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## Using the DVD-ROM

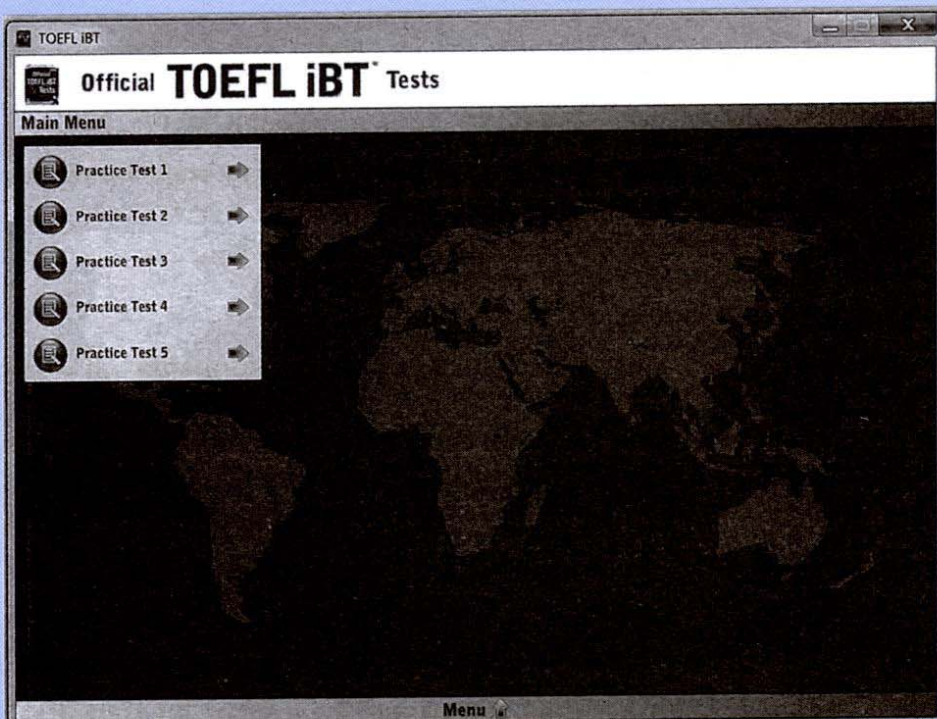
The test questions on this DVD-ROM are from actual TOEFL iBT® tests. However, the screens and delivery formats are not identical to the actual test. When you take the actual TOEFL iBT® test, you may notice some variations in how the questions are presented to you on screen.

### Installation

Insert the DVD-ROM into your computer. Go to the DVD drive and click on the file labeled **Audio** to copy and save the audio tracks to your device for use in working through the **book** tests. Click on the file labeled **Setup** to be guided through a short series of screens. At the end of the process, the program of electronic practice tests will be installed on your computer. On a Mac® computer, the DVD-ROM will automatically display its contents. To install the computer practice tests, drag the program icon to the **Applications** folder. For both PCs and Macs, an icon labeled **TOEFL Tests Vol 2** will appear on your desktop. Click on that icon to start the program.

### Main Menu

When you launch the program, this screen appears:



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### Taking TOEFL iBT® Tests on Your Computer

From the **Main Menu**, choose Test 1, 2, 3, 4, or 5. Then click on the test section you wish to take: **Reading**, **Listening**, **Speaking**, or **Writing**. Note that you can take each section more than once.

When you open a test section, you will first see the instructions for that section. A timer on the screen shows how many minutes and seconds you have left for that section. You can hide the timer if you find it distracting.

If you must take a break during the test, click on the **Menu** button at the bottom and then select **Back to Main Menu**. Your work will not be lost, and when you resume, you will begin exactly where you left off. The timer clock will stop while you are on your break and will restart immediately when you resume the test. Try not to take breaks too often, because on the actual test, the clock keeps running even if you leave the room on a break.

## Answering Questions

To answer the questions in the Reading and Listening sections, click on the corresponding answer oval or follow the instructions given. For some questions, you will need to select more than one answer choice. Once you select your answer(s), the **Next** button is enabled. Click on it to move forward to the next question. For the Reading section, you can move back to review your answer choice by clicking on the **Previous** button.

For the Speaking section, you should record your response to each question into a recording device after you hear the instruction telling you to begin speaking. Stop recording once the response time expires.

For the Writing section, write your response to each question in the space provided in the time allowed.

When all the questions in a section have been answered, click on the **Next** button to complete the section.


## Playing Audio Tracks

In the Listening, Speaking, and Writing sections, you will listen to audio tracks. Audio controls are available at the bottom of the screen. At the end of a track, click on **Next** button to start answering questions.

## Your Performance

On the **Main Menu**, click on a section of any test you have taken. You will get information on when you completed the section and your score for the Reading and Listening sections only. Select **Review Section**. For each question in the Reading and Listening sections, you will see the correct answer. For the Speaking and Writing sections, you will see descriptions of what you need to do to get a high score. You can evaluate your responses using the descriptions and the scoring rubrics provided in Appendix A of the book.

## Working Through the Tests in the Book

You may choose to work with the tests printed in the book rather than with the tests on the DVD-ROM. If so, you will still need to listen to the audio tracks. From your copied and saved Audio folder, you can select the audio tracks by number as they are numbered in the book. As you work through the tests in the book, you will be told when to play each audio track. Each time you need to play a track, you will see the following symbol: . Click on the number of the track as instructed in the book.



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Tests

Volume 2

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# Contents

<b>Introduction</b>	<b>1</b>
About the <i>TOEFL iBT</i> ® Test	2
How to Use This Book/DVD Set	5
<b><i>TOEFL iBT</i>® Test 1</b>	<b>9</b>
<b><i>TOEFL iBT</i>® Test 2</b>	<b>75</b>
<b><i>TOEFL iBT</i>® Test 3</b>	<b>139</b>
<b><i>TOEFL iBT</i>® Test 4</b>	<b>201</b>
<b><i>TOEFL iBT</i>® Test 5</b>	<b>265</b>
<b>Appendix A: Speaking and Writing Scoring Rubrics</b>	<b>331</b>
<b>Appendix B: Audio Track Transcripts</b>	<b>341</b>

# Introduction

# About the TOEFL iBT® Test

The *TOEFL iBT*® test measures your ability to use and understand the English language as it is read, heard, spoken, and written in the university classroom. More than 9,000 universities, agencies, and other institutions in more than 130 countries accept *TOEFL*® scores as part of their admissions criteria, making the *TOEFL iBT*® test the most widely respected English-language test in the world.

Each *TOEFL iBT*® test contains four sections: Reading, Listening, Speaking, and Writing. The questions in these sections measure how well you **read, listen, speak, and write in English**. They also measure how well you use these skills together, so in some cases you will be asked to integrate your skills. For example, you may read a passage or listen to a lecture, and then write or speak about what you learned. Here are brief descriptions of each section, including what the section measures and the types of questions it contains.

## Reading Section

This section measures your ability to understand academic passages in English. The passages are excerpts from university-level textbooks and similar academic materials.

You do not need any background knowledge about the topics contained in the passages in order to successfully answer the questions. All the information you need to answer the questions can be found in the passages. The questions cover your ability to find and understand basic information, make inferences, and read to learn.

Here are the types of Reading questions, with an explanation of each type:

Factual Information Questions	These questions ask you to identify factual information that was explicitly stated in the passage.
Negative Factual Information Questions	These questions ask you to distinguish information that is true from information that is not true or not included in the passage.
Inference Questions	These questions ask about information that is implied but not explicitly stated in the passage.
Rhetorical Purpose Questions	These questions ask about the rhetorical function of specific information presented in a passage. These questions ask <i>why</i> the author mentioned or included a specific piece of information in the passage.
Vocabulary Questions	These questions ask you to identify the meanings of individual words or phrases <i>as they are used in the passage</i> .

<b>Reference Questions</b>	These questions measure your ability to identify relationships between ideas mentioned in the passage and expressions that refer to the ideas. For example, an idea could be presented and another sentence could refer to "This idea." A question might ask what the phrase "This idea" refers to.
<b>Sentence Simplification Questions</b>	These questions ask you to choose a sentence that has the same essential meaning as a particular sentence from the passage.
<b>Insert Text Questions</b>	These questions provide a new sentence and ask you to place that sentence into the passage where it would best fit.
<b>Prose Summary Questions</b>	These questions ask you to identify major ideas from the passage and distinguish them from minor ideas or from ideas that were not presented in the passage. To select the correct answers, you need to both understand the relative importance of various pieces of information from the passage and identify the combination of answer choices that covers the major ideas presented in the passage.
<b>Fill in a Table Questions</b>	These questions ask you to select which answer choices belong in a table containing two or three categories. You will need to organize or categorize major ideas or points from the passage into the correct categories.

## Listening Section

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

You will listen to two conversations. One conversation takes place in a professor's office and may include discussion of academic material or course requirements. The other conversation takes place on a university campus and includes discussion of non-academic content that is related to university life. Each conversation is followed by five questions.

You will also listen to four lectures on a variety of topics. In two lectures, only the professor speaks. In the other two lectures, students contribute to the discussion; the professor may ask students questions about the topic being discussed or may answer students' questions. Each lecture is followed by six questions.

Each conversation and lecture is heard only once. Each contains a context photograph depicting the speaker(s). Some conversations and lectures contain other visuals, such as blackboards that present technical vocabulary or uncommon names.

# TOEFL iBT Test 1

The practice test contains four sample questions and passages in English. There are three passages in the reading section. You should read each passage and answer the questions about it. The whole section will take 60 minutes to complete. The listening section contains four sample questions. You can use headphones and a microphone for listening to these questions.

# READING

This section measures your ability to understand academic passages in English.

There are three passages in the section. Give yourself 20 minutes to read each passage and answer the questions about it. The entire section will take 60 minutes to complete.

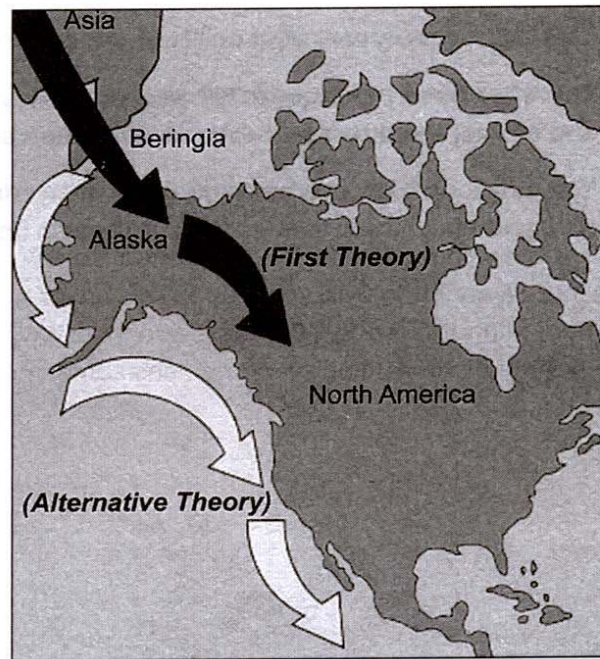
You may look back at a passage when answering the questions. You can skip questions and go back to them later as long as there is time remaining.



**Directions:** Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

### COLONIZING THE AMERICAS VIA THE NORTHWEST COAST

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It has long been accepted that the Americas were colonized by a migration of peoples from Asia slowly traveling across a land bridge called Beringia (now the Bering Strait between northeastern Asia and Alaska) during the last Ice Age. The first water craft theory about this migration was that around 11,000–12,000 years ago there was an ice-free corridor stretching from eastern Beringia to the areas of North America south of the great northern glaciers. It was this midcontinental corridor between two massive ice sheets—the Laurentide to the east and the Cordilleran to the west—that enabled the southward migration. But belief in this ice-free corridor began to crumble when paleoecologist Glen MacDonald demonstrated that some of the most important radiocarbon dates used to support the existence of an ice-free corridor were incorrect. He persuasively argued that such an ice-free corridor did not exist until much later, when the continental ice began its final retreat.

Support is growing for the alternative theory that people using watercraft, possibly skin boats, moved southward from Beringia along the Gulf of Alaska and then southward along the Northwest Coast of North America possibly as early as 16,000 years ago. This route would have enabled humans to enter southern areas of the Americas prior to the melting of the continental glaciers. Until the early 1970s, most archaeologists did not consider the coast a possible migration route into the Americas because geologists originally believed that during the last Ice Age the entire Northwest Coast was covered by glacial ice. It had been assumed that the ice extended westward from the Alaskan/Canadian mountains to the very edge of the continental shelf—the flat, submerged part of the continent that extends into the ocean. This would have created a barrier of ice extending from the Alaska Peninsula, through the Gulf of Alaska and southward along the Northwest Coast of North America to what is today the state of Washington.

The most influential proponent of the coastal migration route has been Canadian archaeologist Knut Fladmark. He theorized that with the use of watercraft, people gradually colonized unglaciated refuges and areas along the continental shelf exposed by the lower sea level. Fladmark's hypothesis received additional support from the fact that the greatest diversity in Native American languages occurs along the west coast of the Americas, suggesting that this region has been settled the longest.

More recent geologic studies documented deglaciation and the existence of ice-free areas throughout major coastal areas of British Columbia, Canada, by 13,000 years ago. Research now indicates that sizable areas of southeastern Alaska along the inner continental shelf were not covered by ice toward the end of the last Ice Age. One study suggests that except for a 250-mile coastal area between southwestern British Columbia and Washington State, the Northwest Coast of North America was largely free of ice by approximately 16,000 years ago. Vast areas along the coast may have been deglaciated beginning around 16,000 years ago, possibly providing a coastal corridor for the movement of plants, animals, and humans sometime between 13,000 and 14,000 years ago.

The coastal hypothesis has gained increasing support in recent years because the remains of large land animals, such as caribou and brown bears, have been found in southeastern Alaska dating between 10,000 and 12,500 years ago. This is the time period in which most scientists formerly believed the area to be inhospitable for humans. It has been suggested that if the environment were capable of supporting breeding populations of bears, there would have been enough food resources to support humans. Fladmark and others believe that the first human colonization of America occurred by boat along the Northwest Coast during the very late Ice Age, possibly as early as 14,000 years ago. The most recent geologic evidence indicates that it may have been possible for people to colonize ice-free regions along the continental shelf that were still exposed by the lower sea level between 13,000 and 14,000 years ago.

The coastal hypothesis suggests an economy based on marine mammal hunting, saltwater fishing, shellfish gathering, and the use of watercraft. Because of the barrier of ice to the east, the Pacific Ocean to the west, and populated areas to the north, there may have been a greater impetus for people to move in a southerly direction.

**Directions:** Now answer the questions.

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PARAGRAPH  
1

It has long been accepted that the Americas were colonized by a migration of peoples from Asia, slowly traveling across a land bridge called Beringia (now the Bering Strait between northeastern Asia and Alaska) during the last Ice Age. The first water craft theory about this migration was that around 11,000–12,000 years ago there was an ice-free corridor stretching from eastern Beringia to the areas of North America south of the great northern glaciers. It was this midcontinental corridor between two massive ice sheets—the Laurentide to the east and the Cordilleran to the west—that enabled the southward migration. But belief in this ice-free corridor began to crumble when paleoecologist Glen MacDonald demonstrated that some of the most important radiocarbon dates used to support the existence of an ice-free corridor were incorrect. He persuasively argued that such an ice-free corridor did not exist until much later, when the continental ice began its final retreat.

1. According to paragraph 1, the theory that people first migrated to the Americas by way of an ice-free corridor was seriously called into question by
  - (A) paleoecologist Glen MacDonald's argument that the original migration occurred much later than had previously been believed
  - (B) the demonstration that certain previously accepted radiocarbon dates were incorrect
  - (C) evidence that the continental ice began its final retreat much later than had previously been believed
  - (D) research showing that the ice-free corridor was not as long lasting as had been widely assumed
2. The word "persuasively" in the passage is closest in meaning to
  - (A) aggressively
  - (B) inflexibly
  - (C) convincingly
  - (D) carefully



PARAGRAPH 2

Support is growing for the alternative theory that people using watercraft, possibly skin boats, moved southward from Beringia along the Gulf of Alaska and then southward along the Northwest Coast of North America possibly as early as 16,000 years ago. This route would have enabled humans to enter southern areas of the Americas prior to the melting of the continental glaciers. Until the early 1970s, most archaeologists did not consider the coast a possible migration route into the Americas because geologists originally believed that during the last Ice Age the entire Northwest Coast was covered by glacial ice. It had been assumed that the ice extended westward from the Alaskan/Canadian mountains to the very edge of the continental shelf—the flat, submerged part of the continent that extends into the ocean. This would have created a barrier of ice extending from the Alaska Peninsula, through the Gulf of Alaska and southward along the Northwest Coast of North America to what is today the state of Washington.

3. Paragraph 2 begins by presenting a theory and then goes on to
  - (A) discuss why the theory was rapidly accepted but then rejected
  - (B) present the evidence on which the theory was based
  - (C) cite evidence that now shows that the theory is incorrect
  - (D) explain why the theory was not initially considered plausible
4. The phrase "prior to" is closest in meaning to
  - (A) before
  - (B) immediately after
  - (C) during
  - (D) in spite of

# LISTENING

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

Listen to each conversation and lecture only one time. After each conversation and lecture, you will answer some questions about it. Answer each question based on what is stated or implied by the speakers.

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

Answer each question before moving on. Do not return to previous questions.

It will take about 60 minutes to listen to the conversations and lectures and answer the questions about them.

Directions: Listen to Track 1.



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Directions: Now answer the questions.

1. Why does the woman go to see the professor?
  - (A) To get advice on the topic of a term paper
  - (B) To discuss different types of food packaging
  - (C) To find out if the university will offer courses in food packaging
  - (D) To ask about jobs in the food industry
  
2. Why does the professor mention his previous jobs?
  - (A) To explain why the woman should study physics, math, and chemistry
  - (B) To recommend that the woman get a summer job on a fishing boat
  - (C) To point out that industry jobs can lead to a teaching career
  - (D) To confirm an assumption the woman made about finding a job
  
3. The woman mentions a research study of milk packaging. What was the finding of the study?
  - (A) Plastic containers may change the flavor of milk.
  - (B) Light may negatively affect the quality of milk.
  - (C) People prefer to buy milk in see-through containers.
  - (D) Opaque containers are effective in protecting milk from bacteria.
  
4. What does the professor imply about the dairy in Chelsea?
  - (A) It has plans to start bottling milk in opaque containers.
  - (B) Some of its employees attended the university.
  - (C) Employees there might be able to provide useful information.
  - (D) He worked there before joining the university faculty.

# ANSWERS

## Reading Section

1. B
2. C
3. D
4. A
5. A
6. C
7. A
8. D
9. C
10. B
11. B
12. D
13. D
14. B, C, E
15. A
16. B
17. C
18. D
19. B
20. A
21. C
22. A
23. D
24. B
25. B
26. C
27. C
28. B, D, E
29. D
30. C
31. A
32. B
33. A
34. A
35. D
36. D
37. B
38. B, C
39. B
40. C
41. B
42. B, C, F

## Listening Section

- |          |          |
|----------|----------|
| 1. A     | 18. C    |
| 2. D     | 19. B    |
| 3. B     | 20. C    |
| 4. C     | 21. D    |
| 5. C     | 22. A    |
| 6. B     | 23. D    |
| 7. C, D  | 24. D    |
| 8. D     | 25. B    |
| 9. C     | 26. A, D |
| 10. B, D | 27. A    |
| 11. A    | 28. C    |
| 12. A    | 29. C    |
| 13. C, D | 30. C    |
| 14. B    | 31. B    |
| 15. B    | 32. A    |
| 16. A    | 33. C, D |
| 17. C    | 34. B    |

## Speaking Section

### Prompts, Important Points, and Sample Responses with Rater Comments

Use the sample Independent and Integrated Speaking Rubrics in Appendix A to see how responses are scored. The raters who listen to your responses will analyze them in three general categories. These categories are Delivery, Language Use, and Topic Development. All three categories have equal importance.

This section includes important points that should be covered when answering each question. All of these points must be present in a response in order for it to receive the highest score in the Topic Development category. These important points are guides to the kind of information raters expect to hear in a high-level response.

This section also refers to sample responses, which can be found on the accompanying DVD. Some responses were scored at

the highest level, while others were not. The responses are followed by comments from certified ETS raters.

### Question 1

#### Prompt

Talk about an important experience that you recently had. Describe what happened and explain why it was important to you.

#### Important Points

In this question, you should describe a recent experience and explain why it was important. After briefly describing the experience, you should explain its importance by giving specific reasons. Reasons such as, "I learned to appreciate life" or "It changed my way of thinking" are overly general and lack the specificity needed for full credit in topic development. You should also explain how you learned to appreciate life or how it changed