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Quick guide of the book

This book includes 12 completely standard TOEFL tests which have been designed by ETS. There are some points that you should consider for gaining the best result of using this book.

- This book can be used in two modes: 1- Practice mode and 2- Test mode.
For each mode, there are some files in the audio CD.

Practice mode

- In *practice mode*, you can take test without considering the time limitation. For this mode of test, audio files are differently arranged, for example: in listening section, you can find conversation and lecture audio files without question audio files while in test mode these files are integrated. You can listen to these files again and again in this mode.
- In *practice mode*, speaking and writing audio files are arranged without considering the real test time limitation.

Test mode

- In the *test mode*, you may take test in a limited time. For this mode, based on the limitation of time in the real test, audio files are arranged.
- Audio files of **listening section** in this mode are arranged based on the time limitation of 10 minutes for each part. In this section you will have 10 minutes for answering 17 questions. 25 seconds has been considered as a presumption answering time for each question, during this 25 second you will listen to nothing and you have time to answer the asked question. This answering time depends on your ability to answer each question; if you can answer each question in a shorter time, you can use your player fast-forward button to answer each question in shorter time.
- Another point that should be considered in **listening section** is that in real test, you can see the pictures of each section only during your listening time. After that time, you will not be able to watch them during the time of answering time; thus you should cover these pictures when the answering time is started. Many of these pictures may help you to answer some questions and you should know they won't be available during your answering time in real test.
- Audio files of **speaking section**, in test mode, are arranged based on the real test limitation time, for example in question 1 or 2, you will have 15 seconds to prepare your response and 45 seconds to answer. In audio files of these questions, these times are considered based on the real test and you should not to be worry about taking time for each part.
- Another point that you should consider in **speaking section** is that in question 3 and 4 you first read a reading and then listen to a conversation or lecture related to that reading. The point that you should consider is that after the reading time, this passage won't be available in real test; thus you should cover the passage of these questions after ending its allotted time.

Complete Test 1

TOEFL IBT

Reading Section Directions

The reading section measures your ability to understand university-level academic texts and passages.

In this section, you will read 3 passages and answer 39-42 comprehension questions. Most questions are worth one point, but the last question in each set is worth more than one point. The directions indicate the maximum number of points.

There are two models that you may face in the real test. The first one concludes two parts. In the first part, you have 20 minutes to read one passage and answer all the questions. In the second part, there are 2 passages, and you will have 40 minutes to read the passages and answer all the questions.

Noticed: the 40 minutes can be shared by the two passages.

The second model concludes 1 part. In this part there are three passage and you have 20 minutes to read each passage and answer all the questions.

Noticed: The 60 minutes can be shared by the three passages.

GROUNDWATER

1. Which of the following can be inferred from paragraph 1 about the ground that we walk on?
- Ⓐ It cannot hold rainwater for long periods of time.
 - Ⓑ It prevents most groundwater from circulating.
 - Ⓒ It has the capacity to store large amounts of water.
 - Ⓓ It absorbs most of the water it contains from rivers.
2. The word “incredible” in the passage is closest in meaning to
- Ⓐ Confusing
 - Ⓑ Comforting
 - Ⓒ Unbelievable
 - Ⓓ Interesting
- Paragraph 2:**
3. The word “out of sight” in the passage is closest in meaning to
- Ⓐ Far away
 - Ⓑ Hidden
 - Ⓒ Partly visible
 - Ⓓ Discovered
4. According to paragraph 2, where is groundwater usually found?
- Ⓐ Inside pieces of sand and gravel
 - Ⓑ On top of beds of rock
 - Ⓒ In fast rivers that are flowing beneath the soil
 - Ⓓ In spaces between pieces of sediment
5. The phrase “glacial outwash” in the passage refers to
- Ⓐ Fast rivers
 - Ⓑ Glaciers
 - Ⓒ The huge volumes of water created by glacial melting
 - Ⓓ The particles carried in water from melting glaciers.

Paragraph 3:

6. All of the following are mentioned in paragraph 3 as places that sediment-laden rivers can deposit their sediments EXCEPT
- Ⓐ A mountain valley
 - Ⓑ Flat land
 - Ⓒ A lake floor
 - Ⓓ The seafloor

GROUNDWATER

Groundwater is the word used to describe water that saturates the ground, filling all the available spaces. By far the most abundant type of groundwater is meteoric water; this is the groundwater that circulates as part of the water cycle. Ordinary meteoric water is water that has soaked into the ground from the surface, from precipitation (rain and snow) and from lakes and streams. There it remains, sometimes for long periods, before emerging at the surface again. At first thought it seems incredible that there can be enough space in the “solid” ground underfoot to hold all this water.

The necessary space is there, however, in many forms. The commonest spaces are those among the particles—sand grains and tiny pebbles—of loose, unconsolidated sand and gravel. Beds of this material, out of sight beneath the soil, are common. They are found wherever fast rivers carrying loads of coarse sediment once flowed. For example, as the great ice sheets that covered North America during the last ice age steadily melted away, huge volumes of water flowed from them. The water was always laden with pebbles, gravel, and sand, known as glacial outwash, that was deposited as the flow slowed down.

The same thing happens to this day, though on a smaller scale, wherever a sediment-laden river or stream emerges from a mountain valley onto relatively flat land, dropping its load as the current slows: the water usually spreads out fanwise, depositing the sediment in the form of a smooth, fan-shaped slope. Sediments are also dropped where a river slows on entering a lake or the sea, the deposited sediments are on a lake floor or the seafloor at first, but

Paragraph 4:

7. The word “overlie” in the passage is closest in meaning to

- (A) Cover
- (B) Change
- (C) Separate
- (D) Surround

Paragraph 5:

8. The phrase “so much for” in the passage is closest in meaning to

- (A) That is enough about
- (B) Now let us turn to
- (C) Of greater concern are
- (D) This is related to

9. The word “plugged” in the passage is closest in meaning to

- (A) Washed
- (B) Dragged
- (C) Filled up
- (D) Soaked through

Paragraph 6:**Paragraph 7:**

10. According to paragraphs 6 and 7, why is basalt unlike most crystalline forms of rock?

- (A) It is unusually solid
- (B) It often has high porosity.
- (C) It has a low proportion of empty space.
- (D) It is highly permeable.

11. What is the main purpose of paragraph 7?

- (A) To explain why water can flow through rock
- (B) To emphasize the large amount of empty space in all rock
- (C) To point out that a rock cannot be both porous and permeable
- (D) To distinguish between two related properties of rock

will be located inland at some future date, when the sea level falls or the land rises; such beds are sometimes thousands of meters thick.

In lowland country almost any spot on the ground may overlie what was once the bed of a river that has since become buried by soil; if they are now below the water’s upper surface (the water table), the gravels and sands of the former riverbed, and its sandbars, will be saturated with groundwater.

So much for unconsolidated sediments. Consolidated (or cemented) sediments, too, contain millions of minute water-holding pores. This is because the gaps among the original grains are often not totally plugged with cementing chemicals; also, parts of the original grains may become dissolved by percolating groundwater, either while consolidation is taking place or at any time afterwards. The result is that sandstone, for example, can be as porous as the loose sand from which it was formed.

Thus a proportion of the total volume of any sediment, loose or cemented, consists of empty space. Most crystalline rocks are much more solid; a common exception is basalt, a form of solidified volcanic lava, which is sometimes full of tiny bubbles that make it very porous.

The proportion of empty space in a rock is known as its porosity. But note that porosity is not the same as permeability, which measures the ease with which water can flow through a material; this depends on the sizes of the individual cavities and the crevices linking them.

Much of the water in a sample of water-saturated sediment or rock will drain from it if the sample is put in a suitable dry

Paragraph 9:

12. 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) Surface tension is not strong enough to retain drops of water in rocks with large pores but it is strong enough to hold on to thin films of water in rocks with small pores.
- (B) Water in rocks is held in place by large pores and drains away from small size pores through surface tension.
- (C) Small pores and large pores both interact with surface tension to determine whether a rock will hold water as heavy drops or as a thin film.
- (D) If the force of surface tension is too weak to hold water in place as heavy drops, the water will continue to be held firmly in place as a thin film when large pores exist.

Paragraph 8:

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

What, then, determines what proportion of the water stays and what proportion drains away?

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

place. ■(A) But some will remain, clinging to all solid surfaces. ■(B) It is held there by the force of surface tension without which water would drain instantly from any wet surface, leaving it totally dry. ■(C) The total volume of water in the saturated sample must therefore be thought of as consisting of water that can, and water that cannot, drain away. ■(D)

The relative amount of these two kinds of water varies greatly from one kind of rock or sediment to another, even though their porosities may be the same. What happens depends on pore size. If the pores are large, the water in them will exist as drops too heavy for surface tension to hold, and it will drain away; but if the pores are small enough, the water in them will exist as thin films, too light to overcome the force of surface tension holding them in place; then the water will be firmly held.

Much of the water in a sample of water-saturated sediment or rock will drain from it if the sample is put in a suitable dry place. ■(A) But some will remain, clinging to all solid surfaces. ■(B) It is held there by the force of surface tension without which water would drain instantly from any wet surface, leaving it totally dry. ■(C) The total volume of water in the saturated sample must therefore be thought of as consisting of water that can, and water that cannot, drain away. ■(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.

Much of the ground is actually saturated with water.

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Answer choices:

- Ⓐ Sediments that hold water were spread by glaciers and are still spread by rivers and streams.
- Ⓑ Water is stored underground in beds of loose sand and gravel or in cemented sediment.
- Ⓒ The size of a saturated rock's pores determines how much water it will retain when the rock is put in a dry place.
- Ⓓ Groundwater often remains underground for a long time before it emerges again.
- Ⓔ Like sandstone, basalt is a crystalline rock that is very porous.
- Ⓕ Beds of unconsolidated sediments are typically located at inland sites that were once underwater.

THE ORIGINS OF THEATER

Paragraph 1:

1. The word “**championed**” in the passage is closest in meaning to
 - (A) Changed
 - (B) Debated
 - (C) Created
 - (D) Supported

2. The word “**attributes**” in the passage is closest in meaning to
 - (A) Ascribes
 - (B) Leaves
 - (C) Limits
 - (D) Contrasts

3. According to paragraph 1, theories of the origins of theater
 - (A) Are mainly hypothetical
 - (B) Are well supported by factual evidence
 - (C) Have rarely been agreed upon by anthropologists
 - (D) Were expressed in the early stages of theater’s development

4. According to paragraph 1, why did some societies develop and repeat ceremonial actions?
 - (A) To establish a positive connection between the members of the society
 - (B) To help society members better understand the forces controlling their food supply
 - (C) To distinguish their beliefs from those of other societies
 - (D) To increase the society’s prosperity

Paragraph 2:

5. The word “**this**” in the passage refers to
 - (A) The acting out of rites
 - (B) The divorce of ritual performers from the rest of society
 - (C) The separation of myths from rites
 - (D) The celebration of supernatural forces

THE ORIGINS OF THEATER

In seeking to describe the origins of theater, one must rely primarily on speculation, since there is little concrete evidence on which to draw. The most widely accepted theory, **championed** by anthropologists in the late nineteenth and early twentieth centuries, envisions theater as emerging out of myth and ritual. The process perceived by these anthropologists may be summarized briefly. During the early stages of its development, a society becomes aware of forces that appear to influence or control its food supply and well-being. Having little understanding of natural causes, it **attributes** both desirable and undesirable occurrences to supernatural or magical forces, and it searches for means to win the favor of these forces. Perceiving an apparent connection between certain actions performed by the group and the result it desires, the group repeats, refines and formalizes those actions into fixed ceremonies, or rituals.

Stories (myths) may then grow up around a ritual. Frequently the myths include representatives of those supernatural forces that the rites celebrate or hope to influence. Performers may wear costumes and masks to represent the mythical characters or supernatural forces in the rituals or in accompanying celebrations. As a people becomes more sophisticated, its conceptions of supernatural forces and causal relationships may change. As a result, it may abandon or modify some rites. But the myths that have grown up around the rites may continue as part of the group’s oral tradition and may even come to be acted out under conditions divorced from these rites. When **this**

6. The word “autonomous” in the passage is closest in meaning to

- Ⓐ Artistic
- Ⓑ Important
- Ⓒ Independent
- Ⓓ Established

7. According to paragraph 2, what may cause societies to abandon certain rites?

- Ⓐ Emphasizing theater as entertainment
- Ⓑ Developing a new understanding of why events occur.
- Ⓒ Finding a more sophisticated way of representing mythical characters
- Ⓓ Moving from a primarily oral tradition to a more written tradition

Paragraph 5:

8. All of following are mentioned in paragraph 5 as possible reasons that led societies to develop theater EXCEPT:

- Ⓐ Theater allows people to face that they are afraid of.
- Ⓑ Theater gives an opportunity to imagine a better reality.
- Ⓒ Theater is a way to enjoy imitating other people.
- Ⓓ Theater provides people the opportunity to better understand the human mind.

9. Which of the following best describes the organization of paragraph 5?

- Ⓐ The author presents two theories for a historical phenomenon.
- Ⓑ The author argues against theories expressed earlier in the passage.
- Ⓒ The author argues for replacing older theories with a new one.
- Ⓓ The author points out problems with two popular theories.

occurs, the first step has been taken toward theater as an autonomous activity, and thereafter entertainment and aesthetic values may gradually replace the former mystical and socially efficacious concerns.

■(A) Although origin in ritual has long been the most popular, it is by no means the only theory about how the theater came into being. ■(B) Storytelling has been proposed as one alternative. ■(C) Under this theory, relating and listening to stories are seen as fundamental human pleasures. ■(D) Thus, the recalling of an event (a hunt, battle, or other feat) is elaborated through the narrator’s pantomime and impersonation and eventually through each role being assumed by a different person.

A closely related theory sees theater as evolving out of dances that are primarily pantomimic, rhythmical or gymnastic, or from imitations of animal noises and sounds. Admiration for the performer’s skill, virtuosity, and grace are seen as motivation for elaborating the activities into fully realized theatrical performances.

In addition to exploring the possible antecedents of theater, scholars have also theorized about the motives that led people to develop theater. Why did theater develop, and why was it valued after it ceased to fulfill the function of ritual? Most answers fall back on the theories about the human mind and basic human needs. One, set forth by Aristotle in the fourth century B.C., sees humans as naturally imitative—as taking pleasure in imitating persons, things, and actions and in seeing such imitations. Another, advanced in the twentieth century, suggests that humans have a gift for fantasy, through which they seek to

Paragraph 6:

10. The word “**penchant**” in the passage is closest in meaning to

- (A) Compromise
- (B) Inclination
- (C) Tradition
- (D) Respect

11. Why does the author mention “**comedy**”?

- (A) To give an example of early types of theater
- (B) To explain how theater helps a society respond to threats to its welfare
- (C) To help explain why detachment is needed for the development of theater
- (D) To show how theatrical performers become detached from other members of society.

12. 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) A society’s rites were more likely to be retained in the oral tradition if its myths were admired for artistic qualities.
- (B) The artistic quality of a myth was sometimes an essential reason for a society to abandon it from the oral tradition.
- (C) Some early societies stopped using myths in their religious practices when rites ceased to be seen as useful for social well-being.
- (D) Myths sometimes survived in a society’s tradition because of their artistic qualities even after they were no longer deemed religiously beneficial.

Paragraph 3:

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

reshape reality into more satisfying forms than those encountered in daily life. Thus, fantasy or fiction (of which drama is one form) permits people to objectify their anxieties and fears, confront them, and fulfill their hopes in fiction if not fact. The theater, then, is one tool whereby people define and understand their world or escape from unpleasant realities.

But neither the human imitative instinct nor a **penchant** for fantasy by itself leads to an autonomous theater. Therefore, additional explanations are needed. One necessary condition seems to be a somewhat detached view of human problems. For example, one sign of this condition is the appearance of the comic vision, since **comedy** requires sufficient detachment to view some deviations from social norms as ridiculous rather than as serious threats to the welfare of the entire group. Another condition that contributes to the development of autonomous theater is the emergence of the aesthetic sense. For example, some early societies ceased to consider certain rites essential to their well-being and abandoned them, nevertheless, they retained as parts of their oral tradition the myths that had grown up around the rites and admired them for their artistic qualities rather than for their religious usefulness.

To enhance their listener's enjoyment, storytellers continually make their stories more engaging and memorable.

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

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.

Anthropologists have developed many theories to help understand why and how theater originated.

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Answer choices:

- (A) The presence of theater in almost all societies is thought to have occurred because early story tellers traveled to different groups to tell their stories.
- (B) Many theorists believe that theater arises when societies act out myths to preserve social well-being.
- (C) The more sophisticated societies became, the better they could influence desirable occurrences through ritualized theater.
- (D) Some theories of theater development focus on how theater was used by group leaders to group leaders govern other members of society.
- (E) Theater may have come from pleasure humans receive from storytelling and moving rhythmically.
- (F) The human capacities for imitation and fantasy are considered possible reasons why societies develop theater.

■(A) Although origin in ritual has long been the most popular, it is by no means the only theory about how the theater came into being. ■(B) Storytelling has been proposed as one alternative. ■(C) Under this theory, relating and listening to stories are seen as fundamental human pleasures. ■(D) Thus, the recalling of an event (a hunt, battle, or other feat) is elaborated through the narrator's pantomime and impersonation and eventually through each role being assumed by a different person.

TIMBERLINE VEGETATION ON MOUNTAINS

Paragraph 1:

1. The word “dramatic” in the passage is closest in meaning to
- Ⓐ Gradual
 - Ⓑ Complex
 - Ⓒ Visible
 - Ⓓ Striking
2. Where is the lower timberline mentioned in paragraph 1 likely to be found?
- Ⓐ In an area that has little water
 - Ⓑ In an area that has little sunlight
 - Ⓒ Above a transition area
 - Ⓓ On a mountain that has on upper timberline.
3. Which of the following can be inferred from paragraph 1 about both the upper and lower timberlines?
- Ⓐ Both are treeless zones
 - Ⓑ Both mark forest boundaries.
 - Ⓒ Both are surrounded by desert areas.
 - Ⓓ Both suffer from a lack of moisture.

Paragraph 2:

4. Paragraph 2 supports which of the following statements about deciduous trees?
- Ⓐ They cannot grow in cold climates.
 - Ⓑ They do not exist at the upper timberline.
 - Ⓒ They are less likely than evergreens to survive at the upper timberline.
 - Ⓓ They do not require as much moisture as evergreens do.

Paragraph 3:

5. The word **attain** in the passage is closest in meaning to
- Ⓐ require
 - Ⓑ resist
 - Ⓒ achieve
 - Ⓓ endure

TIMBERLINE VEGETATION ON MOUNTAINS

The transition from forest to treeless tundra on a mountain slope is often a **dramatic** one. Within a vertical distance of just a few tens of meters, trees disappear as a life-form and are replaced by low shrubs, herbs, and grasses. This rapid zone of transition is called the upper timberline or tree line. In many semiarid areas there is also a lower timberline where the forest passes into steppe or desert at its lower edge, usually because of a lack of moisture.

The upper timberline, like the snow line, is highest in the tropics and lowest in the Polar Regions. It ranges from sea level in the Polar Regions to 4,500 meters in the dry subtropics and 3,500-4,500 meters in the moist tropics. Timberline trees are normally evergreens, suggesting that these have some advantage over deciduous trees (those that lose their leaves) in the extreme environments of the upper timberline. There are some areas, however, where broadleaf deciduous trees form the timberline. Species of birch, for example, may occur at the timberline in parts of the Himalayas.

At the upper timberline the trees begin to become twisted and deformed. This is particularly true for trees in the middle and upper latitudes, which tend to **attain** greater heights on ridges, whereas in the tropics the trees reach their greater heights in the valleys. This is because middle- and upper- latitude timberlines are strongly influenced by the duration and depth of the snow cover. As the snow is deeper and lasts longer in the valleys, trees tend to attain greater heights on the

6. The word **they** in the passage refers to

- (A) valleys
- (B) trees
- (C) heights
- (D) ridges

7. The word **prone** in the passage is closest in meaning to

- (A) adapted
- (B) likely
- (C) difficult
- (D) resistant

8. According to paragraph 3, which of the following is true of trees in the middle and upper latitudes?

- (A) Tree growth is negatively affected by the snow cover in valleys.
- (B) Tree growth is greater in valleys than on ridges.
- (C) Tree growth on ridges is not affected by high-velocity winds.
- (D) Tree growth lasts longer in those latitudes than it does in the tropics.

Paragraph 4:

9. Which of the sentences below best express the essential information in the highlighted sentence in the passage? In correct choices change the meaning in important ways or leave out essential information.

- (A) Because of their deformed shapes at high altitudes, trees are not likely to be seriously harmed by the strong winds typical of those altitudes.
- (B) As altitude increases, the velocity of winds increase, leading to a serious decrease in the number of trees found at high altitudes.
- (C) The deformed shapes of trees at high altitudes show that wind velocity, which increase with altitude, can cause serious hardship for trees.
- (D) Increased wind velocity at high altitudes deforms the shapes of trees, and this may cause serious stress for trees.

ridges, even though **they** are more exposed to high-velocity winds and poor, thin soils there. In the tropics, the valleys appear to be more favorable because they are less prone to dry out, they have less frost, and they have deeper soils.

There is still no universally agreed-on explanation for why there should be such a dramatic cessation of tree growth at the upper timberline. Various environmental factors may play a role. Too much snow, for example, can smother trees, and avalanches and snow creep can damage or destroy them. Late-lying snow reduces the effective growing season to the point where seedlings cannot establish themselves. **Wind velocity also increases with altitude and may cause serious stress for trees, as is made evident by the deformed shapes at high altitudes.** Some scientists have proposed that the presence of increasing levels of ultraviolet light with elevation may play a role, while browsing and grazing animals like the ibex may be another contributing factor. Probably the most important environmental factor is temperature, for if the growing season is too short and temperatures are too low, tree shoots and buds cannot mature sufficiently to survive the winter months.

Above the tree line there is a zone that is generally called alpine tundra. **(A)** Immediately adjacent to the timberline, the tundra consists of a fairly complete cover of low-lying shrubs, herbs, and grasses, while higher up the number and diversity of species decrease until there is much bare ground with occasional mosses and lichens and some prostrate cushion plants. **(B)** Some plants can even survive in favorable microhabitats above the snow line. The highest plants in the world occur at

10. In paragraph 4, what is the author's main purpose in the discussion of the dramatic cessation of tree growth at the upper timberline?

- Ⓐ To argue that none of several environment factors that are believed to contribute to that phenomenon do in fact play a role in causing it.
- Ⓑ To argue in support of one particular explanation of that phenomenon against several competing explanations.
- Ⓒ To explain why the primary environmental factor responsible for that phenomenon has not yet been identified.
- Ⓓ To present several environmental factors that may contribute to a satisfactory explanation of that phenomenon.

Paragraph 6:

11. According to paragraph 6, all of the following statements are true of plants in the alpine zone EXCEPT:

- Ⓐ Because they are low, they are less exposed to strong winds.
- Ⓑ Because they are low, the winter snow cover gives them more protection from the extreme cold.
- Ⓒ In the equatorial mountains, they tend to be lower than in mountains elsewhere.
- Ⓓ Their low growth form keeps them closer to the ground, where there is more heat than further up.

Paragraph 5:

12. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

This explains how, for example, alpine cushion plants have been found growing at an altitude of 6,180 meters.

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

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

around 6,100 meters on Makalu in the Himalayas. ■(C) At this great height, rocks, warmed by the sun, melt small snowdrifts. ■(D)

The most striking characteristic of the plants of the alpine zone is their low growth form. This enables them to avoid the worst rigors of high winds and permits them to make use of the higher temperatures immediately adjacent to the ground surface. In an area where low temperatures are limiting to life, the importance of the additional heat near the surface is crucial. The low growth form can also permit the plants to take advantage of the insulation provided by a winter snow cover. In the equatorial mountains the low growth form is less prevalent.

Above the tree line there is a zone that is generally called alpine tundra. ■(A) Immediately adjacent to the timberline, the tundra consists of a fairly complete cover of low-lying shrubs, herbs, and grasses, while higher up the number and diversity of species decrease until there is much bare ground with occasional mosses and lichens and some prostrate cushion plants. ■(B) Some plants can even survive in favorable microhabitats above the snow line. The highest plants in the world occur at around 6,100 meters on Makalu in the Himalayas. ■(C) At this great height, rocks, warmed by the sun, melt small snowdrifts. ■(D)

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.*

At the timberline, whether upper or lower, there is a profound change in the growth of trees and other plants.

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Answer choices:

- (A) Birch is one of the few species of tree that can survive in the extreme environments of the upper timberline.
- (B) There is no agreement among scientists as to exactly why plant growth is sharply different above and below the upper timberline.
- (C) The temperature at the upper timberline is probably more important in preventing tree growth than factors such as the amount of snowfall or the force of winds.
- (D) The geographical location of an upper timberline has an impact on both the types of trees found there and their physical characteristics.
- (E) High levels of ultraviolet light most likely play a greater role in determining tree growth at the upper timberline than do grazing animals such as the ibex.
- (F) Despite being adjacent to the timberline, the alpine tundra is an area where certain kinds of low trees can endure high winds and very low temperatures.

TOEFL IBT**Listening Section Directions**

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

The listening section is divided into 2 separately timed parts. In each part you will listen to 1 conversation and 2 lectures. You will hear each conversation or lecture only **one** time. 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 a speaker's purpose or attitude. Answer the question based on what is stated or imply 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.

If you need to change the volume while you listen, click on the **VOLUME** icon at the top of screen. In some questions, you will see this icon. . This means that you will hear, but not see, part of the question.

Some questions have special directions. These directions appear in a gray box on the screen. 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.

You must answer each question. After you answer, click on **NEXT**, and then click on **OK** to confirm your answer and go on to the next question. After you click on **OK**, you cannot return to previous questions.

In an actual test, you will have 10 minutes to complete every part. A clock at the top of the screen will show you how much time is remaining. The clock will not count down while you are listening. The clock will count down only while you are answering the questions.



Part 1, Conversation 1



TEST1 Listening Section Part1 Conversation1



- Why does the student go to see the librarian?
 - To sign up for a seminar on using electronic sources for research
 - To report that a journal is missing from the reference area
 - To find out the procedure for checking out journal articles
 - To ask about how to look for resources for a class paper
- What does the librarian say about the availability of journals and articles in the library?
 - They are not easy to find if a professor put them on reserve
 - Most of them are accessible in an electronic format
 - Most of them can be checked out for three weeks
 - Printed versions from the past three years are located in the reference section.
- What does the librarian suggest the student should do to save time?
 - Choose an easier research topic
 - Concentrate on five journals
 - Read the summaries of the articles first
 - Install a new program on her home computer
- What can be inferred about why the woman decides to use the computer in the library?
 - She thinks she might need additional help from the man
 - She does not have a computer at home
 - She has to hand in her assignment by the end of the day
 - She will be meeting a friend in the library later on
- Why does the woman say this ()?
 - She had forgotten about the information
 - She is surprised she was not aware of the information
 - She is annoyed that the information was published only recently
 - She is concerned that the librarian gave her incorrect information

Part 1, Lecture 1



TEST1 Listening Section Part1 Lecture 1



6. What is the purpose of the lecture?
- (A) To explain the difference between two artistic styles
 - (B) To describe a new art gallery to the class
 - (C) To introduce an artist's work to the class
 - (D) To show how artists' styles can evolve over time
7. What does the professor say about Frantzen's painting of a farm scene?
- (A) It resembles a photograph
 - (B) It may be Frantzen's best known painting
 - (C) It was painted in the Impressionist style
 - (D) It was painted while Frantzen lived abroad
8. Why did Frantzen go to the Sales Barn?
- (A) To study human form and movement
 - (B) To earn money by painting portraits
 - (C) To paint farm animals in an outdoor setting
 - (D) To meet people who could model for her painting

TEST 1

Reading

Listening

Speaking

Writing