts of the economy because Democrats dominated in other areas.
 - Ⓑ Whig and Democratic areas of influence were naturally split between urban and rural areas, respectively.
 - Ⓒ The semisubsistence farming areas dominated by Democrats became increasingly isolated by the Whigs' control of the market economy.
 - Ⓓ The Democrats' power was greatest in poorer areas, while the Whigs were strongest in those areas where the market was already fully operating.

During Jackson's second term, his opponents had gradually come together to form the Whig Party. (A) Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. (B) The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. (C) This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. (D) The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

9. **Directions:** Look at the part of the passage that is displayed above. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy.

Where would the sentence best fit?

- (A) Choice A
- (B) Choice B
- (C) Choice C
- (D) Choice D

10. **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 answer choices 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 political system of the United States in the mid-nineteenth century was strongly influenced by the social and economic circumstances of the time.

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Answer Choices

- [A] The Democratic and Whig Parties developed in response to the needs of competing economic and political constituencies.
- [B] During Andrew Jackson's two terms as president, he served as leader of both the Democratic and Whig Parties.
- [C] The Democratic Party primarily represented the interests of the market, banks, and commerce.
- [D] In contrast to the Democrats, the Whigs favored government aid for education.
- [E] A fundamental difference between Whigs and Democrats involved the importance of the market in society.
- [F] The role of government in the lives of the people was an important political distinction between the two parties.

THE EXPRESSION OF EMOTIONS

Joy and sadness are experienced by people in all cultures around the world, but how can we tell when other people are happy or despondent? It turns out that the expression of many emotions may be universal. Smiling is apparently a universal sign of friendliness and approval. Baring the teeth in a hostile way, as noted by Charles Darwin in the nineteenth century, may be a universal sign of anger. As the originator of the theory of evolution, Darwin believed that the universal recognition of facial expressions would have survival value. For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

Most investigators concur that certain facial expressions suggest the same emotions in all people. Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

Psychological researchers generally recognize that facial expressions reflect emotional states. In fact, various emotional states give rise to certain patterns of electrical activity in the facial muscles and in the brain. The facial-feedback hypothesis argues, however, that the causal relationship between emotions and facial expressions can also work in the opposite direction. According to this hypothesis, signals from the facial muscles ("feedback") are sent back to emotion centers of the brain, and so a person's facial expression can influence that person's emotional state. Consider Darwin's words: "The free expression by outward signs of an emotion intensifies it. On the other hand, the repression, as far as possible, of all outward signs softens our emotions." Can smiling give rise to feelings of goodwill, for example, and frowning to anger?

Psychological research has given rise to some interesting findings concerning the facial-feedback hypothesis. Causing participants in experiments to smile, for example, leads them to report more positive feelings and to rate cartoons (humorous drawings of people or situations) as being more humorous. When they are caused to frown, they rate cartoons as being more aggressive.

What are the possible links between facial expressions and emotion? One link is arousal, which is the level of activity or preparedness for activity in an organism. Intense contraction of facial muscles, such as those used in signifying fear, heightens arousal. Self-perception of heightened arousal then leads to heightened emotional activity. Other links may involve changes in brain temperature and the release of neurotransmitters (substances that transmit nerve impulses). The contraction of facial muscles both influences

the internal emotional state and reflects it. Ekman has found that the so-called Duchenne smile, which is characterized by “crow’s-feet” wrinkles around the eyes and a subtle drop in the eye cover fold so that the skin above the eye moves down slightly toward the eyeball, can lead to pleasant feelings.

Ekman’s observation may be relevant to the British expression “keep a stiff upper lip”¹ as a recommendation for handling stress. It might be that a “stiff” lip suppresses emotional response—as long as the lip is not quivering with fear or tension. But when the emotion that leads to stiffening the lip is more intense, and involves strong muscle tension, facial feedback may heighten emotional response.

1. “**keep a stiff upper lip**”: Avoid showing emotions in difficult situations

Directions: Now answer the questions.

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Joy and sadness are experienced by people in all cultures around the world, but how can we tell when other people are happy or despondent? It turns out that the expression of many emotions may be universal. Smiling is apparently a universal sign of friendliness and approval. **Baring the teeth in a hostile way**, as noted by Charles Darwin in the nineteenth century, may be a universal sign of anger. As the originator of the theory of evolution, Darwin believed that the universal recognition of facial expressions would have survival value. For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

1. The author mentions “**Baring the teeth in a hostile way**” in order to
 - (A) differentiate one possible meaning of a particular facial expression from other meanings of it
 - (B) support Darwin’s theory of evolution
 - (C) provide an example of a facial expression whose meaning is widely understood
 - (D) contrast a facial expression that is easily understood with other facial expressions

Most investigators **concur** that certain facial expressions suggest the same emotions in all people. Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

2. The word "**concur**" in the passage is closest in meaning to
- Ⓐ estimate
 - Ⓑ agree
 - Ⓒ expect
 - Ⓓ understand
3. According to paragraph 2, which of the following was true of the Fore people of New Guinea?
- Ⓐ They did not want to be shown photographs.
 - Ⓑ They were famous for their storytelling skills.
 - Ⓒ They knew very little about Western culture.
 - Ⓓ They did not encourage the expression of emotions.

PARAGRAPH 3

Psychological researchers generally recognize that facial expressions reflect emotional states. In fact, various emotional states give rise to certain patterns of electrical activity in the facial muscles and in the brain. The facial-feedback hypothesis argues, however, that the causal relationship between emotions and facial expressions can also work in the opposite direction. According to this hypothesis, signals from the facial muscles (“feedback”) are sent back to emotion centers of the brain, and so a person’s facial expression can influence that person’s emotional state. Consider Darwin’s words: “The free expression by outward signs of an emotion intensifies it. On the other hand, the repression, as far as possible, of all outward signs softens our emotions.” Can smiling give rise to feelings of goodwill, for example, and frowning to anger?

4. According to the passage, what did Darwin believe would happen to human emotions that were not expressed?
- Ⓐ They would become less intense.
 - Ⓑ They would last longer than usual.
 - Ⓒ They would cause problems later.
 - Ⓓ They would become more negative.

PARAGRAPH 4

Psychological research has given rise to some interesting findings concerning the facial-feedback hypothesis. Causing participants in experiments to smile, for example, leads them to report more positive feelings and to rate cartoons (humorous drawings of people or situations) as being more humorous. When they are caused to frown, they rate cartoons as being more aggressive.

5. According to the passage, research involving which of the following supported the “facial-feedback hypothesis”?
- Ⓐ The reactions of people in experiments to cartoons
 - Ⓑ The tendency of people in experiments to cooperate
 - Ⓒ The release of neurotransmitters by people during experiments
 - Ⓓ The long-term effects of repressing emotions
6. The word “rate” in the passage is closest in meaning to
- Ⓐ judge
 - Ⓑ reject
 - Ⓒ draw
 - Ⓓ want

Ekman's observation may be **relevant** to the British expression "keep a stiff upper lip" as a recommendation for handling stress. It might be that a "stiff" lip suppresses emotional response—as long as the lip is not quivering with fear or tension. But when the emotion that leads to stiffening the lip is more intense, and involves strong muscle tension, facial feedback may heighten emotional response.

7. The word "**relevant**" in the passage is closest in meaning to
 - (A) contradictory
 - (B) confusing
 - (C) dependent
 - (D) applicable
8. According to the passage, stiffening the upper lip may have which of the following effects?
 - (A) It first suppresses stress, then intensifies it.
 - (B) It may cause fear and tension in those who see it.
 - (C) It can damage the lip muscles.
 - (D) It may either heighten or reduce emotional response.

For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

(A) Most investigators concur that certain facial expressions suggest the same emotions in all people. (B) Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. (C) In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. (D) He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

9. **Directions:** Look at the part of the passage that is displayed above. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

This universality in the recognition of emotions was demonstrated by using rather simple methods.

Where would the sentence best fit?

- (A) Choice A
- (B) Choice B
- (C) Choice C
- (D) Choice D

GO ON TO THE NEXT PAGE ➞

10. **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.**

Psychological research seems to confirm that people associate particular facial expressions with the same emotions across cultures.

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Answer Choices

- ☐ A Artificially producing the Duchenne smile can cause a person to have pleasant feelings.
- ☐ B Facial expressions and emotional states interact with each other through a variety of feedback mechanisms.
- ☐ C People commonly believe that they can control their facial expressions so that their true emotions remain hidden.
- ☐ D A person's facial expression may reflect the person's emotional state.
- ☐ E Ekman argued that the ability to accurately recognize the emotional content of facial expressions was valuable for human beings.
- ☐ F Facial expressions that occur as a result of an individual's emotional state may themselves feed back information that influences the person's emotions.

GEOLOGY AND LANDSCAPE

Most people consider the landscape to be unchanging, but Earth is a dynamic body, and its surface is continually altering—slowly on the human time scale, but relatively rapidly when compared to the great age of Earth (about 4.5 billion years). There are two principal influences that shape the terrain: constructive processes such as uplift, which create new landscape features, and destructive forces such as erosion, which gradually wear away exposed landforms.

Hills and mountains are often regarded as the epitome of permanence, successfully resisting the destructive forces of nature, but in fact they tend to be relatively short-lived in geological terms. As a general rule, the higher a mountain is, the more recently it was formed; for example, the high mountains of the Himalayas are only about 50 million years old. Lower mountains tend to be older, and are often the eroded relics of much higher mountain chains. About 400 million years ago, when the present-day continents of North America and Europe were joined, the Caledonian mountain chain was the same size as the modern Himalayas. Today, however, the relics of the Caledonian orogeny (mountain-building period) exist as the comparatively low mountains of Greenland, the northern Appalachians in the United States, the Scottish Highlands, and the Norwegian coastal plateau.

The Earth's crust is thought to be divided into huge, movable segments, called plates, which float on a soft plastic layer of rock. Some mountains were formed as a result of these plates crashing into each other and forcing up the rock at the plate margins. In this process, sedimentary rocks that originally formed on the seabed may be folded upwards to altitudes of more than 26,000 feet. Other mountains may be raised by earthquakes, which fracture the Earth's crust and can displace enough rock to produce block mountains. A third type of mountain may be formed as a result of volcanic activity which occurs in regions of active fold mountain belts, such as in the Cascade Range of western North America. The Cascades are made up of lavas and volcanic materials. Many of the peaks are extinct volcanoes.

Whatever the reason for mountain formation, as soon as land rises above sea level it is subjected to destructive forces. The exposed rocks are attacked by the various weather processes and gradually broken down into fragments, which are then carried away and later deposited as sediments. Thus, any landscape represents only a temporary stage in the continuous battle between the forces of uplift and those of erosion.

The weather, in its many forms, is the main agent of erosion. Rain washes away loose soil and penetrates cracks in the rocks. Carbon dioxide in the air reacts with the rainwater, forming a weak acid (carbonic acid) that may chemically attack the rocks. The rain seeps underground and the water may reappear later as springs. These springs are the sources of streams and rivers, which cut through the rocks and carry away debris from the mountains to the lowlands.

Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. In dry areas the wind is the principal agent of erosion. It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. Even living things contribute to the formation

of landscapes. Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

Directions: Now answer the questions.

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Most people consider the landscape to be unchanging, but Earth is a dynamic body, and its surface is continually altering—slowly on the human time scale, but **relatively** rapidly when compared to the great age of Earth (about 4.5 billion years). There are two principal influences that shape the terrain: constructive processes such as uplift, which create new landscape features, and destructive forces such as erosion, which gradually wear away exposed landforms.

1. According to paragraph 1, which of the following statements is true of changes in Earth's landscape?
 - Ⓐ They occur more often by uplift than by erosion.
 - Ⓑ They occur only at special times.
 - Ⓒ They occur less frequently now than they once did.
 - Ⓓ They occur quickly in geological terms.
2. The word "**relatively**" in the passage is closest in meaning to
 - Ⓐ unusually
 - Ⓑ comparatively
 - Ⓒ occasionally
 - Ⓓ naturally

Hills and mountains are often regarded as the epitome of permanence, successfully resisting the destructive forces of nature, but in fact they tend to be relatively short-lived in geological terms. As a general rule, the higher a mountain is, the more recently it was formed; for example, the high mountains of the Himalayas are only about 50 million years old. Lower mountains tend to be older, and are often the eroded relics of much higher mountain chains. About 400 million years ago, when the present-day continents of North America and Europe were joined, the Caledonian mountain chain was the same size as the modern Himalayas. Today, however, the relics of the Caledonian orogeny (mountain-building period) exist as the comparatively low mountains of Greenland, the northern Appalachians in the United States, the Scottish Highlands, and the Norwegian coastal plateau.

3. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) When they are relatively young, hills and mountains successfully resist the destructive forces of nature.
 - (B) Although they seem permanent, hills and mountains exist for a relatively short period of geological time.
 - (C) Hills and mountains successfully resist the destructive forces of nature, but only for a short time.
 - (D) Hills and mountains resist the destructive forces of nature better than other types of landforms.
4. Which of the following can be inferred from paragraph 2 about the mountains of the Himalayas?
- (A) Their current height is not an indication of their age.
 - (B) At present, they are much higher than the mountains of the Caledonian range.
 - (C) They were a uniform height about 400 million years ago.
 - (D) They are not as high as the Caledonian mountains were 400 million years ago.

PARAGRAPH 3

The Earth's crust is thought to be divided into huge, movable segments, called plates, which float on a soft plastic layer of rock. Some mountains were formed as a result of these plates crashing into each other and forcing up the rock at the plate margins. In this process, sedimentary rocks that originally formed on the seabed may be folded upwards to altitudes of more than 26,000 feet. Other mountains may be raised by earthquakes, which fracture the Earth's crust and can displace enough rock to produce block mountains. A third type of mountain may be formed as a result of volcanic activity which occurs in regions of active fold mountain belts, such as in the Cascade Range of western North America. The Cascades are made up of lavas and volcanic materials. Many of the peaks are extinct volcanoes.

5. According to paragraph 3, one cause of mountain formation is the

- (A) effect of climatic change on sea level
- (B) slowing down of volcanic activity
- (C) force of Earth's crustal plates hitting each other
- (D) replacement of sedimentary rock with volcanic rock

PARAGRAPH 5

The weather, in its many forms, is the main agent of erosion. Rain washes away loose soil and penetrates cracks in the rocks. Carbon dioxide in the air reacts with the rainwater, forming a weak acid (carbonic acid) that may chemically attack the rocks. The rain seeps underground and the water may reappear later as springs. These springs are the sources of streams and rivers, which cut through the rocks and carry away debris from the mountains to the lowlands.

6. Why does the author mention "Carbon dioxide" in the passage?

- (A) To explain the origin of a chemical that can erode rocks
- (B) To contrast carbon dioxide with carbonic acid
- (C) To give an example of how rainwater penetrates soil
- (D) To argue for the desirability of preventing erosion

PARAGRAPH 6

Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. In dry areas the wind is the principal agent of erosion. It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. Even living things contribute to the formation of landscapes. Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

7. According to paragraph 6, which of the following is both a cause and result of erosion?
- (A) Glacial activity
 - (B) Rock debris
 - (C) Tree roots
 - (D) Sand

PARAGRAPH 6

Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. (A) In dry areas the wind is the principal agent of erosion. (B) It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. (C) Even living things contribute to the formation of landscapes. (D) Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

8. **Directions:** Look at the part of the passage that is displayed above. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

Under different climatic conditions, another type of destructive force contributes to erosion.

Where would the sentence best fit?

- (A) Choice A
- (B) Choice B
- (C) Choice C
- (D) Choice D

9. **Directions:** Three of the answer choices below are used in the passage to illustrate constructive processes, and two are used to illustrate destructive processes. Complete the table by matching appropriate answer choices to the processes they are used to illustrate. **This question is worth 2 points.**

Constructive Processes	Destructive Processes
•	•
•	•
•	

Answer Choices

- ☐ A Collision of Earth's crustal plates
- ☐ B Separation of continents
- ☐ C Wind-driven sand
- ☐ D Formation of grass roots in soil
- ☐ E Earthquakes
- ☐ F Volcanic activity
- ☐ G Weather processes

STOP. This is the end of the Reading section of TOEFL iBT® Practice Test 1.

LISTENING

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

You should listen to each conversation and lecture only **once**.

After each conversation or lecture, you will answer some questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about the purpose of a speaker's statement or a speaker's attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will **not** be scored.

In some questions, you will see this icon:  This means that you will hear, but not see, part of the question.

Most questions are worth 1 point. If a question is worth more than 1 point, it will have special directions that indicate how many points you can receive.

It will take about **41 minutes** to listen to the conversations and lectures and to answer the questions. You should answer each question, even if you must guess the answer. Answer each question before moving on. Do not return to previous questions.

At the end of this Practice Test you will find an answer key, information to help you determine your score, scripts for the audio tracks, and explanations of the answers.

Turn the page to begin the Listening section.

Listen to Track 11.



Questions

Directions: Mark your answer by filling in the oval or square next to your choice.

1. Why does the student go to see the professor?
 - (A) To prepare for her graduate school interview
 - (B) To get advice about her graduate school application
 - (C) To give the professor her graduate school application
 - (D) To find out if she was accepted into graduate school

2. According to the professor, what information should the student include in her statement of purpose?
Choose 2 answers.
 - ☐ (A) Her academic motivation
 - ☐ (B) Her background in medicine
 - ☐ (C) Some personal information
 - ☐ (D) The ways her teachers have influenced her

3. What does the professor consider unusual about the student's background?
 - (A) Her work experience
 - (B) Her creative writing experience
 - (C) Her athletic achievements
 - (D) Her music training

4. Why does the professor tell a story about his friend who went to medical school?
- Ⓐ To warn the student about how difficult graduate school can be
 - Ⓑ To illustrate a point he is making
 - Ⓒ To help the student relax
 - Ⓓ To change the subject
5. What does the professor imply about the people who admit students to graduate school?
- Ⓐ They often lack expertise in the fields of the applicants.
 - Ⓑ They do not usually read the statement of purpose.
 - Ⓒ They are influenced by the appearance of an application.
 - Ⓓ They remember most of the applications they receive.

Listen to Track 12.



Environmental Science



Questions

6. What is the talk mainly about?
- (A) A common method of managing water supplies
 - (B) The formation of underground water systems
 - (C) Natural processes that renew water supplies
 - (D) Maintaining the purity of underground water systems
7. What is the professor's point of view concerning the method of "safe yield"?
- (A) It has helped to preserve the environment.
 - (B) It should be researched in states other than Arizona.
 - (C) It is not an effective resource policy.
 - (D) It ignores the different ways people use water.

8. According to the professor, what are two problems associated with removing water from an underground system?

Choose 2 answers.

- ☐ A Pollutants can enter the water more quickly.
- ☐ B The surface area can dry and crack.
- ☐ C The amount of water stored in the system can drop.
- ☐ D Dependent streams and springs can dry up.

9. What is a key feature of a sustainable water system?

- ☐ A It is able to satisfy short-term and long-term needs.
- ☐ B It is not affected by changing environmental conditions.
- ☐ C It usually originates in lakes, springs, or streams.
- ☐ D It is not used to supply human needs.

10. What does the professor imply about water systems managed by the "safe-yield" method?

- ☐ A They recharge at a rapid rate.
- ☐ B They are not sustainable.
- ☐ C They must have large storage areas.
- ☐ D They provide a poor quality of water.

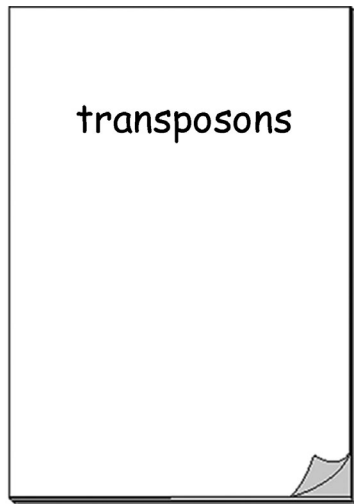
11. Listen to Track 13 to answer the question.



Why does the professor say this?

- ☐ A To find out whether the students are familiar with the issue
- ☐ B To introduce a new problem for discussion
- ☐ C To respond to a student's question
- ☐ D To encourage the students to care about the topic

Listen to Track 14.



Questions

12. What are the students mainly discussing?
- (A) Drugs that are harmful to the human body
 - (B) Bacteria that produce antibiotics
 - (C) DNA that is related to athletic performance
 - (D) Genes that protect bacteria from antibiotics
13. According to the conversation, why are transposons sometimes called "jumping genes"?
- (A) They are able to move from one bacteria cell to another.
 - (B) They are found in people with exceptional jumping ability.
 - (C) They occur in every other generation of bacteria.
 - (D) Their movements are rapid and unpredictable.

14. According to the conversation, what are two ways in which bacteria cells get resistance genes?

Choose 2 answers.

- ☐ A The resistance genes are carried from nearby cells.
- ☐ B The resistance genes are carried by white blood cells.
- ☐ C The resistance genes are inherited from the parent cell.
- ☐ D The resistance genes are carried by antibiotics.

15. What can be inferred about the resistance genes discussed in the conversation?


- ☐ A They are found in all bacteria cells.
- ☐ B They are not able to resist antibiotics.
- ☐ C They make the treatment of bacterial diseases more difficult.
- ☐ D They are essential to the body's defenses against bacteria.

16. *Listen to Track 15 to answer the question.*



Why does the woman say this?

- ☐ A To find out if the man has done his assignment
- ☐ B To ask the man to find out if the library is open
- ☐ C To let the man know that she cannot study much longer
- ☐ D To ask if the man has ever met her roommate

Listen to Track 16. 

Botany



Questions

17. What is the main topic of the lecture?
- Ⓐ The size of root systems
 - Ⓑ Various types of root systems
 - Ⓒ The nutrients required by rye plants
 - Ⓓ Improving two types of plant species
18. According to the professor, why did one scientist grow a rye plant in water?
- Ⓐ To expose the roots to sunlight
 - Ⓑ To be able to fertilize it with gas
 - Ⓒ To be able to see its entire root system
 - Ⓓ To see how minerals penetrate its roots
19. The professor mentions houseplants that receive too much water. Why does she mention them?
- Ⓐ To show that many different types of plants can grow in water
 - Ⓑ To explain why plants grown in water should have a gas bubbled through them
 - Ⓒ To remind the students of the importance of their next experiment
 - Ⓓ To make a point about the length of houseplants' roots
20. According to the professor, what similarity is there between crabgrass and rye plants?
- Ⓐ Both start growing in the month of May.
 - Ⓑ Both have root systems that require a lot of water.
 - Ⓒ Both have more shoot surface than root surface.
 - Ⓓ Both produce many shoots from a single seed.

21. Listen again to part of the lecture by playing Track 17.
Then answer the question.



Why did the professor say this?

- Ⓐ She wanted to correct the wording of a previous statement.
- Ⓑ She wishes she did not have to bubble gas through it.
- Ⓒ She realized the odor of gas could be unpleasant.
- Ⓓ She forgot to tell the students about a step in the experiment.

22. Listen again to part of the lecture by playing Track 18.
Then answer the question.



What does the professor intend to explain?

- Ⓐ Why a mistake made in textbooks was never corrected
- Ⓑ Why she does not believe that the roots of rye plants extend to 1,000 kilometers
- Ⓒ How the roots of rye plants develop to such a great length
- Ⓓ How plants grown in water make use of fertilizer

Listen to Track 19. 

Business Management



Questions

23. What is the lecture mainly about?
- (A) Technological innovations in the automobile industry
 - (B) The organizational structure of companies
 - (C) Ways to improve efficiency in an engineering department
 - (D) Methods of resolving conflicts in organizations
24. Why does the professor talk about a construction company that has work in different cities?
- (A) To give an example of functional organization
 - (B) To give an example of organization around projects
 - (C) To illustrate problems with functional organization
 - (D) To illustrate the types of conflict that can arise in companies

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25. What is an example of a violation of the “unity of command” principle?
- Ⓐ More than one person supervises the same employee.
 - Ⓑ A company decides not to standardize its products.
 - Ⓒ Several project managers are responsible for designing a new product.
 - Ⓓ An employee does not follow a supervisor’s instructions.
26. According to the professor, where might there be a conflict in an organizational structure based on both projects and function?
- Ⓐ Between architects and finance experts
 - Ⓑ Between the need to specialize and the need to standardize
 - Ⓒ Between two engineers who work on the same project
 - Ⓓ Between the needs of projects in different cities
27. Indicate whether each sentence below describes functional organization or project organization. Place a check mark in the correct box.

	Functional Organization	Project Organization
It encourages people with similar expertise to work closely together.		
It helps the company to adapt quickly and meet changing needs.		
It helps to achieve uniformity in projects.		

28. Listen again to part of the lecture by playing Track 20.
Then answer the question.



Why does the professor say this?

- Ⓐ He does not understand why the student is talking about engineers.
- Ⓑ He wants to know how the engineers will communicate with their coworkers.
- Ⓒ The student has not provided a complete answer to his question.
- Ⓓ He wants the student to do more research on the topic.

STOP. This is the end of the Listening section of TOEFL iBT® Practice Test 1.

SPEAKING

Directions: The following Speaking section of the test will last approximately **17 minutes**. To complete it, you will need a recording device that you can play back to listen to your responses.

During the test, you will answer four speaking questions. One of the questions asks about a familiar topic. Three questions ask about short conversations, lectures, and reading passages. You may take notes as you listen to the conversations and lectures. The questions and the reading passages are printed here. The time you will have to prepare your response and to speak is printed below each question. You should answer all of the questions as completely as possible in the time allowed.

Play the audio tracks listed in the test instructions. Record each of your responses.

At the end of this Practice Test you will find scripts for the audio tracks, important points for each question, directions for listening to sample spoken responses, and comments on those responses by official raters.

Questions

1. You will now be asked to give your opinion about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Now play Track 21 to hear Question 1.



Some people who unexpectedly receive a large amount of money spend it on practical things, while others spend it for pleasure only. Which do you think is better and why?

Preparation Time: 15 Seconds

Response Time: 45 Seconds

2. 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 them. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Now play Track 22 to hear Question 2.



Reading Time: 50 Seconds

Student Health Services Need Improvement

The situation at the health center is unacceptable: you sit in a crowded waiting room for hours waiting to get treatment for minor ailments. Then when it's your turn, you get about three minutes with an overworked doctor. I have two suggestions: first, the health center needs to hire more doctors so that each patient receives quality treatment. And as far as the wait time issue is concerned, the health center is currently open only Monday through Fridays, which means that people who get sick over the weekend wait until the following week to get treatment. So, opening the health center on weekends should solve that problem too.

Sincerely,

Megan Finch



The man expresses his opinion about the student's suggestions that are made in the letter. State the man's opinion and explain the reasons he gives for holding that opinion.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

3. You will now read a short passage and then listen to a talk on the same academic topic. You will then be asked a question about them. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Now play Track 23 to hear Question 3.



Reading Time: 45 Seconds

Social Loafing

When people work in groups to perform a task, individual group members may feel less motivated to contribute, since no one person is held directly responsible for completing the task. The result is that people may not work as hard, or accomplish as much, as they would if they were working alone and their individual output were being measured. This decrease in personal effort, especially on a simple group task, is known as social loafing. While it is not a deliberate behavior, the consequence of social loafing is less personal efficiency when working in groups than when working on one's own.

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Using the example from the lecture, explain what social loafing is and how it affects people's behavior.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

4. You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

Now play Track 24 to hear Question 4.



Using points and examples from the talk, explain internal and external locus of control.

Preparation Time: 20 Seconds

Response Time: 60 Seconds

STOP. This is the end of the Speaking section of TOEFL iBT® Practice Test 1.

WRITING

Directions: This section measures your ability to use writing to communicate in an academic environment. There will be two writing tasks.

For the first writing task, you will read a passage and listen to a lecture and then answer a question based on what you have read and heard. For the second task, you will answer a question based on your own knowledge and experience.

At the end of this Practice Test you will find a script for the audio track, topic notes, sample test taker essays, and comments on those essays by official raters.

Turn the page to see the directions for the first writing task.

Writing Based on Reading and Listening

Directions: For this task, you will read a passage about an academic topic and you will listen to a lecture about the same topic. You may take notes while you read and listen.

Then you will write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. You may refer to the reading passage again when you write. You may use your notes to help you answer the question.

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

Give yourself **3 minutes** to read the passage.

Reading Time: 3 minutes

Altruism is a type of behavior in which an animal sacrifices its own interest for that of another animal or group of animals. Altruism is the opposite of selfishness; individuals performing altruistic acts gain nothing for themselves.

Examples of altruism abound, both among humans and among other mammals. Unselfish acts among humans range from the sharing of food with strangers to the donation of body organs to family members, and even to strangers. Such acts are altruistic in that they benefit another, yet provide little reward to the one performing the act.

In fact, many species of animals appear willing to sacrifice food, or even their life, to assist other members of their group. The meerkat, which is a mammal that dwells in burrows in grassland areas of Africa, is often cited as an example. In groups of meerkats, an individual acts as a sentinel, standing guard and looking out for predators while the others hunt for food or eat food they have obtained. If the sentinel meerkat sees a predator such as a hawk approaching the group, it gives an alarm cry alerting the other meerkats to run and seek shelter. By standing guard, the sentinel meerkat gains nothing—it goes without food while the others eat, and it places itself in grave danger. After it issues an alarm, it has to flee alone, which might make it more at risk to a predator, since animals in groups are often able to work together to fend off a predator. So the altruistic sentinel behavior helps ensure the survival of other members of the meerkat's group.

Now play Track 25. 



Question

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

You have 20 minutes to plan and write your response.

Response Time: 20 minutes

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[illegible]

[illegible]

STOP. This is the end of the Writing section of *TOEFL iBT®* Practice Test 1.