

LONGMAN PREPARATION COURS E FOR THE TOEFL iBT® TEST

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DEBORAH PHILLIPS







LONGMAN PREPARATION COURSE FOR THE TOEFL iBT TEST



THIRD EDITION

TOEFL iBT* is the registered trademark of Educational Testing Service (ETS*). This publication is not endorsed or approved by ETS. This book gives students all the tools they need to succeed on the TOEFL integrated-skills test. Providing both a comprehensive language-skills course and a wealth of practice for all sections of the test, the Longman Preparation Course for the TOEFL iBT*® Test is appropriate for courses in TOEFL-test preparation or as a supplement to more general ESL courses.

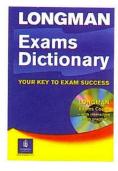
The Student Book features:

- Updated material for all the new types of passages and questions on the test
- Diagnostic pre-tests and post-tests that allow students to identify strengths and weaknesses and assess improvement in each section
- Practice sections for the four skills:
 - Reading practice exercises in this third edition have been completely updated to provide authentic length and level of difficulty
 - Listening provides authentic conversations in an academic setting and academic lectures
 - Speaking includes personal and expository tasks and integrated tasks with questions reflecting the latest test format
 - · Writing consists of expository and integrated tasks: reading/listening/writing
- Eight Mini-Tests that preview the test's integrated four-skills format
- Two complete Practice Tests that familiarize students with the actual test format and timing
 - · Including authentic length and level of difficulty
- New guidelines and strategies on note-taking
- New tips and hints throughout practice sections
- Free downloadable complete audio program from website
- Free teacher's materials including lesson plans and classroom activities downloadable from website

Go to www.pearsonelt.com/TOEFLiBT for your free teacher's resources and audio material

MyEnglishLab for the TOEFL iBT® Test

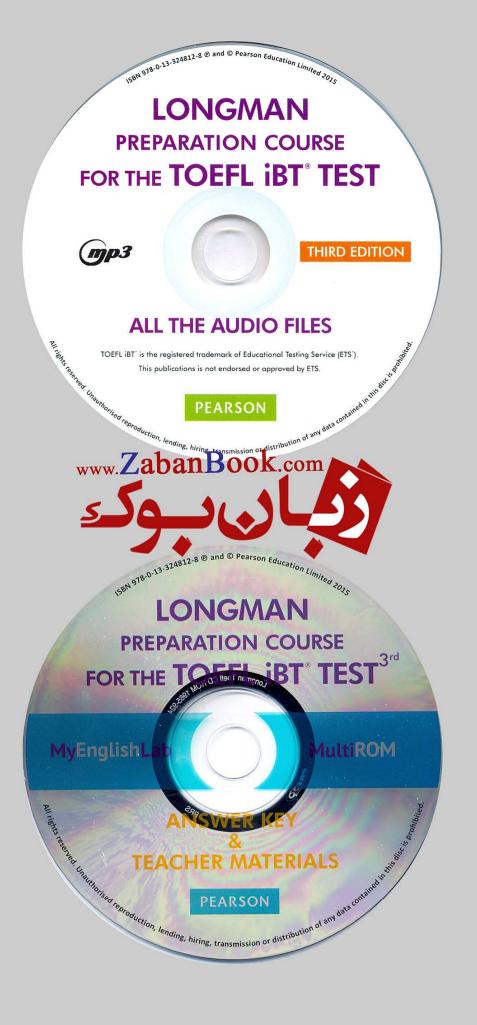
Free access to MyEnglishLab for the TOEFL iBT® Test, the easy-to-use online learning program.
 Includes extensive additional practice activities, pre- and post tests, and THREE full length tests





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The perfect partner for Longman Preparation Course for the TOEFL iBT® Test http://www.longmanhomeusa.com/catalog





THIRD EDITION

LONGMAN PREPARATION COURSE FOR THE TOEFL IBT TEST



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ABOUT THIS COURSE

PURPOSE OF THE COURSE

This course is intended to prepare students for the TOEFL iBT® test (Internet-Based Test). It is based on the most up-to-date information available on the TOEFL iBT® test. This third edition has been updated to feature test-length reading and listening passages, more at-level items, and the latest question types found on the TOEFL iBT® test.

Longman Preparation Course for the TOEFL iBT® Test, 3E can be used in a variety of ways, depending on the needs of the reader:

- It can be used as the primary classroom text in a course emphasizing preparation for the TOEFL iBT® test.
- It can be used as a supplementary text in a more general ESL/EFL course.
- Along with the free audio program on mp3 files, it can be used as a tool for individualized study by students preparing for the TOEFL iBT® test outside of the ESL/EFL classroom.

WHAT IS IN THE BOOK

The book contains a variety of materials that together provide a comprehensive TOEFL test preparation course:

- Diagnostic Pre-Tests for each section of the TOEFL iBT® test (Reading, Listening, Speaking, Writing) measure students' level of performance and allow students to determine specific areas of weakness.
- Language Skills for each section of the test provide students with a thorough understanding of the language skills that are regularly tested on the TOEFL iBT[®] test.
- Test-Taking Strategies for each section of the test provide students with clearly defined steps to maximize their performance on the test.
- Exercises provide practice of one or more skills in a non-TOEFL test format.
- TOEFL Exercises provide practice of one or more skills in a TOEFL test format.
- TOEFL Review Exercises provide practice of all of the skills taught up to that point in a TOEFL test format.
- TOEFL Post-Tests for each section of the test measure the progress that students have made after working through the skills and strategies in the text.
- Eight Mini-Tests allow students to simulate the experience of taking actual tests using shorter versions (approximately 1.5 hours each) of the test.
- Two Complete Tests allow students to simulate the experience of taking actual tests using full-length versions (approximately 3.5 hours each) of the test.
- Scoring Information allows students to determine their approximate TOEFL test scores on the Diagnostic Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests.

- Skill-Assessment Checklists and Diagnostic Charts allow students to monitor
 their progress in specific language skills on the Pre-Tests, Post-Tests, Mini-Tests,
 and Complete Tests so that they can determine which skills have been mastered
 and which skills require further study.
- Grammar and Structure practice exercises provide students with the necessary foundation and a reference for key grammar points.

WHAT IS ON THE WEBSITE

COMPLETE AUDIO RECORDINGS NOW INCLUDED ON WEBSITE

NEW! The complete audio program to accompany this book is now included as mp3 files on the text's website at www.pearsonelt.com/TOEFLiBT. The website contains all of the recorded materials from the Listening, Writing, and Speaking sections as well as the Mini-Tests and Complete Tests.

AUDIO TRANSCRIPTS

All audio transcripts are now available to download or print from the website.

ANSWER KEY

The answer keys are available on the website only for those who have purchased the text with access to the answer keys.

WHAT IS ON THE MyEnglishLab FOR THE TOEFL IBT® TEST

NEW! This text comes with access to the *MyEnglishLab for the TOEFL iBT® Test*, an online component designed to provide additional interactive practice for the test. A range of activities are provided to master the skills necessary to succeed on the TOEFL iBT® Test. Both skill-specific activities and authentic test-style questions are incorporated, providing maximum exposure to the specific question types students will encounter. Special features include tips for answering question types, correct and incorrect answer feedback, and video presentations covering the material students will encounter on the test. Timed and untimed practice tests and mini-tests allow for teacher assessment and self-study assessment.

OTHER AVAILABLE MATERIALS

Pearson publishes a full suite of materials for TOEFL iBT® test preparation. Materials are available for the TOEFL iBT® test at both intermediate and advanced levels. Please visit Pearson's website at www.pearson.com for a complete list of available TOEFL iBT® test products.

ABOUT THE TOEFL IBT® TEST

OVERVIEW OF THE TOEFL IBT® TEST

The TOEFL iBT® test is an exam to measure the English proficiency and academic skills of nonnative speakers of English. It is required primarily by English-language colleges and universities. Additionally, institutions such as government agencies, businesses, or scholar-ship programs may require this test.

DESCRIPTION OF THE TOEFL IBT® TEST

The TOEFL iBT® test currently has the following four sections:

 The Reading section consists of three long passages and questions about the passages. The passages are on academic topics; they are the kind of material that might be found in an undergraduate university textbook. Students answer questions about stated and unstated details, inferences, sentence restatements, sentence insertion, vocabulary, pronoun reference function, fact and negative fact, and overall organization of ideas.

- The <u>Listening</u> section consists of six long passages and questions about the passages. The passages consist of two campus conversations and four academic lectures or discussions. The questions ask the students to determine main ideas, details, function, stance, inferences, and overall organization.
- The Speaking section consists of six tasks, two independent tasks and four integrated tasks. In the two independent tasks, students must answer opinion questions about some aspect of academic life. In the two integrated reading, listening, and speaking tasks, students must read a passage, listen to a passage, and speak about how the ideas in the two passages are related. In the two integrated listening and speaking tasks, students must listen to long passages and then summarize and offer opinions on the information in the passages.
- The Writing section consists of two tasks, one integrated task and one independent task. In the integrated task, students must read an academic passage, listen to an academic passage, and write about how the ideas in the two passages are related. In the independent task, students must write a personal essay.

The format of a TOEFL iBT® test is outlined in the following chart:

	iBT	APPROXIMATE TIME
READING	3 passages and 36–42 questions	60 minutes
LISTENING	6 passages and 34 questions	60 minutes
SPEAKING	6 tasks and 6 questions	20 minutes
WRITING	2 tasks and 2 questions	60 minutes

It should be noted that at least one of the sections of the test will include extra, uncounted material. Educational Testing Service (ETS) includes extra material to try out material for future tests. If you are given a longer section, you must work hard on all of the materials because you do not know which material counts and which material is extra. (For example, if there are four reading passages instead of three, three of the passages will count and one of the passages will not count. It is possible that the uncounted passage could be any of the four passages.)

HOW THE TEST IS SCORED

Students should keep the following information in mind about the scoring of the TOEFL iBT® test:

- The TOEFL iBT® test is scored on a scale of 0 to 120 points.
- Each of the four sections (Reading, Listening, Speaking, and Writing) receives a scaled score from 0 to 30. The scaled scores from the four sections are added together to determine the overall score.
- After students complete the Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests
 in the book, it is possible for them to estimate their scaled scores. A description of
 how to determine the scaled scores of the various sections is included on pages
 591–598.

TO THE STUDENTS

HOW TO PREPARE FOR THE TOEFL IBT® TEST

The TOEFL iBT® test is a standardized test of English and academic skills. To do well on this test, you should improve your knowledge of the language and academic skills and test-taking strategies covered on the test. This book can familiarize you with the English language skills, academic skills, and test taking strategies necessary for the TOEFL iBT® test, and it can also provide a considerable amount of test practice. A generous amount of additional practice can be found on MyEnglishLab for the TOEFL iBT® Test.

HOW TO USE THIS BOOK

Following these steps can help you to get the most out of this book:

- Take the Diagnostic Pre-Test at the beginning of each section. Try to reproduce the conditions and time pressure of a real TOEFL test. Take each section without interruption. Time yourself to experience the time pressure of an actual test. Play the audio one time only during the test. (Play it more times when you are reviewing.)
- After you complete the Reading or Listening Diagnostic Pre-Test, diagnose your errors and record your results. Complete the Diagnosis and Scoring Charts on pages 591–598 to determine which language skills you have mastered and which need further study. Record your results on the Test Results charts on pages 595 and 598.
- 3. After you complete the Speaking or Writing Diagnostic Pre-Test, assess, score, and record your results. Complete the checklists on pages 599–604 to assess the skills used. Score your results using the Speaking Scoring Criteria on pages 605–606 or the Writing Scoring Criteria on pages 613–614. Record your scores on pages 608–609 and page 616.
- 4. Work through the presentations and exercises, paying particular attention to the skills that caused you problems in a Pre-Test. Each time that you complete a TOEFL-format exercise, try to simulate the conditions of a real test. For reading questions, allow yourself one-and-a-half minutes for one question. For listening questions, play the audio one time only during the exercise. Do not stop the audio between the questions. For speaking, allow yourself 15 to 20 seconds to prepare your response and 45 to 60 seconds to give it. For writing, allow yourself 20 minutes to write an integrated writing response and 30 minutes to write an independent writing response.
- 5. Complete the Appendix exercises for areas that you need to improve.
- 6. When you have completed all the skills exercises for a section, take a Post-Test. Follow the directions above to reproduce the conditions and time pressure of a real TOEFL test and to diagnose your answers and record your results.
- Periodically schedule Mini-Tests and Complete Tests. As you take each one, follow the
 directions above to reproduce the conditions and time pressure of a real test and to score,
 diagnose, and record your results.

TO THE STUDENTS

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- 5. Complete the Appendix exercises for areas that you need to improve.
- 6. When you have completed all the skills exercises for a section, take a Post-Test. Follow the directions above to reproduce the conditions and time pressure of a real TOEFL test and to diagnose your answers and record your results.
- Periodically schedule Mini-Tests and Complete Tests. As you take each one, follow the
 directions above to reproduce the conditions and time pressure of a real test and to score,
 diagnose, and record your results.

TO THE TEACHER

HOW TO GET THE MOST OUT OF THE SKILLS EXERCISES IN THE BOOK

The skills exercises are a vital part of the TOEFL iBT® test preparation process presented in this book. Maximum benefit can be obtained from the exercises if the students are properly prepared for the exercises and if the exercises are carefully reviewed after completion. Here are some suggestions:

- Be sure that the students have a clear idea of the appropriate skills and strategies involved in each exercise. Before beginning each exercise, review the skills and strategies that are used in that exercise. Then, when you review the exercises, reinforce the skills and strategies that can be used to determine the correct answers.
- As you review the exercises, be sure to discuss each answer, the incorrect answers as well as the correct answers. Discuss how students can determine that each correct answer is correct and each incorrect answer is incorrect.
- In this new edition, all of the exercises are designed to be as challenging as the
 actual test. It is important to keep students under time pressure while they are
 working on the exercises. An equal amount of time should be spent in reviewing
 the exercises once they have been completed.

HOW TO GET THE MOST OUT OF THE TESTS IN THE BOOK

There are four different types of tests in this book: Diagnostic Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests. When the tests are given, it is important that the test conditions be as similar to actual TOEFL iBT® test conditions as possible; each section of the test should be given without interruption and under the time pressure of the actual test. Giving the speaking tests in the book presents a unique problem because the students need to respond individually during the tests. Various ways of giving speaking tests are possible; you will need to determine the best way to give the speaking tests for your situation. Here are some suggestions:

- You can have the students come in individually and respond to the questions as the teacher listens to the responses and evaluates them.
- You can have a room set up where students come in individually to take a speaking test and record their responses on a computer or audio recording device. Then either the teacher or the student will need to evaluate the responses.
- You can have a room set up where students come in in groups of four to take a speaking test and record the responses on four computers or audio recording devices, one in each corner of the room. Then either the teacher or the students will need to evaluate the responses.
- You can have the students sit down in an audio lab or computer lab where they
 can record their responses on the system. Then either the teacher or the students
 will need to evaluate the responses.

Review of the tests should emphasize the function served by each of these different types of tests:

- While reviewing the Diagnostic Pre-Tests, you should encourage students to determine the areas where they require further practice.
- While reviewing the Post-Tests, you should emphasize the language skills and strategies involved in determining the correct answer to each question.

- While reviewing the Mini-Tests, you should review the language skills and testtaking strategies that are applicable to the tests.
- While reviewing the Complete Tests, you should emphasize the overall strategies for the Complete Tests and review the variety of individual language skills and strategies taught throughout the course.

HOW MUCH TIME TO SPEND ON THE MATERIAL

You may have questions about how much time it takes to complete the materials in this course. The numbers in the following chart indicate approximately how many hours it takes to complete the material:

	BOOK SKILLS	HOURS
READING	Pre-Test	2
SKILLS	Skills 1–2	8
	Skills 3-4	8
	Skills 5-6	8
	Skills 7–8	8
	Skills 9-10	8
	Post-Test	2
LISTENING	Pre-Test	1
SKILLS	Skills 1-2	6
	Skills 3-4	6
	Skills 5-6	6
	Post-Test	1
SPEAKING	Pre-Test	2
SKILLS	Skills 1-4	5
	Skills 5–8	5
	Skills 9-12	5
	Skills 13-15	4
	Skills 16-18	4
	Post-Test	2
WRITING	Pre-Test	2
SKILLS	Skills 1-8	12
	Skills 9-15	12
	Post-Test	2
MINI-TEST 1	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 2	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 3	Reading	1
	Listening	1

	BOOK SKILLS	HOURS
MINI-TEST 3	Speaking	1
	Writing	1
MINI-TEST 4	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 5	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 6	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 7	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 8	Reading	1
	Listening	1
	Speaking	1
	Writing	1
COMPLETE	Reading	2
TEST 1	Listening	2
	Speaking	2
	Writing	2
COMPLETE	Reading	2
TEST 2	Listening	2
	Speaking	2
	Writing	2
APPENDIX		33
		200 hours

HOW TO DIVIDE THE MATERIAL

You may need to divide the materials in this course so that they can be used over a number of sessions. The following is one suggested way to divide the materials into two sessions:

SESSION 1	воок	HOURS
READING SKILLS	Pre-Test Skills 1–2 Skills 3–4 Skills 5–6	2 8 8 8
LISTENING SKILLS	Pre-Test Skills 1–2 Skills 3–4	1 6 6
SPEAKING SKILLS	Pre-Test Skills 1–4 Skills 5–8	2 5 5
WRITING SKILLS	Pre-Test Skills 1–8	2 12
MINI-TEST 1	Reading Listening Speaking Writing	1 1 1 1
MINI-TEST 2	Reading Listening Speaking Writing	1 1 1
MINI-TEST 3	Reading Listening Speaking Writing	1 1 1 1
MINI-TEST 4	Reading Listening Speaking Writing	1 1 1 1
COMPLETE TEST 1	Reading Listening Speaking Writing	2 2 2 2
APPENDIX		12
		101 hours

SESSION 2	воок	HOURS
READING SKILLS	Skills 7–8 Skills 9–10 Post-Test	8 8 2
LISTENING SKILLS	Skills 5–6 Post-Test	6
SPEAKING SKILLS	Skills 9–12 Skills 13–15 Skills 16–18 Post-Test	5 4 4 2
WRITING SKILLS	Skills 9–15 Post-Test	12 2
MINI-TEST 5	Reading Listening Speaking Writing	1 1 1
MINI-TEST 6	Reading Listening Speaking Writing	1 1 1
MINI-TEST 7	Reading Listening Speaking Writing	1 1 1
MINI-TEST 8	Reading Listening Speaking Writing	1 1 1 1
COMPLETE TEST 2	Reading Listening Speaking Writing	2 2 2 2
APPENDIX		21
		99 hours

The following is a suggested way to divide the materials into three sessions:

SESSION 1	воок	HOURS
READING SKILLS	Pre-Test Skills 1–2 Skills 3–4	2 8 8
LISTENING SKILLS	Pre-Test Skills 1–2	1 6
SPEAKING SKILLS	Pre-Test Skills 1–4	2 5
MINI-TEST 1	Reading Listening Speaking Writing	1 1 1 1
MINI-TEST 2	Reading Listening Speaking Writing	1 1 1 1
MINI-TEST 3	Reading Listening Speaking Writing	1 1 1 1
APPENDIX		21 65 hours

SESSION 2	воок	HOURS
READING SKILLS	Skills 5–6 Skills 7–8	8 8
LISTENING SKILLS	Skills 3–4	6
SPEAKING SKILLS	Skills 5–8 Skills 9–12	5 5
WRITING SKILLS	Pre-Test Skills 1–8	2 12
MINI-TEST 4	Reading Listening Speaking Writing	1 1 1 1
MINI-TEST 5	Reading Listening Speaking Writing	1 1 1 1
COMPLETE TEST 1	Reading Listening Speaking Writing	2 2 2 2
APPENDIX		6
		68 hours

SESSION 3	воок	HOURS
READING SKILLS	Skills 9–10 Post-Test	8 2
LISTENING SKILLS	Skills 5–6 Post-Test	6
SPEAKING SKILLS	Skills 13–15 Skills 16–18 Post-Test	4 4 2
WRITING SKILLS	Skills 9–15 Post-Test	12 2
MINI-TEST 6	Reading Listening Speaking Writing	1 1 1 1
MINI-TEST 7	Reading Listening Speaking Writing	1 1 1 1
MINI-TEST 8	Reading Listening Speaking Writing	1 1 1
COMPLETE TEST 2	Reading Listening Speaking Writing	2 2 2 2
APPENDIX		6
		67 hours

NOTE TAKING

Note taking is critical to success on the TOEFL iBT® test. Take notes on all the passages in the Listening section, and on both the reading and listening passages for the integrated tasks in the Speaking and Writing sections. Even if you understand these passages clearly as you are reading and listening, your notes will help you remember the information and use it later to answer questions, record spoken responses, and write effective responses and essays.

Although everyone develops their own style of note taking, there are some practical strategies that can be applied to tasks. One method is to take notes using a "T-chart." A T-chart is a graphic organizer that helps you organize information for your notes. You draw a chart with two columns and label the columns based on what information you need.

Look at the sample material that follows. First read the sample passages and transcripts, and then study how the example T-charts were created based on the sample passages.

LISTENING

For the Listening tasks, there are various ways to organize your notes, such as by labeling the columns of a T-chart for cause and effect or for problems and solutions, by using the two columns for comparing and contrasting two different topics, or for listing advantages and disadvantages of the same topic or situation. You can also use a basic outline to organize listening notes into topic, main points, and supporting ideas. It is important that note taking on the Listening portion of the test be brief, and that your focus remains on listening to the passage.

TIP: Don't try to write down everything from the listening passage and the reading passage word for word.

Listening Sample Excerpt

(narrator)

Listen to part of a lecture in an astronomy class.

(professor)

Well, certainly in popular culture—science fiction movies, fictional stories, even people who claim to have been kidnapped by aliens—the possibility of life on the red planet has been explored and confirmation is presumed to be within our grasp. But, no matter what we might imagine or believe, the fact remains that there has never been any verifiable proof of life on Mars. Now . . . scientific investigations have been ongoing for decades, including telescopic observations in the late 1800s by Percival Lowell, and the orbiting Mariner spacecrafts of the 1960s and 1970s. But only in the twenty-first century-I know as a young student, this would have been beyond my wildest dreams—umm . . . NASA and the Mars Science Laboratory, or MSL, have been able to collect geochemical samples directly from the surface of Mars. And what have they found? No, not little gray or green beings, however, they did find some of the elements necessary to support life . . .

Notes

Aliens? = pop cu Mars	iture belv life on
Investigatus Findugs	
—Telescop obs	-x verifybl
1800s Perc	proof
Lowell	
-Mariners crft	-x little gray/
1960s-70s	grn being
-21st cent-	-Rovers
nasa collct	missus discur
geochems fr	chems & mins
surfc mars	nec 4 life

Abbreviations and Symbols

Abbreviations (shortened words) and symbols are used so that you can the reduce time and the amount you write in the notes.

Abbreviate by following these guidelines:

Delete the ending of a word or use only the first syllable (topic = top; listening = list)

Delete vowels from a word if it doesn't lead to confusion (discover = dscvr; child = chld)

Use acronyms (initials, letters) for names or common terms (Theodore Roosevelt = TR; homework= HW; main points = MPs)

SPEAKING

For the integrated Speaking tasks, a T-chart should be organized so that one side lists the topic and main points of the Listening lecture and the other side lists the topic and three main points of the Reading passage.

Speaking Sample Excerpt from Reading Passage

A notice from the office of the university president

Effective Monday, November 11th, no pets will be allowed on the university campus. This applies to all university professors, administrators, students, and visitors alike. This policy is being put in place for the comfort and safety of everyone on campus and because buildings on campus are not built to accommodate pets. The only exception to this rule is the use of animals such as seeing-eye dogs that are trained for use in assisting persons with disabilities. Any other pets, no matter how large or small, are unequivocally not allowed. Anyone who fails to follow this policy will face immediate action by the university.

Speaking Sample Excerpt from Listening Passage

(narrator)	Now listen to two students as they discuss the notice.
(man)	What's the deal with the new policy on pets?
(woman)	Oh, you saw that? I guess one of the professors has a pet snake that got loose and ended up in the president's office. I heard the president kind of freaked out.
(man)	What? Just because of one incident? It's not fair for the president to penalize everyone just because one professor was careless.
(woman)	Yeah, it's a pretty harsh reaction.
(man)	I think it's too strict. You know, a lot of local people, not students, who live off campus use the paths on the campus to walk their dogs. It's not a safety issue because they control their dogs. If the university makes them stop, it'll cut down the interaction between people on campus and off.
(woman)	I guess I do see a lot of people walking their dogs, and they are pretty considerate about it.
(man)	Exactly. I've talked with a few of them and they've actually been really interesting people. It sort of helps the university be part of the neighborhood.
(woman)	It does seem kind of pointless to drive them away from the campus.
(man)	I'll bet the president hasn't really thought this through.

Notes

Reading	Listening
Passage	Passage
Top: X pets on campus!	Op (opinion): M— X like policy
MPs:	X pets
-4 comf/safe,	W— reas = prof's
bldg x accom	snake in pres off
—excp dísabíl	R4 (reasons for
-x follow =	opinion):
immed act by	M: — X fair,
unív	pres punish all, ++strict
	— people off camp walk dogs, control, safe
	 — ↓ interact btw camp & neigh

&c, +	and; also	b/f or b/4	before	•	important
++	more	aft	after	M	man/men
w/	with	@	at	W	woman/women
w/o	without	→	leads to; causes	4	for
-	equals, is, means, is same as	+	comes from; result of	2	to
	unequal to, is not the same as	1	decrease	ppl	people
X	no, not	1	increase	ĵ ·	per
b/c	because	S	dollars	" "	ditto; repeated information
>	greater than, bigger than, more than	ex., e.g.	example	re	regarding; about
<	fewer than, smaller than, less than	K	thousand	ft	feet
1st, 2nd, 3rd		%	percent	yr	year
			•		

NOTE TAKING

WRITING

For the **integrated Writing tasks**, a T-chart should be organized so that one side lists the topic and main points of the Reading passage and the other side lists the topic and main points of the Listening lecture.

Writing Sample Excerpt from Reading Passage

In most democracies, decisions on parenting are left to the parents. However, due to serious issues such as child abuse, neglect, and an increase in crimes committed by youth, several countries are considering implementing mandatory parenting classes for all prospective parents. Proponents believe mandatory parenting classes will provide essential information about childcare to uninformed parents, leading to a reduction in child abuse and neglect cases. In addition, supporters believe that raising the standard of parenting ensures that the future generation is not burdened with anti-social behaviors, thus reducing the costs of existing child support systems that respond to crises. Finally, it is thought that since the classes would provide current and standardized information from a variety of professionals, the quality of parenting will increase.

Writing Sample Excerpt from Listening Passage

(professor)

I'd like to point out that the idea of mandatory parenting classes is not without controversy. Opponents point out that there is no data linking the implementation of parenting education to a decline in child abuse or neglect. Before governments institute such a policy, there should be broad-scale studies with verifiable proof of its ability to significantly reduce violence towards and neglect of children. Critics also feel that potential cost reduction is not a valid reason for the intrusion of the government into the role of parenting. This leads us to the final reason why mandatory parenting is being contested. Standardized practices disregard the unique beliefs and customs of the individual family.

Notes

Reading Notes	Listening Notes
Top: Parenting class shld be mandatory 4 all prspctv prnts	Top: Parenting class shld X be mandatory 4 prspctv prnts
MPs:	MPs:
-provide essntl info abt child care to prvnt abuse § neglct -↑ standrd of parenting = future gen × burdnd w/ anti-social behvr → < cost of child spprt systms -classes = stndrdzd info frm ++ profsnls, → qulty prntng	—X data links ↓ parental abuse + neglect w/ prnt ed —Prnts know best, X ok 4 gov 2 intrfr w/ role of prnt —Stndrdzd practs X = unique blfs § cstms of fam, X 2 child need same prning

&, +	and; also	b/f or b/4	before	•	important
++	more	aft	after	M	man/men
w/	with	0	at	W	woman/women
w/o	without	→	leads to; causes	4	for
-	equals, is, means, is same as	←	comes from; result of	2	to
*	unequal to, is not the same as	1	decrease	ppl	people
X	no, not	1	increase	ĵ.	per
b/c	because	\$	dollars	""	ditto; repeated information
>	greater than, bigger than, more than	ex., e.g.	example	re	regarding; about
<	fewer than, smaller than, less than	K	thousand	ft	feet
1st, 2nd, 3rd	first, second, third	%	percent	yr	year

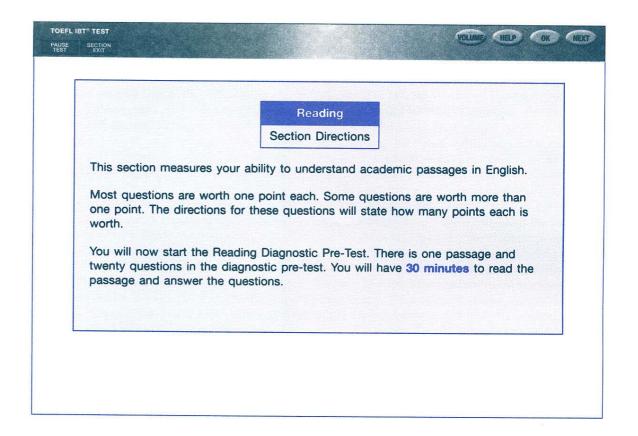
NOTE TAKING STRATEGIES

- 1. Be brief.
- 2. Use symbols and abbreviations. Create your own abbreviation list or add to the list below.
- 3. Write key words and phrases. Content words are those that hold meaning. Avoid writing function words. Function words are words that don't hold meaning, such as articles, prepositions, forms of the verb be (am, is, are, was, were), and auxiliary verbs (be, have, do).
- 4. Draw arrows or connecting lines between related ideas if they will remain clear to you.
- 5. After noting the main ideas, indent details, supporting ideas, or examples.
- 6. Leave space between topics or ideas in case you want to fill in information later.
- 7. Write down important names and dates.
- 8. Write clearly.
- 9. Use a T-chart or another type of graphic organizer.
- 10. Paraphrase. For example, this sentence "Even though the first few years of life are a time when learning is at its highest and tremendous amounts of information are processed, people seem to remember basically nothing from this period." can be paraphrased, "Memories from infancy and the toddler years are almost non-existent in adults, despite the fact that these were periods of intense learning."

&c, +	and; also	b/f or b/4	before		important
++	more	aft	after	M	man/men
w/	with	0	at	W	woman/women
w/o	without	→	leads to; causes	4	for
-	equals, is, means, is same as	+	comes from; result of	2	to
+	unequal to, is not the same as	. ↓	decrease	ppl	people
X	no, not	î	increase	Ī	per
b/c	because	\$	dollars	""	ditto; repeated information
>	greater than, bigger than, more than	ex., e.g.	example	re	regarding; about
<	fewer than, smaller than, less than	K	thousand	ft	feet
1st, 2nd, 3rd	first, second, third	%	percent	yr	year

READING DIAGNOSTIC PRE-TEST

30 minutes



Read the passage and answer the questions that follow.

Paragraph

2

www.ZabanBook.com Aggression

Aggressive behavior is any behavior that is intended to cause injury, pain, suffering, 1 damage, or destruction. While aggressive behavior is often thought of as purely physical, verbal attacks such as screaming and shouting or belittling and humiliating comments aimed at causing harm and suffering can also be a type of aggression. What is key to the definition of aggression is that whenever physical or verbal harm is inflicted, it is intentional.

Aggression was likely an early survival mechanism for humans, much in the same way it was for animals. Despite this, it is generally thought that aggressive behavior was not named as such before the seventeenth century, when the term was used to refer to an unprovoked physical attack. The term expanded beyond the description of purely physical aggression to include a psychological dimension in the early twentieth century, as psychiatrists put more emphasis on aggressive behavior and its potential motives.

Questions about the causes of aggression have long been of concern to both social and biological scientists. Theories about the causes of aggression cover a broad spectrum, ranging from those with biological or instinctive emphases to those that portray aggression as a learned behavior.

Numerous theories are based on the idea that aggression is an inherent and natural human instinct. Aggression has been explained as an instinct that is directed externally toward others in a process called displacement, and it has been noted that aggressive impulses that are not channeled toward a specific person or group may be expressed indirectly through socially acceptable activities such as sports and competition in a process called catharsis. 9B Biological, or instinctive, theories of aggression have also been put forth by ethologists, who study the behavior of animals in their natural environments. 90 A number of ethologists have, based upon their observations of animals, supported the view that aggression is an innate instinct common to humans. 90

Two different schools of thought exist among those who view aggression as instinct. One group holds the view that aggression can build up spontaneously, with or without outside provocation, and violent behavior will thus result, perhaps as a result of little or no provocation. Another suggests that aggression is indeed an instinctive response but that, rather than occurring spontaneously and without provocation, it is a direct response to provocation from an outside source.

In contrast to instinct theories, social learning theories view aggression as a learned behavior. This approach focuses on the effect that role models and reinforcement of behavior have on the acquisition of aggressive behavior. Research has shown that aggressive behavior can be learned through a combination of modeling and positive reinforcement of the aggressive behavior and that children are influenced by the combined forces of observing aggressive behavior in parents, peers, or fictional role models and of noting either positive reinforcement for the aggressive behavior or, minimally, a lack of negative reinforcement for the behavior. While research has provided evidence that the behavior of a live model is more influential than that of a fictional model, fictional models such as those seen in movies and on television, do still have an impact on behavior. 19A On-screen deaths or acts of violent behavior in certain television programs or movies can be counted in the tens, or hundreds, or even thousands; while some have argued that this sort of fictional violence does not in and of itself cause violence and may even have a beneficial cathartic1 effect, studies have shown correlations between viewing of violence and incidences of aggressive behavior in both childhood and adolescence. 19B Studies have also shown that it is not just the modeling of aggressive behavior in either its real-life or fictional form that correlates with increased acts of violence in youths; a critical factor in increasing aggressive behaviors is the reinforcement of the behavior. 190 If the aggressive role model is rewarded rather than punished for violent behavior, that behavior is more likely to be seen as positive and is thus more likely to be imitated. 19D

GLOSSARY

1. cathartic - providing emotional release; therapeutic

1. Which of the following is NOT defined as aggressive	7. It can be inferred from paragraph 4 that "catharsis"
behavior?	(A) is a positive process
inflicting pain accidentally	involves channeling aggression internally
naking insulting remarks	is studied by ethologists
destroying property	should be negatively reinforced
 trying unsuccessfully to injure someone 	8. An ethologist would be most likely to study
2. The author mentions "belittling and humiliating	learned catharsis in a certain species of monkey
comments" in paragraph 1 in order to	the evolution of a certain type of fish
(A) demonstrate how serious the problem of	the evolution of a certain type of fish the bone structure of a certain type of dinosaur
aggression is	how a certain male lion fights other male lions
Clarify the difference between intentional and	3 2
unintentional aggression	9. Look at the four squares [III] that indicate where the
oprovide examples of verbal aggression	following sentence could be added to paragraph 4.
illustrate the nature of physical aggression	One may, for example, release aggression by
2 The world Minteralization (Minteralization (Minteraliza	joining a football team or a debate team or even
The word "intentional" in paragraph 1 is closest in meaning to	a cooking competition.
200-000 20 3104	Where would the sentence best fit? Click on a
deliberate estimated	square [m] to add the sentence to the passage.
o forbidden	
intermittent	10. The phrase "schools of thought" in paragraph 5 is
· internittent	closest in meaning to
4. According to paragraph 2, which of the following is	institutions of higher learning
true about aggression?	B lessons to improve behavior
Aggression was not a typical behavior for	methods of instruction
humans before the seventeenth century.	sets of shared beliefs
There was probably no specific term to describe	44 It is NOT mentioned in neverses 5 that same
aggressive behavior until the seventeenth	 It is NOT mentioned in paragraph 5 that some believe that instinctive aggression may occur
century.	without being provoked
 Animals were much more likely to display aggressive behavior than humans, at least 	in order to cause provocation
until recently.	in response to minor provocation
The psychological definition of aggression has	in response to clear provocation
been around as long as the physical one has.	The second state of the second
	12. The word "it" in paragraph 5 refers to
5. Which of the sentences below best expresses the	(A) aggression
essential information in the highlighted sentence in	an instinctive response
paragraph 3? <i>Incorrect</i> choices change the meaning in important ways or leave out essential information.	o provocation
Biological theories of aggression emphasize its	a direct response
instinctive nature.	
Theories that consider aggression biological are	13. The author begins paragraph 6 with the expression "In contrast to instinct theories" in order to
more accepted than those that consider it	
learned.	 introduce the instinct theories that will be presented in paragraph 6
 Various theories about aggression attribute it to 	indicate that paragraph 6 will present two
either natural or learned causes.	contrasting theories
Various theories try to compare the idea that	contrast instinctive theories of aggression with
aggression is biological with the idea that it is learned.	biological theories of aggression
icarried.	provide a transition to the idea that will be
6. According to paragraph 4, "displacement" is	presented in paragraph 6
internally directed aggression	44 It is NOT montioned in necessary 6 that appropria
a modeled type of aggression	 It is NOT mentioned in paragraph 6 that aggression can be learned by observing
aggression that is unintentional	
aggression that is directed outward	Others of the same ageviolent programs on TV
7ahan Rook com	one's mother or father
www.ZabanBook.com	professional football games
	E

15.	The word "that"	in paragraph 6 refers to	19.	Look at the four squares [] that indicate where the following sentence could be added to paragraph 6.		
	® evidence			Thus, it is more common for a youth to imitate		
	the behavio	r		aggressors who have been rewarded than those		
	① a live mode			who have been punished.		
16.	What is stated i	n paragraph 6 about the modeling of		Where would the sentence best fit? Click on a square [III] to add the sentence to the passage.		
	aggressive beha	avior?				
		odels are as likely to cause ve behavior as are live models.	20.	The word "imitated" in paragraph 6 is closest in meaning to		
		ation has been found between		(A) repeated		
		of aggressive behavior on television		® copied		
		ng aggressively.		© exhibited		
	aggressiv	in works of fiction may cause we behavior.		① initiated		
		in society has an effect on the type ce in movies and on television.	21.	Which situation would most likely result in increased aggressive behavior in children?		
17.	The phrase "in a closest in mean	and of itself" in paragraph 6 is		 witnessing TV shows in which the aggressor gets away without being punished 		
		ing to		watching two friends compete in a wrestling		
	(A) internally	ladb.		match		
	® single-hand	iealy		viewing a verbal argument between parents		
	genuinelysemi-private	ely		 viewing TV shows in which the hero defeats the agressor 		
18.		cal" in paragraph 6 could best be		CONTRACTOR OF THE CONTRACTOR O		
	replaced by					
	Onegative					
	@ considerate	•				
	orucial					
	studied					
22.	Directions:	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 (2 points for 3 correct answers, 1 point for 2 correct answers, and 0 points for 1 or 0 correct answers).				
	Aggression theories.	Aggression, which causes harm to those affected by it, has been accounted for by numerous theories.				
	•	7				
	•					
	•					

Answer Choices (choose 3 to complete the chart):

- (1) Various theories indicate that learned aggression occurs as a result of observation of this type of behavior and reward for it.
- (2) Various theories indicate aggression is neither instinctive nor learned.
- (3) Various theories indicate that instinctively caused aggression is always cathartic.
- (4) Various theories indicate that instinctively caused aggression may occur with or without provocation.
- (5) Various theories indicate that aggression may be instinctive or learned.
- (6) Various theories indicate that learned aggression results from displacement of anger.

Turn to pages 591-595 to diagnose your errors and record your results.

READING OVERVIEW

The first section on the TOEFL iBT® test is the Reading section. This section consists of three passages*, and each passage is followed by 12–14 questions. Most of the questions accompanying a passage are worth one point each. However, the last question in each set has multiple answers, and is worth 2–4 points, depending on its length. Test takers are given a total of 60 minutes to complete the whole Reading section. While it is advisable to allow approximately 20 minutes to answer the questions for each passage, test takers are not given the passages in separately timed, 20-minute blocks. In other words, for a three-passage Reading section, the test taker is given 60 minutes at the beginning of the section. It is the test taker's responsibility to monitor the time and use it to answer the questions accordingly.

- The passages are lengthy readings (approximately 700 words each) on academic topics.
- The questions cover the following areas: fact and negative fact, vocabulary; pronoun reference; sentence restatement; where sentences can be inserted into the passage; stated and unstated details; inferences; rhetorical purpose; and overall organization of ideas.

Reading Section	Approximate Passage Length	Number of Questions
Passage 1	700 words	12–14 questions
Passage 2	700 words	12–14 questions
Passage 3	700 words	12-14 questions

^{*}Some tests have four reading passages instead of three. 80 minutes is given for the test taker to complete a four-passage Reading section.

The following strategies can help you in the Reading section.

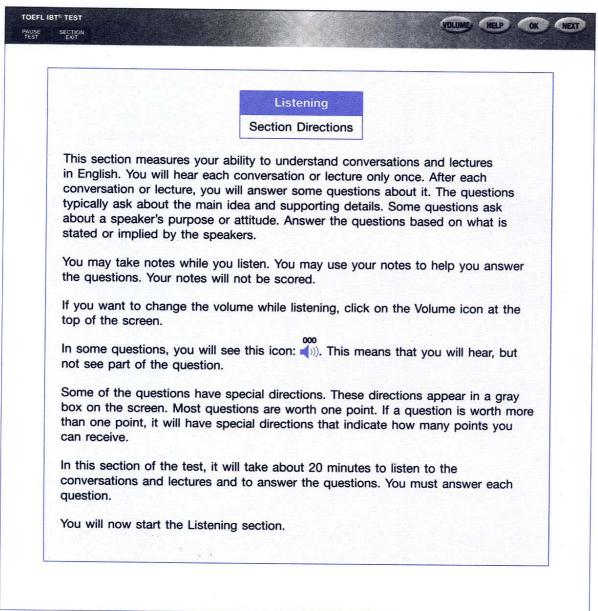
STRATEGIES FOR READING

- 1. Be familiar with the directions. You can look at a sample test on the ETS website by using this link: http://www.ets.org/toefl to see the directions. The directions on every test are the same, so it is not necessary to spend time reading them when you take the test. Dismiss the directions as soon as they come up. Click on Continue as soon as it appears and use your time on the passages and questions.
- 2. Do not worry if a reading passage is on a topic that is not familiar to you. All of the information that you need to answer the questions is included in the passages. You do not need any special background knowledge to answer the questions.
- 3. Scroll to the end of the passage to see the questions. Use the scrollbar on the right side of the box containing the passage. Once you get to the end of the passage, click on Next in the top right-hand corner of the screen. The first question should appear. You can move back and forth among questions for each reading passage by clicking on Next and Back in the top right-hand corner. If you skip a question, write the number down so you remember to return to it later.
- 4. Do not spend too much time reading the passages. You may not have time to read each passage in depth, and it is quite possible to answer some of the questions correctly without first reading the passages in detail.

- 5. Skim each passage and its questions to determine the main idea and overall organization of ideas in the passage. You do not need to understand every detail in each passage to answer the questions correctly. Skimming the questions will help you understand what information you need to look for. Most of the questions are asked in the order that information appears in the passage, except for the final chart or table question. In addition, many of the questions indicate where you need to look for information in the passage by using highlighted words/phrases or arrows pointing to a particular section. Using these location hints in the passage and questions can save you time when reading for information.
- **6.** Look at each question to determine what type of question it is. The type of question tells you how to proceed to answer the question. Refer to the chart at the end of this section for more information.
 - For vocabulary questions, the targeted word will be highlighted in the passage. Find the highlighted word, and read the context around it.
 - For referent questions, the targeted word will be highlighted in the passage. Find the highlighted target word, and read the context preceding it.
 - For paraphrasing questions, the targeted sentence will be highlighted in the passage. Read the highlighted sentence carefully. It may also be helpful to read the context around the highlighted sentence.
 - For sentence insertion questions, there will be darkened squares indicating where the sentence might be inserted. Read the context around the darkened squares carefully.
 - For factual information questions (including detail and unstated detail questions) and negative factual information questions the paragraph number will be included in the question. Skim the paragraph for key words from the question and read the sentences around the key words in the paragraph. For negative factual information questions, the words NOT and EXCEPT will be included in the questions.
 - For *inference questions*, choose a key word from the question, and skim for the key word (or a related idea) in order in the passage. Read the part of the passage around the key word (or related idea).
 - For rhetorical purpose questions, the targeted word or phrase will be highlighted in the passage. Read the highlighted word or phrase and the context around it to determine the rhetorical purpose.
 - For overall ideas questions, such as summary information and organizational (schematic) table questions, focus on the main ideas rather than minor details of the passages. The main ideas and important details are most likely explained in the introductory paragraph and at the beginning or end of each supporting paragraph.
- 7. Choose the best answer to each question. You may be certain of a particular answer, or you may eliminate any definitely incorrect answers and choose from among the remaining answers.
- 8. Do not spend too much time on a question you are completely unsure of. If you do not know the answer to a question, simply guess and go on. You can return to this question later (while you are still working on the same passage) if you have time.
- **9.** Monitor the time carefully on the title bar of the computer screen. The title bar indicates the time remaining in the section, the total number of questions in the section, and the number of the question that you are working on.
- 10. Guess to complete the section before time is up. It can only increase your score to guess the answers to questions that you do not have time to complete. (Points are not subtracted for incorrect answers.)

LISTENING DIAGNOSTIC PRE-TEST





Questions 1-5 (1))

Listen to a conversation between an advisor and a student.





- 1. Why does the advisor want to talk with the student?
 - To discuss her phone call with the professor and what he said about the student
 - To help the student avoid failing a class by giving him advice about his studies
 - To find out more about the history professor's teaching style and exams
 - To explain what professors at the university require from their students
- 2. What problems does the student have?

Click on 2 answers.

- A He is not doing well in several of his classes.
- He is not studying the textbook material carefully enough.
- He is not in class all the time.
- He is not sure about what is being tested.
- 3. What does the advisor imply about the history professor's exams?
 - They have a style that is familiar to most students.
 - They primarily test a specific approach discussed during lectures.
 - The teaching assistants can tell him which questions will be on the exams.
 - Many of the concepts they test cannot be found in the textbook.

4. Which of the following does the advisor recommend that the student do? This question is worth 2 points (2 points for 3 correct answers, 1 point for 2 correct answers, and 0 points for 1 or 0 correct answers).

Click on 3 answers. Ask to meet regularly with his history professor Find out what each professor expects of his or her students in every course Get up and go to his history class all the time Ask for help and clarification from teaching assistants in larger classes Take more careful notes on lectures and on textbook material

Listen again to part of the passage. Then answer the question.

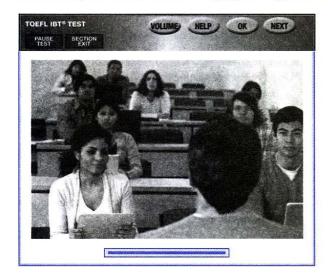
What does the advisor mean when she says this: (1)

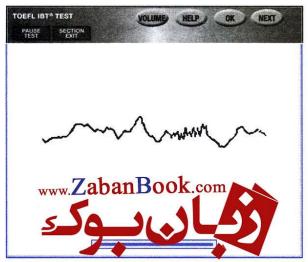
- She wants to meet the student next week to see how he is doing.
- If the student goes to at least 50 percent of the lectures, he should do well.
- The student must take responsibility for attending lecture sessions.
- She is willing to show the student how to study for and pass his mid-semester exams.



Questions 6-11 (1)

Listen to part of a lecture in a psychology class.







- 6. What does the professor mainly want to get across in the discussion?
 - A How human sleep differs from the sleep of other animals
 - What happens to the muscles of humans and other animals during sleep
 - The types of brain-wave patterns that humans experience in sleep
 - The characteristics of sleep in all types of living beings

7. What happens during human sleep?

	B The rate	Click on 2 answards become relaxed. The of breathing increases are rate decreases. The order of	ses.
8.	A To differ and of the and of the act of the	he professor mention rentiate between the other mammals an example of how ut their dreams while a contrast between sleep and during de rate a sleep disorder g REM sleep	people sometimes e asleep muscle tone during eep sleep
9.	question. Why does to the doe	he professor say this tate that he is going iscussion fy that muscle tone i	to summarize part of s not an essential discussion to fferent nportance of brain
10.	in brain war 2 points (2 3 correct ar answers). Place	ves during sleep? The points for 4 correct aswers, and 0 points a checkmark in the	Do not experience
		during sleep	brain waves
	mammals fish		
	birds		
	reptiles		
11.			from the discussion? arine animals do not.

Only humans experience sleep with true

Birds might dream of birds, but fish can't dream

dreaming periods.

of fish.

Most animals dream during sleep.

Turn to pages 596-598 to diagnose your errors and record your results.

LISTENING OVERVIEW

The second section on the TOEFL iBT® test is the Listening section. This section consists of six passages, each followed by five or six questions. You may take notes as you listen to the passages and use your notes as you answer the questions. Test takers are given 60 to 90 minutes to complete the Listening section.

- The passages are set in an academic environment. There are 2- to 4-minute conversations that take place outside of the classroom and 4- to 6-minute lectures that take place inside the classroom. The Listening section is divided into two parts, and each part of the Listening section contains one conversation and two lectures. Note: Sometimes on the actual TOEFL iBT® test there is a third part with an additional conversation and two lectures. In this case, three of the nine listening passages will not be scored, but you will not know which ones.* Therefore you should try to do your best to answer all of the questions for all of the passages.
- The questions may ask about main ideas and details, purpose, the function of what the speaker said or the speaker's stance, the organization of ideas, and inferences based on the passage.

Listening Section	Passage Type	Listening Length	Number of Questions	
Part 1	1 conversation	2–4 minutes	5 questions	
	2 lectures	4–6 minutes each	6 questions each	
Part 2	1 conversation	2–4 minutes	5 questions	
	2 lectures	4–6 minutes each	6 questions each	
*Part 3	1 conversation	2–4 minutes	5 questions	
	2 lectures	4–6 minutes each	6 questions each	

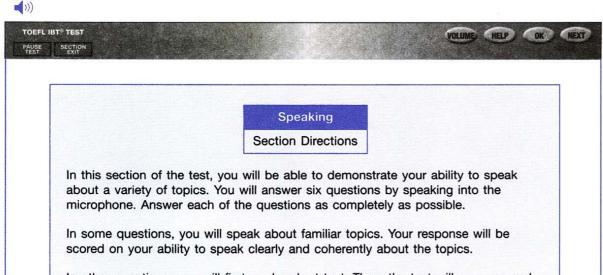
The following strategies can help you in the Listening section.

STRATEGIES FOR LISTENING

- Be familiar with the directions. The directions on every test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
- 2. Do not worry if a listening passage is on a topic that is not familiar to you. All of the information that you need to answer the questions is included in the passages. You do not need any special background knowledge to answer the questions.
- 3. Listen carefully to the passage. You will hear the passages one time only. You may not replay the audio passages during the test.
- 4. Use the visuals to help you to understand the passages. Each passage begins with a photograph showing the setting (such as a classroom in the case of lectures or a campus office in the case of conversations) and the person (such as a professor lecturing in the case of lectures) or people (such as two students or a professor/advisor and a student in the case of conversations) who are speaking. There may be other visuals (such as a diagram, a drawing, or a blackboard or whiteboard with important terminology) to help you to understand the content of the passage.

SPEAKING DIAGNOSTIC PRE-TEST





In other questions, you will first read a short text. Then, the text will go away and you will listen to a talk on the same topic. You will then be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information.

In the final questions, you will listen to part of a conversation or lecture. You will then be asked a question about what you have heard. Your response will be scored on your ability to accurately convey information and speak clearly and coherently.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your response. Listen carefully to the directions for each question. The directions will not be written on the screen.

For each question you will be given a short time to prepare your response. A clock will show how much preparation time is remaining. When the preparation time is up, you will be told to begin your response. A clock will show how much response time is remaining. A message will appear on the screen when the response time has ended.

Questions 1-6

Question 1

Read the question. You have 15 seconds to plan a response and 45 seconds to give your spoken response.

Who is someone living that you admire? Describe this person and explain why you admire him or her. Use specific reasons and examples to support your opinion.

Question 2

Read the question. You have 15 seconds to plan a response and 45 seconds to give your spoken response.

Some people take vacations that are very relaxing and are not filled with many activities. Other people take very exciting vacations where they do many new things. Which do you think is a better way to spend a vacation and why? Use specific examples and details to support your answer.

Question 3

Read the notice from the Humanities Department about a new policy. You have 45 seconds to read the notice.

Notice from the Humanities Department

Because so many students have been registering for classes in the Humanities Department for which they have not fulfilled the prerequisites, the faculty committee of the Humanities Department has decided that a new policy will go into effect for the coming semester. This new policy, which was instituted by a unanimous vote of the faculty committee of the Humanities Department, is that all students who want to register for courses other than introductory courses in the Humanities Department must obtain signatures from their advisors before registering for these courses. It is the responsibility of advisors to determine if students have completed appropriate prerequisites before authorizing enrollment in courses.

Now listen to two students as they discuss the notice.



Now answer the following question: (♠))

The woman expresses her opinion of the notice from the Humanities Department. State her opinion and the reasons she gives for holding that opinion.

You have 30 seconds to prepare an answer. After the 30 seconds, you have 60 seconds to respond to the question.

Question 4

Read the passage about nonverbal communication. You have 45 seconds to read the passage.

Nonverbal communication is any kind of communication that takes place without the use of words. It can refer to facial expressions such as smiling or frowning; it can refer to movements of the head such as nodding the head to show agreement or shaking it to show disagreement; it can refer to hand gestures such as offering the hand to shake in greeting or waving the hand to say "hello" or "good-bye." Nonverbal communication can also refer to a whole host of other ways of communicating without words inasmuch as nonverbal communication is limited only by exclusion: it is any type of communication without words. Communication is verbal if words are used; it is nonverbal if words are not used.

Listen to a passage on the same topic in a psychology class. (1)





Now answer the following question: (□))

Explain how the examples of nonverbal communication given by the professor illustrate limitations of this type of communication.

You have 30 seconds to prepare an answer. After the 30 seconds, you have 60 seconds to respond to the question.

Question 5

Listen to a conversation between two students.



Now answer the following question: (1)

The students discuss two possible solutions to the woman's problem. Describe the problem. Then explain which of the two solutions you prefer and explain why.

Question 6 Now listen to part of a lecture in a biology class. (1)



Now answer the following question: $\stackrel{\mathbf{098}}{\blacktriangleleft}$ ")

Using points and examples from the lecture, explain how it was proven that bats use echolocation.

Turn to pages 599-609 to assess the skills used in the test, score the test using the Speaking Scoring Criteria, and record your results.

WRITING DIAGNOSTIC PRE-TEST





This section measures your ability to communicate in writing 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 about an academic topic. Then you will write a response to a question that asks you about the relationship between the lecture and the reading passage.

For the second task, you will demonstrate your ability to write an essay in response to a question that asks you to express and support your opinion about a topic or issue.

Now listen to the directions for the first writing task.

Integrated Writing Directions

For this task, you will first have three minutes to read a passage about an academic topic. You may take notes on the passage if you wish. The passage will then be removed and you will listen to a lecture about the same topic. While you listen, you may also take notes.

Then you will have 20 minutes to 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 will be able to see the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words long. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up, you may click on Next to go on to the second writing task.

Independent Writing Directions

For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. You will have 30 minutes to plan, write, and revise your essay.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

If you finish your essay before time is up, you may click on Next to end this section. When you are ready to continue, click on the Dismiss Directions icon.

Question 1

Read the passage.

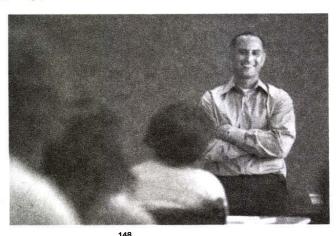
Reading Time: 3 minutes

Deforestation has been opposed in many countries and on several continents, due to the rapid disappearance of rainforests. Yet, deforestation is likely to continue because, for some, the benefits outweigh the drawbacks. One benefit is that deforestation provides specific regions with opportunities for economic growth. With the world population continuing to grow ever larger, more food is needed. Rainforests can be cut down and the cleared land can then be used to expand commercial farming, which not only helps feed the increasing population, but provides economic sustainability for both farmers and governments.

In addition, deforestation provides much-needed space for living. Many countries, in which rainforests are located, are over-crowded and their people are living in only a small section of the country. Deforestation provides the chance for smaller, local tribes to be moved to the newly cleared land. As a result of these tribes relocating, there is a better balance of population density and better living conditions for the greatest number of people.

Finally, although environmentalists will certainly disagree, deforestation actually helps the environment. As it stands now, the United States is proposing that 25 billion dollars be spent on protecting the world's rainforests. The proposal offers carbon credits. What this means is that for every dollar that a country invests in saving the rainforests, it is permitted to emit one ton of carbon dioxide. Therefore, banning deforestation may be counterproductive. Countries that do reduce deforestation will cause carbon prices to decrease. This would make global warming worse instead of better.

Listen to the passage.



Now answer the following question: ◄))

Summarize the points made in the lecture, being sure to explain how they challenge specific arguments raised in the reading.

Response Time: 20 minutes

Question 2

Read the question. Then write your response.

What recent news story has affected you the most? In what ways has it affected you? Use specific reasons and examples to support your answer.

Response Time: 30 minutes

Turn to pages 610–616 to *assess* the skills used in the test, *score* the test, using the Writing Scoring Criteria, and *record* your results.

WRITING OVERVIEW

The last section on the TOEFL iBT® test is the Writing section. This section consists of two tasks, one integrated task and one independent task. You will type your responses to these two tasks directly on the computer.

- The integrated task consists of a 250 to 300 word reading passage and a 1 to 2 minute lecture on the same academic topic. The information in the reading passage and the information in the listening passage are related, but the listening passage does not simply repeat what is in the reading passage. You should
 - take notes on the information in each of the passages, and then you must write a 150 to 225 word response about how the information in the two passages is related. You have 20 minutes to both plan and type your response to the question on the computer screen.
- The **independent** task consists of an essay topic. You must write an essay of approximately 300 words on the topic that is given. The ideas in your essay come from your personal experience rather than from material that is given to you. You have 30 minutes to both plan and type your essay response on the computer screen.

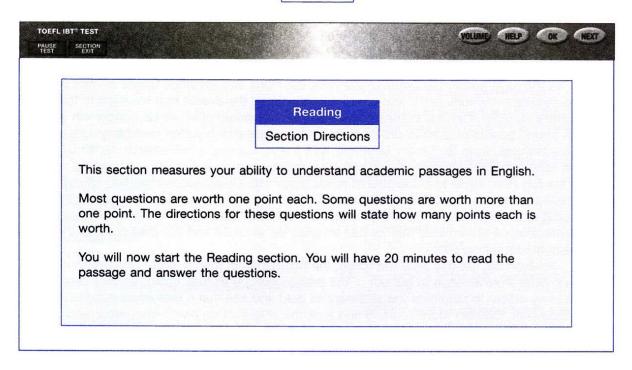
Remember to use a general statement and supporting information in your response. Here's an example: The best way to research topics for class assignments is by using the Internet. The Internet provides more sources than a library. For example, you can find information from other researchers, from journals, from various colleges, and from videos available online. Information can be accessed from remote places, such as your dorm room or apartment.

Writing Question	Usual Expectations For A Response	Reading Time	Listening Time	Response Length	Combined Preparation and Response Time
Question 1: Integrated Writing— Academic Reading, Listening, Writing	Write about the relationship between an academic reading passage and a listening passage. Explain how information in the listening passage casts doubt on, opposes, or challenges points in the reading. (You may occasionally be asked to explain how the information in the listening passage adds to or answers information from the reading passage.)	3 minutes	1–2 minutes	150–225 words	20 minutes
Question 2: Independent Writing— Experience and Knowledge	Write about your opinion on a specific issue, using your experience and knowledge to provide reasons and examples to support your opinion.	none	none	300 words	30 minutes

MINI-TEST 1

READING

20 minutes



Read the passage and answer the questions that follow.

The Lost Gold

- Most people are familiar with a battle known as the Battle of the Little Bighorn, or Custer's Last Stand. The basics of this familiar event are that five companies of the Seventh Cavalry, a total of 248 men, were led into battle in the valley of the Little Big Horn River in Montana by a thirty-six year old major-general named George Armstrong Custer; on June 24, 1876, these five companies were completely overwhelmed and decimated by a huge coalition of Sioux and Cheyenne. A footnote to this historical event that has been lost among all the drama and significance of the battle itself is the story of a missing fortune in gold.
- In the days before the Battle of the Little Big Horn, two separate bands of men on two separate missions came into contact and initiated the events that have led to the mystery of today. The first of these bands of men consisted of driver Gil Longworth and two armed guards on a mule-drawn freight wagon that was heading east carrying a load of miners' gold from Bozeman, Montana, to a freight company in Bismarck, North Dakota. The second of these bands of men was on a military supply boat that was heading north on the Big Horn River to a designated rendezvous with Custer's commanding officer. This supply boat was under the command of a Captain Marsh, who was unfamiliar with this stretch of the Big Horn River and overshot the meeting location. By the time he realized his mistake, he determined that he had traveled between 15 and 20 miles north of the designated meeting place.
- On June 26, the day after the battle, the two bands of men met up. Longworth and the guards were anxious to get out of the area as quickly as they could, so they begged the army officer to take over the shipment of gold and see that it was eventually delivered to Bismarck. Captain Marsh agreed and took the shipment on board his vessel, and Longworth and the guards retreated as quickly as possible back toward Bozeman. That evening, when Marsh realized how dangerous the situation actually was, he decided to hide the gold somewhere along the river. Marsh debarked and headed for shore, taking two of his most trusted officers and the gold with him; the trio returned to the boat some three and a half hours later without their valuable cargo.
- Marsh left the dangerous area with his men and was not able to return for around three years. BB At that point, he made an attempt to notify the freight company in Bismarck about the hidden shipment of gold, but by that time the company had gone out of business. BC Marsh left the military and lived the kind of working class life one might expect as the captain of a riverboat. BD The two officers who had helped Marsh hide the gold continued working on the supply boat until they retired some sixteen years later.
- Though what happened to the gold is not known today, what is stated above is known with a fair amount of well-researched certainty. There are historical records showing that Longworth did leave Bozeman on a mule-train accompanied by two guards and that they were heading for Bismarck with a load of gold; there are records showing that the gold was transferred to the military supply boat under the command of Captain Marsh; there are records showing that the three men from the supply boat did indeed leave their vessel with the gold for a period of only a few hours and then returned empty-handed; there are records showing that these three lived out their lives without any indication that either they or their descendants had obtained a huge fortune in gold. What is not known is the fate of the gold. Perhaps a future fortune hunter might wish to spend time examining records from the period in detail in the hope of finding a missed clue or, instead simply head to the banks of the Big Horn River.

1.	 It is stated in paragraph 1 that the story of the lost gold Contradicts the historical account of the Battle of the Little Bighorn has more importance than the Battle of the Little Bighorn is only one tiny part of the events surrounding the Battle of the Little Bighorn 		What inference can be drawn from the way the men who hid the gold lived?			
			 They never benefited financially from the gold. Their lives were changed considerably because of the gold. 			
			They most likely really found the go	old.		
			 They most likely wished they had never found the gold. 			
	is one of the most dramatic events of the Battle		-14			
	of the Little Bighorn		Look at the four squares [] that indicate where the following sentence could be added to the passage.			
2.	The word coalition in paragraph 1 is closest in meaning to		Numerous lost shipments had forced the company to cease operations.			
	(A) alliance		Where would the sentence best fit? Click on a			
	® society		square to add the sentence to the passage.			
	© collapse © ambush					
	ambush	The phrase empty-handed in paragraph 5 is clos in meaning to		h 5 is closest		
3.	The word that in paragraph 1 refers to		(A) on time			
	a huge coalition	® as planned				
	® a footnote		with nothing			
	this historical eventthe drama		without gloves			
		10. The purpose of the last paragraph of the passa				
4.	What is NOT mentioned in the passage about the		to	• • • • • • • • • • • • • • • • • • • •		
	two bands of men?		(A) introduce an alternate theory about	t the lost gold		
	A how Longworth and his men were traveling		® contradict the information in the pr	evious		
	what Longworth and his men were carryinghow Marsh and his men were traveling		paragraphs			
	what Marsh and his men were carrying	provide further information about the Batt		ne Battle of		
	What Marsh and his mon word barrying		Little Bighorn Summarize points that were presented in			
5.	The word stretch in paragraph 2 could best be replaced by		previous paragraphs	ited iii		
	(A) section	11.	Directions: Select the appropriate ans			
	(B) diameter		about three men involved in a historical event, a match them to the correct category. This questi			
	string					
	① extension		worth 4 points.			
	 Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 3? <i>Incorrect</i> choices change the meaning in important ways or leave out essential information. A The men left the boat to look for the gold but returned without it. B Marsh gave the gold to two of his officers, and the officers disappeared with the gold. The men left the boat with the gold and returned fairly soon without it. It took only a few hours for the men to carry the gold to the boat. 		Answer Choices	Custer		
			Was hired to deliver a shipment of gold over land			
			Was commanding a military supply ship			
			Led a number of cavalry companies	Marsh		
			Won the Battle of Little Bighorn			
			Hid a treasure in gold			
			Turned his shipment over to a			
			military officer	Total and an extension		
			Lost a famous battle	Longworth		
			Attempted to contact the freight office			
			Eventually found the buried treasure			

Turn to pages 591–594 to diagnose your errors and record your results.