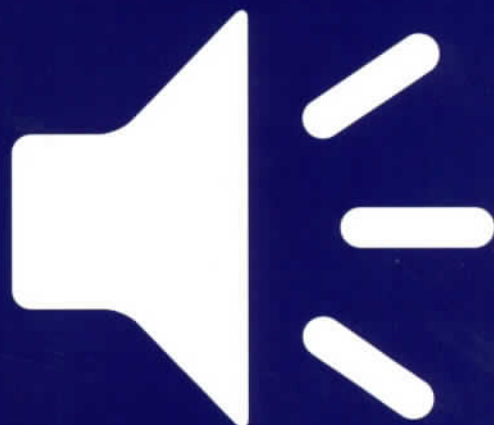
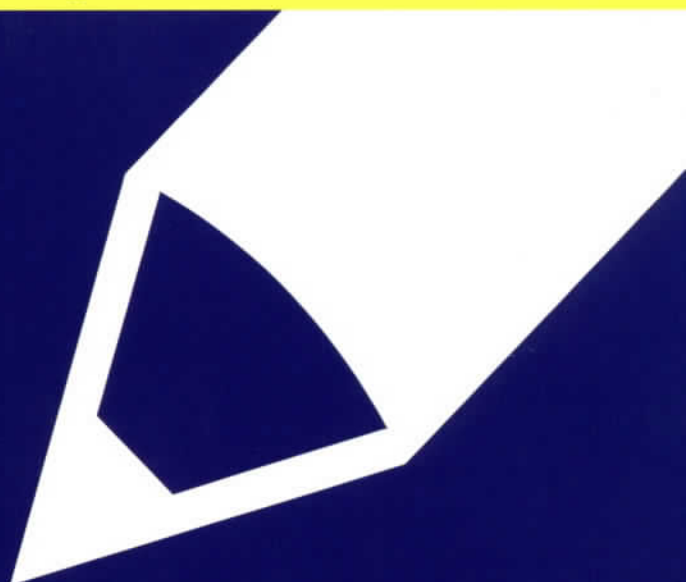


H. Q. Mitchell
Marileni Malkogianni


mmpublications

MM PRACTICE TESTS FOR THE TOEFL iBT® EXAM

with key



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DVD-ROM

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Introduction

The **TOEFL iBT**[®] exam (the Internet-based Test of English as a Foreign Language) is a means of assessing English language proficiency. It is particularly oriented toward communication in academic contexts and tests the four skills (reading, listening, speaking and writing) through independent and integrated tasks which require candidates to combine skills in ways similar to those required in academic settings.

This book includes:

- **six mini tests** and **two complete tests**
- a **speaking appendix** providing suggested outlines and further practice to accompany the animated videos included on the DVD-ROM
- **learning strategies** and **useful tips** helping to prepare candidates for the exam
- the **key** to all tests, including **justifications** for all answers in the reading and listening tasks, **suggested answers** for all the speaking tasks and **model answers** for all the writing tasks
- the **listening transcripts**
- a **scoring section** with guidelines on how to calculate and convert scores

Each **mini test** covers all four sections of the **TOEFL iBT**[®] exam. However, in order to make the tests less time-intensive and also to help candidates to focus on particular micro-skills, the tasks in each section have been divided as follows:

READING: one passage per mini test


LISTENING: one conversation (either office hours or service encounter) and two lectures per mini test

SPEAKING: **mini tests 1, 3 and 5** include speaking tasks 1, 3 and 6 from the complete **TOEFL iBT**[®] exam; **mini tests 2, 4 and 6** include speaking tasks 2, 4 and 5.

WRITING: **mini tests 1, 3 and 5** include the independent writing task; **mini tests 2, 4 and 6** include the integrated writing task.

In the reading and listening sections of each mini test, question types are labeled to help candidates identify and familiarize themselves with their format. These labels correspond to the tips on pp. 210–213.

Each complete test follows the exact format of the **TOEFL iBT**[®] exam, and includes all tasks from the reading, listening, speaking and writing sections.

In both the mini tests and the complete tests, the symbol  indicates that the task should be completed in conjunction with an audio file. The book is accompanied by a **DVD-ROM** which includes:

- **audio files** (MP3) for mini tests 1–6 and complete practice tests 1 and 2
- **complete practice tests** 1 and 2 in **TOEFL iBT**[®] format for PC
- an **interactive glossary**
- **animated videos** which demonstrate typical speaking questions and responses and accompany activities found in the speaking appendix
- an **additional complete practice test*** in **TOEFL iBT**[®] format for PC (with key, justifications and suggested answers)

* There is also an **online version** of the additional complete practice test for PC, tablet and smartphone.

Test format – a brief overview

The **TOEFL iBT**® exam comprises four components: Reading, Listening, Speaking and Writing.

Component	Duration	Overview
Reading	60–100 min.	3–5 passages, 12–14 questions each
Listening	60–90 min.	4–6 lectures, 6 questions each; 2–3 conversations, 5 questions each
Speaking	20 min.	6 tasks: 2 independent and 4 integrated
Writing	20 min.	1 integrated task
	30 min.	1 independent task

Scoring

The test does not operate on a pass or fail basis. Candidates receive scores in the four skill areas, with each skill graded on a scale of 0–30. These scores are added up to form the total score of 0–120. Individual academic institutions specify their own score requirements, which may depend on several factors, such as level of study, academic field, etc. Candidates can refer to the scoring section on pp. 382–391 for more information on how to score speaking and writing tasks, conversion tables and a progress chart, which will help them track their overall progress.

Test components

Reading

Task	Content	Question types
3–5 passages	Candidates read college-level academic passages of approximately 700 words on a wide range of subjects.	<ul style="list-style-type: none"> 4-option multiple-choice questions testing key facts, important information, details, main idea, vocabulary, reference, inference, rhetorical purpose, etc. A question in which candidates are required to select the best place in a paragraph to insert a sentence. Candidates are given four possible positions. A question in which candidates are required to select and categorize information provided and place it in a table or use it to create a summary.

Listening

Task Situation/ Context	Content	Question types
Lecture	A professor lecturing on an academic topic. There may be occasional comments by a student or the professor may engage students in a discussion by asking a question which is answered by a student. 3–5 minutes long	
Conversation	Conversations may take place during an office meeting with a professor/teaching assistant and the topic of discussion is usually related to academic issues or to course requirements. Conversations may also take place during a service encounter with college staff. The topic of the discussions will range, covering a wide variety of situations, such as requests for information about financial aid, registering for a class, etc.	<ul style="list-style-type: none"> • 4-option multiple-choice questions testing key facts, important information, details, main idea, inference, etc.

Speaking

Independent Tasks: Speak		
Task type	Content	Time
1. Personal Preference	Candidates are required to talk about a familiar topic, which often relates to a person, place, event, object, etc.	15 seconds to prepare 45 seconds to respond
2. Choice	Candidates are required to make a decision concerning two different views or situations and to justify their decision.	15 seconds to prepare 45 seconds to respond

Integrated Tasks: Read/Listen/Speak		
Task type	Content	Time
3. Campus Situation Topic: Fit and Explain	Candidates read a passage of 75–100 words which deals with a campus-related issue. They then listen to a conversation (60–80 seconds) which refers to the issue dealt with in the reading passage. Candidates are required to summarize one speaker's opinion in correlation with the reading passage.	30 seconds to prepare 60 seconds to respond
4. Academic Course Topic: General/ Specific	Candidates read a passage of 75–100 words related to an academic subject. They then listen to an excerpt from a lecture (60–90 seconds) which is closely related to the topic of the reading passage. Candidates are required to combine information from both the reading passage and the lecture in order to answer a question.	30 seconds to prepare 60 seconds to respond
Integrated Tasks: Listen/Speak		
Task type	Content	Time
5. Campus Situation Topic: Problem/ Solution	Candidates are required to listen to a conversation (60–90 seconds) which is related to a problem a student has, and which contains two possible solutions to that problem. They then must explain the problem and express their opinion concerning the two solutions.	20 seconds to prepare 60 seconds to respond
6. Academic Course Topic: Summary	Candidates are required to listen to an excerpt from a lecture (90–120 seconds). They must then summarize the lecture, showing that they understand how the general topic and the specific examples in the lecture are related.	20 seconds to prepare 60 seconds to respond

Writing

Integrated Task: Read/Listen/Write		
Task type	Content	Word limit
Writing based on Reading and Listening	Candidates read a short passage of approximately 230–300 words. They then listen to a lecture discussing a different aspect of the same topic. This is approximately two minutes long. Candidates are required to summarize the main points in the lecture and explain how they relate to the reading passage.	There is no specific word limit. However, candidates are advised to write a summary that is approximately 150–225 words in length.
Independent Task: Write		
Task type	Content	Word limit
Writing based on Knowledge and Experience	Candidates are given an essay question that begins with a statement, and are asked to express either their agreement or disagreement. Alternatively, they are given an essay question expressing two opposing opinions on a topic and they are asked to explain which of the two they agree with or prefer. In both cases, candidates should justify their opinion, giving reasons or examples.	There is no word limit. However, candidates are advised to write an essay of at least 300 words.

READING SECTION PRACTICE SET



Coral reefs

Coral reefs are part of a hugely diverse underwater ecosystem. They comprise a massive variety of plant and animal life, with fish, crustaceans, sponges and even some species of sharks depending on them for food and shelter. Such an **abundance** of marine life is why they are often described as “underwater rainforests.” Indeed, coral reef ecosystems are thought to contain up to a quarter of all marine life worldwide, giving them, potentially, the highest biodiversity of any ecosystem on Earth. A reef’s intricate structure is made up of small sea creatures called coral polyps. They often take thousands of years to form the huge iconic structures so familiar throughout the world. Despite the longevity of many coral reefs, these ancient structures are facing a **multitude** of modern-day threats. A staggering two thirds of the world’s coral reefs could disappear over the next several decades, potentially impacting numerous species.



Climate change is perhaps the biggest threat facing coral reefs today. During previous centuries, as more and more factories were appearing, little thought was given to the impact industrialization would have on the environment. It is only in relatively recent years that the connection between fossil fuels and climate change has been firmly established. Nonetheless, the world’s oceans have been absorbing these emissions for centuries. The **cumulative impact** has been great. When carbon dioxide reacts with the water, carbonic acid is produced. This leads to a decrease in the pH level of the water and results in the ocean becoming increasingly acidic. While ocean acidification poses a threat to all marine life, its implications for coral reefs are disastrous; it hinders their ability to grow and regenerate, as they are less able to absorb the substances necessary to maintain their structure.

A further climatic stressor affecting coral reefs concerns the water itself. Corals are especially sensitive to changes in water temperature, preferring around 22–29 degrees Celsius. As global warming takes hold, many experts warn that corals may well be unable to withstand this new environment and **perish** as a result. This is because coral polyps react to any rise in temperature by expelling a type of algae called *zooxanthellae* from their tissue. Zooxanthellae are responsible for providing the corals’ pigmentation. When they have been expelled, corals lose their vibrant color, transforming the reef into a pale, bleached structure. This phenomenon is referred to as coral bleaching, the implications of which are far more serious than simply affecting the aesthetic appearance of the reef. Zooxanthellae provide oxygen for the corals, which in turn provide important nutrients that the zooxanthellae need to conduct photosynthesis. Clearly, any disruption caused to

this process would be detrimental to both.

Moreover, agriculture has come under the spotlight recently for its possible role in exacerbating issues of predation that threaten coral polyps. For instance, crown-of-thorn starfish prey on coral polyps. At normal levels, this poses no problem and is simply part of the natural food web that exists within the coral reef ecosystem. However, a marked increase in the crown-of-thorn starfish population can decimate coral reefs. While it is not always possible to identify the exact cause of such an increase, evidence does point toward some farming practices, as chemicals used can eventually drain off into the sea. This in turn increases the concentration level of nutrients in the water, which helps to create the perfect conditions for this creature to thrive and multiply.

The fishing industry is also an equally significant threat to coral reefs, with several fishing techniques being blamed for causing irreparable damage to reefs. For instance, “bottom trawling” is particularly controversial, as it involves pulling fishing nets along the seabed, which in turn can seriously harm a reef by scraping its surface. This means that the corals are potentially **predisposed to infection**. Additionally, overfishing within the coral reef perimeter can have equally dire consequences, massively reducing the volume of fish species. Many fish serve a very important function within the coral reef ecosystem, feeding on seaweed and thereby controlling it. With fewer fish present, the likelihood of corals being engulfed by the native flora increases.



INSTRUCTIONS

Choose the correct answer for each of the following questions.

1st paragraph

Vocabulary

1 Which of the following best expresses the meaning of the word **abundance**?

- wealth
- lack
- source
- gathering

Factual Information

2 What does the author say about coral reefs?

- Oceanographic changes have reduced the biodiversity around them.
- Statistics suggest that they are expanding at a much slower rate nowadays.
- Threats to their survival have only recently been recognized.
- They provide habitat for a large proportion of the ocean's sea creatures.

Vocabulary

3 Which of the following best expresses the meaning of the word *multitude*?

- a limited range
- a high number
- a small increase
- a grand total

2nd paragraph

Vocabulary

4 Which of the following best expresses the meaning of the phrase *cumulative impact*?

- the observed result
- the most important outcome
- the main impact
- the effect over time

3rd paragraph

Factual Information

5 The author's description of water conditions mentions which of the following?

- the ideal conditions needed for corals to survive
- the methods used to examine the impact of rising temperatures
- how to prevent coral reefs from deteriorating further
- the impact of rising sea levels on coral reefs

Vocabulary

6 In stating that the coral reefs will *perish* the author means that the coral will

- benefit
- lose significance
- reproduce
- disappear

Negative Factual Information

7 According to the passage, which of the following is NOT true of coral bleaching?

- It has serious consequences.
- It develops when algae are absorbed deeper into the corals' tissue.
- It refers to the coral reef losing its pigmentation.
- It occurs if certain environmental stressors are present.

Inference

8 Which of the following can be inferred from the paragraph about the coral *polyps* and *zooxanthellae*?

- When water temperatures rise, they help one another to survive.
- Only one of the organisms benefits from the other.
- They depend on each other for survival.
- It is often impossible for them to coexist.

4th paragraph

Factual Information

9 According to the paragraph, an increase of crown-of-thorn starfish populations may occur because

- more corals are present for them to feed on.
- the water clarity improves, which allows them to multiply in numbers.
- the environment becomes more favorable to them.
- there is a decrease in the nutrient levels in the water.

5th paragraph

Vocabulary

10 In stating that the coral reefs will be predisposed to infection, the author means that the reefs will

- get used to an illness
- be more likely to develop an illness
- be safe from any illness
- be better able to recover from an illness

Rhetorical Purpose

11 Why does the author mention bottom trawling?

- to highlight why the fishing industry is often irresponsible
- to illustrate how fishing techniques can cause destruction
- to compare the different threats that face coral reefs
- to explain why it is often difficult to implement safer fishing methods

2nd paragraph

Insert Text

12 The four squares [■] in the paragraph below indicate where the following sentence can be added to the passage.

For instance, it has been suggested that, since the commencement of industrialization, the world's oceans have acidified by 30%.

Choose your answer by circling the square where the sentence best fits.

Climate change is perhaps the biggest threat facing coral reefs today. ■ During previous centuries, as more and more factories were appearing, little thought was given to the impact industrialization would have on the environment. It is only in relatively recent years that the connection between fossil fuels and climate change has been firmly established. Nonetheless, the world's oceans have been absorbing these emissions for centuries. The cumulative impact has been great. ■ When carbon dioxide reacts with the water, carbonic acid is produced. This leads to a decrease in the pH level of the water and results in the ocean becoming increasingly acidic. ■ While ocean acidification poses a threat to all marine life, its implications for coral reefs are disastrous; it hinders their ability to grow and regenerate, as they are less able to absorb the substances necessary to maintain their structure. ■

INSTRUCTIONS

The following sentence introduces a summary of the reading passage. Complete the summary by selecting **THREE** of the answer choices below. Correct choices will express essential ideas from the passage, while incorrect choices may express unmentioned, contradictory or minor points.

This question is worth 2 points.

Prose Summary

13 The passage discusses the threats facing coral reefs today.

•
•
•

Answer choices

- 1** Coral reefs are especially vulnerable to environmental conditions that threaten their physiology.
- 2** Human activity appears to be a significant cause of coral reef deterioration worldwide.
- 3** Coral reefs are becoming less aesthetically pleasing, which is likely to have a negative impact on the number of people visiting coral reefs for tourism.
- 4** As the oceans become warmer, coral reefs are starting to adapt to this new change.
- 5** Certain agricultural and fishing practices have affected coral reef numbers by causing an imbalance in the ecosystem.
- 6** The spread of non-native flora in the reef perimeter is destroying corals.

Scoring guide

Correct answers	3	2	0-1
My score	2	1	0

Reading time  :

Score yourself /14

LISTENING SECTION

PRACTICE SET

INSTRUCTIONS

Choose the correct answer for each of the following questions. Where indicated, choose more than one answer. You may take notes throughout.

Questions 1–5



Gist-purpose

1 What is the purpose of the student's visit to the college finance officer?

- He wants to complain about not getting a loan.
- He wants to inquire about a loan he has applied for.
- He wants information about student loans.
- He wants to change the terms of his loan.

Detail

2 Why is the student not entitled to a student grant?

- because his parents reside near the college
- because he has a large income
- because he already has a scholarship
- because he doesn't have a job

Making
Inferences

3 In which of the following cases would the student not be eligible for an interest-free loan?

Choose two answers.

- He is a part-time student.
- He needs the money to pay tuition fees.
- He has not received student aid.
- He has not paid his taxes.

Understanding
Speaker's Attitude

4 What does the student seem to be concerned about?

- whether or not he will get the loan
- if the sum he asked for will cover his needs
- how he will pay back the loan
- how to submit the application

Understanding
Function

5 Listen to this extract from the conversation and answer the question that follows.

Why does the finance officer say this?

- She thinks the student doesn't want to repay the loan.
- She wants to emphasize that the loan must be repaid even though it is interest-free.
- She thinks the student hasn't understood how to repay the loan.
- She wonders if the student was paying attention to what she said.

Questions 6–11 



Gist-content

6 What is the professor mainly discussing?

- the different migratory routes of the monarch butterfly
- the factors that influence butterfly migration
- how threats to migration will impact the butterfly population in the future
- the current state of research into the migratory behaviors of butterflies

Making Inferences

7 Listen to this extract from the lecture and answer the question that follows.
What can be inferred about the migration of the monarch butterfly?

- The scientific community knows very little about it.
- It is a survival mechanism.
- It is a response to unusual changes in temperature.
- It is a relatively new phenomenon.

Making Inferences

8 Listen to this extract from the lecture and answer the question that follows.
What does the professor imply when he says this?

- Each butterfly only ever makes one round-trip journey.
- The butterflies will not live long enough to make the return journey.
- The return journey is likely to be more strenuous.
- Fewer butterflies return to the north the following year.

Understanding
Speaker's Attitude

9 What does the professor believe accounts for the butterflies' successful navigational skills?

- an inherent ability for navigation
- a combination of genetic and environmental factors
- a range of specific climatic variables
- their memory of having flown the route before

Detail

10 According to the professor, what is one way that the climate can affect migration patterns?

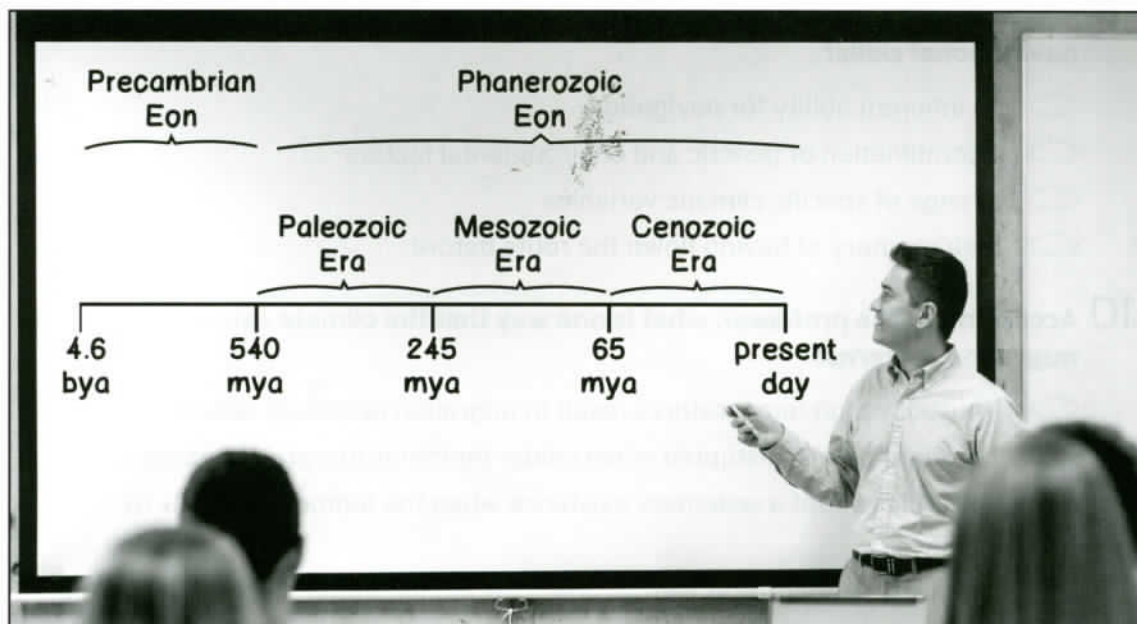
- Unusually high temperatures result in migration occurring ahead of time.
- The flight path is disrupted when colder temperatures are not experienced.
- Butterflies adopt a sedentary existence when the temperature fails to increase.
- When the temperatures remain warm for longer, butterflies migrate later in the year.

Understanding
Function

11 Why does the professor explain how tags are attached to the butterflies?

- to highlight the level of expertise required to tag a butterfly
- to criticize tagging as a research method
- to contrast with other methods used to track migration
- to offer reassurance about the safety of tagging as a method

Questions 12–17 



Gist-content

12 What is the professor mainly discussing?

- evidence taken from the fossil record
- the structure of the geologic time scale
- how the planet Earth was formed
- causes of environmental change

Detail

13 According to the professor, which two factors allowed primitive life to develop on Earth?

Choose 2 answers.

- gravitational pressure
- planetary cooling
- rising oxygen levels
- water presence

Understanding Function

14 Listen to this extract from the lecture and answer the question that follows.

What does the professor mean when he says this?

- There is no geologic evidence from such a short time span.
- Within the overall timeline, the explosion of life happened in an extremely short time frame.
- Developments in such a small sample of years are largely irrelevant.
- This was not enough time to develop full diversity of life.

Understanding
Function

15 Why does the professor mention fossil fuels?

- to give geological proof for the Paleozoic era
- to show the value of studying geology today
- to give the Paleozoic era a modern-day relevance
- to explain why the Paleozoic era ended

Detail

16 According to the professor, which piece of evidence from rock strata could serve to prove either theory of Mesozoic climate change?

- volcanic deposits
- layers of clay
- high iridium content
- shocked quartz

Connecting
Content

17 The professor mentions a significant event for each geological era within the Phanerozoic Eon. Indicate during which period each of the events below took place.

Place a check mark in the correct box. *This question is worth 2 points.*

PHANEROZOIC EON			
	PALEOZOIC ERA	MESOZOIC ERA	CENOZOIC ERA
Significant and sudden environmental cooling			
Rapidly escalating environmental change			
Foundations laid for fossil fuels			

Scoring guide

Correct answers	3	2	0-1
My score	2	1	0

Score yourself

/18

SPEAKING SECTION

PRACTICE QUESTIONS

This part of the Mini Test focuses on questions 1, 3 and 6 of the complete TOEFL IBT® exam.

1 (Question 1)

You will be asked a question on a familiar topic. You will have 15 seconds to prepare your response, and 45 seconds to present it.



Which city in the world would you like to visit?

Explain why you would like to go there.

 Preparation time: 15 seconds

 Response time: 45 seconds

2 (Question 3)

You will read a short passage and listen to a conversation on the same topic. Then you will be asked a question. You will have 30 seconds to prepare your response, and 60 seconds to present it.

 Reading time: 45 seconds

Extra requirement for the P.E. major

All students in the Physical Education Department are required to choose an additional elective course to complement their P.E. studies. This change comes as part of our policy to help our students achieve both breadth of knowledge across disciplines and depth of knowledge in their chosen subject area. The courses on offer are the following: Poetry 1, American 20th-century writers, Basic French and Economics 1. It is the students' responsibility to register for one of these courses before September 14th. The courses will be taught by a graduate teaching assistant. There will be one credit given for this course.



What opinion does the man express about the extra requirement for students majoring in P.E.? What reasons does he provide to justify his opinion?



Preparation time: **30 seconds**



Response time: **60 seconds**

3 (Question 6)

You will listen to part of a lecture on an academic subject. Then you will be asked a question. You will have 20 seconds to prepare your response, and 60 seconds to present it.



Using information from the lecture, explain how sleep deprivation may affect a person.



Preparation time: **20 seconds**



Response time: **60 seconds**

WRITING SECTION

PRACTICE TASK

This part of the Mini Test focuses on the independent writing task from the complete TOEFL iBT® exam.

Writing based on Knowledge and Experience

INSTRUCTIONS

This task asks you to present, explain and support your ideas on the question below. You have 30 minutes to write your essay, which should be a minimum of 300 words.



Do you agree or disagree with the following statement?

Living in a city is much more rewarding and enjoyable than living in the country.

Use specific reasons and examples to support your answer.



Response time: 30 minutes