

Reading Section

Instructions

The reading section is designed to test how well you understand and interpret academic texts. You will read two passages and answer a set of questions on each passage.

Give yourself **36 minutes** to complete the Reading tasks below, including both texts and all questions. You may look back at a text when answering related questions. You may also skip questions and return to them later if there is time remaining.

Each of the questions is worth one point except the final question in each set. The directions of the final question note how much it is worth.

Some words may be marked with a small number (example¹). At the bottom of the page, there are definitions for these words.

Directions: Read the passage below and answer the questions.

History of the Chickenpox Vaccine

Chickenpox is a highly contagious infectious disease caused by the *Varicella zoster* virus; sufferers develop a fleeting itchy rash that can spread throughout the body. The disease can last for up to 14 days and can occur in both children and adults, though the young are particularly vulnerable. Individuals infected with chickenpox can expect to experience a high but tolerable level of discomfort and a fever as the disease works its way through the system. The ailment was once considered to be a “rite of passage” by parents in the U.S. and thought to provide children with greater and improved immunity to other forms of sickness later in life. This view, however, was altered after additional research by scientists demonstrated unexpected dangers associated with the virus. Over time, the fruits of this research have transformed attitudes toward the disease and the utility of seeking preemptive measures against it.

A vaccine against chickenpox was originally invented by Michiaki Takahashi, a Japanese doctor and research scientist, in the mid-1960s. Dr. Takahashi began his work to isolate and grow the virus in 1965 and in 1972 began clinical trials with a live but weakened form of the virus that caused the human body to create antibodies. Japan and several other countries began widespread chickenpox vaccination programs in 1974. However, it took over 20 years for the chickenpox vaccine to be approved by the U.S. Food & Drug Administration (FDA), finally earning the U.S. government’s seal of approval for widespread use in 1995. Yet even though the chickenpox vaccine was available and recommended by the FDA, parents did not immediately choose to vaccinate their children against this disease. Mothers and fathers typically cited the notion that chickenpox did not constitute a serious enough disease against which a person needed to be vaccinated.

Strong belief in that view eroded when scientists discovered the link between *Varicella zoster*, the virus that causes chickenpox, and shingles, a far more serious, harmful, and longer-lasting disease in older adults that impacts the nervous system. They reached the conclusion that *Varicella zoster* remains dormant inside the body, making it significantly more likely for someone to develop shingles. As a result, the medical community in the

U.S. encouraged the development, adoption, and use of a vaccine against chickenpox to the public. Although the appearance of chickenpox and shingles within one person can be many years apart—generally many decades—the increased risk in developing shingles as a younger adult (30-40 years old rather than 60-70 years old) proved to be enough to convince the medical community that immunization should be preferred to the traditional alternative.

Another reason that the chickenpox vaccine was not immediately accepted and used by parents in the U.S. centered on observations made by scientists that the vaccine simply did not last long enough and did not confer a lifetime of immunity. In other words, scientists considered the benefits of the vaccine to be temporary when given to young children. They also feared that it increased the odds that a person could become infected with chickenpox later as a young adult, when the rash is more painful and prevalent and can last up to three or four weeks. Hence, allowing young children to develop chickenpox rather than take a vaccine against it was believed to be the “lesser of two evils.” This idea changed over time as booster shots of the vaccine elongated immunity and countered the perceived limits on the strength of the vaccine itself.

Today, use of the chickenpox vaccine is common throughout the world. Pediatricians suggest an initial vaccination shot after a child turns one year old, with booster shots recommended after the child turns eight. The vaccine is estimated to be up to 90% effective and has reduced worldwide cases of chickenpox infection to 400,000 cases per year from over 4,000,000 cases before vaccination became widespread. In light of such statistics, most doctors insist that the potential risks of developing shingles outweigh the benefits of avoiding rare complications associated with inoculations. Of course, many parents continue to think of the disease as an innocuous ailment, refusing to take preemptive steps against it. As increasing numbers of students are vaccinated and the virus becomes increasingly rarer, however, even this trend among parents has failed to halt the decline of chickenpox among the most vulnerable populations.

Directions: Now answer the questions.

Paragraph 1

Chickenpox is a highly contagious infectious disease caused by the *Varicella zoster* virus; sufferers develop a fleeting itchy rash that can spread throughout the body. The disease can last for up to 14 days and can occur in both children and adults, though the young are particularly vulnerable. Individuals infected with chickenpox can expect to experience a high but tolerable level of discomfort and a fever as the disease works its way through the system. The ailment was once considered to be a “rite of passage” by parents in the U.S. and thought to provide children with greater and improved immunity to other forms of sickness later in life. This view, however, was altered after additional research by scientists demonstrated unexpected dangers associated with the virus. Over time, the fruits of this research have transformed attitudes toward the disease and the utility of seeking preemptive measures against it.

1. According to paragraph 1, which of the following is true of the chickenpox virus?
 - A. It leads to a potentially deadly disease in adults.
 - B. It is associated with a possibly permanent rash.
 - C. It is easily transmittable by an infected individual.
 - D. It has been virtually eradicated in the modern world.

2. Which of the following best expresses the essential information in the highlighted sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.
 - A. U.S. parents believed that having chickenpox benefited their children.
 - B. U.S. parents believed that chickenpox led to immunity against most sickness.
 - C. U.S. parents wanted to make sure that their children developed chickenpox.
 - D. U.S. parents did not think that other vaccinations were needed after chickenpox.

Paragraph 2

A vaccine against chickenpox was originally invented by Michiaki Takahashi, a Japanese doctor and research scientist, in the mid-1960s. Dr. Takahashi began his work to isolate and grow the virus in 1965 and in 1972 began clinical trials with a live but weakened form of the virus that caused the human body to create antibodies. Japan and several other countries began widespread chickenpox vaccination programs in 1974. However, it took over 20 years for the chickenpox vaccine to be approved by the U.S. Food & Drug Administration (FDA), finally earning the U.S. government's seal of approval for widespread use in 1995. Yet even though the chickenpox vaccine was available and recommended by the FDA, parents did not immediately choose to vaccinate their children against this disease. Mothers and fathers typically cited the **notion** that chickenpox did not constitute a serious enough disease against which a person needed to be vaccinated.

3. Which of the following can be inferred from paragraph 2 about the clinical trials for the chickenpox vaccine?
- A. They took longer than expected.
 - B. They cost a lot of money to complete.
 - C. They took a long time to finish.
 - D. They were ultimately successful.
4. The word **notion** in the passage is closest in meaning to
- A. history
 - B. findings
 - C. fact
 - D. belief

Paragraph 3:

Strong belief in that view eroded when scientists discovered the link between Varicella zoster, the virus that causes chickenpox, and shingles, a far more serious, harmful, and longer-lasting disease in older adults that impacts the nervous system. They reached the conclusion that Varicella zoster remains dormant inside the body, making it significantly more likely for someone to develop shingles. As a result, the medical community in the U.S. encouraged the development, adoption, and use of a vaccine against chickenpox to the public. Although the appearance of chickenpox and shingles within one person can be many years apart—generally many decades—the increased risk in developing shingles as a younger adult (30-40 years old rather than 60-70 years old) proved to be enough to convince the medical community that immunization should be preferred to the traditional alternative.

5. According to paragraph 3, which of the following is true of *Varicella Zoster*?
- A. It typically attacks adults who are over 60 years old.
 - B. It is linked to a serious disease that occurs more commonly in adults.
 - C. It likely is not a serious enough threat to human health to require a vaccine.
 - D. It is completely eradicated from the body after chickenpox occurs.

Paragraph 4

Another reason that the chickenpox vaccine was not immediately accepted and used by parents in the U.S. centered on observations made by scientists that the vaccine simply did not last long enough and did not confer a lifetime of immunity. In other words, scientists considered the benefits of the vaccine to be temporary when given to young children. They also feared that it increased the odds that a person could become infected with chickenpox later as a young adult, when the rash is more painful and prevalent and can last up to three or four weeks. Hence, allowing young children to develop chickenpox rather than take a vaccine against it was believed to be the “lesser of two evils.” This idea changed over time as booster shots of the vaccine elongated immunity and countered the perceived limits on the strength of the vaccine itself.

6. The word *prevalent* in the passage is closest in meaning to
- A. dangerous
 - B. widespread
 - C. infectious
 - D. Contaminated
7. The author uses *booster shots* as an example of
- A. a scientifically approved medicine to eliminate chickenpox
 - B. a preferred method of chickenpox rash and fever treatment
 - C. a way to increase the effectiveness of the chickenpox vaccine
 - D. a strategy for parents to avoid vaccinating their child altogether

Paragraph 5

Today, use of the chickenpox vaccine is common throughout the world. Pediatricians suggest an initial vaccination shot after a child turns one year old, with booster shots recommended after the child turns eight. The vaccine is estimated to be up to 90% effective and has reduced worldwide cases of chickenpox infection to 400,000 cases per year from over 4,000,000 cases before vaccination became widespread. ■ (A) In light of such statistics, most doctors insist that the potential risks of developing shingles outweigh the benefits of avoiding rare complications associated with inoculations. ■ (B) Of course, many parents continue to think of the disease as an innocuous ailment, refusing to take preemptive steps against it. ■ (C) As increasing numbers of students are vaccinated and the virus becomes increasingly rarer, however, even this trend among parents has failed to halt the decline of chickenpox among the most vulnerable populations. ■ (D)

8. According to paragraph 5, which of the following was true of the rates of chickenpox before the chickenpox vaccine became widely used?

- A. it was 10 times higher
- B. it was consistently rising
- C. it declined over time
- D. it fluctuated over several decades

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

Meanwhile, some continue to remain unconvinced, citing a supposed potential of the vaccine to do harm.

Where would the sentence fit best?

- A. • (A)
- B. • (B)
- C. • (C)
- D. • (D)

10. Directions: Complete the table below by indicating which statements describe chickenpox and which describe shingles. Two answer choices will NOT be used. *This question is worth 3 points.*

Chickenpox	
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•	

Shingles	
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- A. Public vaccination campaigns against it began in the 1970s.
- B. It was considered an irksome but relatively harmless ailment.
- C. It primarily afflicts adults.
- D. It is a serious, lingering illness.
- E. It negatively affects the nervous system.
- F. Infection primarily occurs as a result of close contact with infected rashes.
- G. There is confusion as to exactly what virus causes it.

Directions: Read the passage below and answer the questions.

The Four Great Kangaroos

Although the kangaroo is Australia's most famous indigenous species, few people outside of the country know many details about the animal. In fact, there are several different kangaroo species, including the western grey kangaroo, the eastern grey kangaroo, the red kangaroo, and the antilopine kangaroo. Though still bound together by traits characteristic of the genus *Macropus*, the four different types of kangaroo--also known as the four "Great Kangaroos," as they are the largest species in the genus--can behave very differently in terms of their native habitats, activities, and migration patterns.

The eastern grey kangaroo lives, as its name implies, on the east coast of Australia. Not only is the eastern grey the most common kangaroo, but it is also the quickest, as the fastest recorded kangaroo was a large female traveling at 40 miles per hour. It is by far the most populous kangaroo species; around ten million eastern greys inhabit the continent. To put that in perspective, Australia's current human population is only 23 million. The eastern grey prefers to inhabit large open areas of grassland, with shrubbery for daytime shelter, as it forages for food at night. Nevertheless, eastern greys have been seen in various climates, including coastal areas, woodlands, subtropical forests, and mountainous regions.

The western grey is difficult to distinguish from the eastern grey; for many years, the two were thought to belong to the same species. The western grey is distinguished, in the first place, by its habitat, on the west (rather than the east) coast of Australia. Secondly, it is different from the eastern grey in that it is a very vocal species. Mother western grey kangaroos communicate to their offspring, or joeys, with a series of clicking noises, which eastern grey mothers do not do. Though less adaptable than the eastern grey, the western grey can still be found in a variety of habitats, including grasslands, forests, or woodlands near water. Zoologists believe that the population of western grey kangaroos increased dramatically as Europeans settled in Australia, because this led to the creation of more pastures, where members of the species could find their main food source, grass.

Unlike the two species of grey kangaroos, the red kangaroo is found throughout Australia, though there is a concentration of reds in the west corner of New South Wales, in the southeastern part of the country. The red has the ability to store water for periods of time, and so does not need to inhabit the same fertile areas as its grey cousins. Instead, this species can be found in more arid climates, including scrubland and deserts. The species has a remarkable ability to find nutritious food sources even in areas that seem devoid of life. Less social and more nomadic than the grey kangaroos, the red has the distinctions of being the largest of all kangaroos, the largest mammal native to Australia, and the largest living marsupial.¹

Finally, the antilopine kangaroo breaks the trend among the three greats named for their color, drawing instead from a comparison to the antelope, which zoologists thought the kangaroo resembled with its distinctive appearance. Traveling in packs of up to 30 kangaroos, the antilopine inhabits the northern tropical and western regions of Australia, preferring flat, open lands, though their habitat does sometimes extend to eucalyptus woodlands. Like the eastern gray, the antilopine sleeps under the shade of shrubs during the hottest part of the day, grazing during the evenings from approximately an hour after sunset until 8am. It has the largest range of all the great kangaroo species, and is known to travel up to a third of a mile (76 hectares) from its group's territory. In the wet season, antilopine females outnumber the males by a ratio of two to one; in the dry season, this increases to three to one.

Even these four species of kangaroos do not fully represent their genus. Although the most populous are the "great" kangaroos, or the largest, there are many other, smaller species (up to 47) found throughout Australia. Like the four greats, these kangaroos are often descriptively named. There are large populations of tree-kangaroos, for example, in wooded areas, as well as various species of rat-kangaroos. If you're traveling through Australia, keep your eyes open: You never know if you're actually looking at a kangaroo you never knew existed.

¹ A mammal of an order whose members are born incompletely developed and typically carried in a pouch on the mother's belly.

Directions: Now answer the questions.

Paragraph 1

*Although the kangaroo is Australia’s most famous indigenous species, few people outside of the country know many details about the animal. In fact, there are several different kangaroo species, including the western grey kangaroo, the eastern grey kangaroo, the red kangaroo, and the antilopine kangaroo. Though still bound together by traits characteristic of the genus *Macropus*, the four different types of kangaroo--also known as the four “Great Kangaroos,” as they are the largest species in the genus--can behave very differently in terms of their native habitats, activities, and migration patterns.*

1. The author discusses the term “Great Kangaroos” in paragraph 1 in order to emphasize the kangaroos’
- A. prevalence
 - B. importance
 - C. fame
 - D. size

Paragraph 2

The eastern grey kangaroo lives, as its name implies, on the east coast of Australia. Not only is the eastern grey the most common kangaroo, but it is also the quickest, as the fastest recorded kangaroo was a large female traveling at 40 miles per hour. It is by far the most populous kangaroo species; around ten million eastern greys inhabit the continent. To put that in perspective, Australia’s current human population is only 23 million. The eastern grey prefers to inhabit large open areas of grassland, with shrubbery for daytime shelter, as it forages for food at night. Nevertheless, eastern greys have been seen in various climates, including coastal areas, woodlands, subtropical forests, and mountainous regions.

2. According to paragraph 2, the eastern grey kangaroo is different from other species in its

- A. population size
- B. preferred habitat
- C. occupation of varied climates
- D. distinctly larger body

Paragraph 3

The western grey is difficult to distinguish from the eastern grey; for many years, the two were thought to belong to the same species. The western grey is distinguished, in the first place, by its habitat, on the west (rather than the east) coast of Australia. Secondly, it is different from the eastern grey in that it is a very vocal species. Mother western grey kangaroos communicate to their offspring, or joeys, with a series of clicking noises, which eastern grey mothers do not do. Though less adaptable than the eastern grey, the western grey can still be found in a variety of habitats, including grasslands, forests, or woodlands near water. Zoologists believe that the population of western grey kangaroos increased dramatically as Europeans settled in Australia, because this led to the creation of more pastures, where members of the species could find their main food source, grass.

3. It can be inferred from paragraph 3 that

- A. European settlement in Australia led to a decrease in the numbers of eastern grey kangaroos as farmland took over
- B. when Europeans settled in Australia, they cultivated the land on their homesteads so that it grew grass
- C. the increased numbers of western grey kangaroos helped to distinguish them from eastern grey kangaroos
- D. European settlers did not find the western greys threatening because of the soothing clicking noises the kangaroos made

4. The word “adaptable” in paragraph 3 is closest in meaning to
- A. flexible
 - B. common
 - C. agile
 - D. mobile

Paragraph 4

Unlike the two species of grey kangaroos, the red kangaroo is found throughout Australia, though there is a concentration of reds in the west corner of New South Wales, in the southeastern part of the country. The red has the ability to store water for periods of time, and so does not need to inhabit the same fertile areas as its grey cousins. Instead, this species can be found in more arid climates, including scrubland and deserts. The species has a remarkable ability to find nutritious food sources even in areas that seem devoid of life. Less social and more nomadic than the grey kangaroos, the red has the distinctions of being the largest of all kangaroos, the largest mammal native to Australia, and the largest living marsupial.²

5. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 4? Incorrect answer choices change the meaning in important ways or leave out essential information.
- A. New South Wales, in southeastern Australia, is important as a sanctuary for red kangaroos.
 - B. Red kangaroos are similar to grey kangaroos in most ways, except for where it can be found.
 - C. Grey kangaroos cover a wider area of the country than the red kangaroo, which is only found in the southeast.
 - D. Red kangaroos are different from other species because they inhabit different areas of Australia.

² A mammal of an order whose members are born incompletely developed and typically carried in a pouch on the mother's belly.

Paragraph 5

Finally, the antilopine kangaroo breaks the trend among the three greats named for their color, drawing instead from a comparison to the antelope, which zoologists thought the kangaroo resembled with its distinctive appearance. Traveling in packs of up to 30 kangaroos, the antilopine inhabits the northern tropical and western regions of Australia, preferring flat, open lands, though their habitat does sometimes extend to eucalyptus woodlands. Like the eastern gray, the antilopine sleeps under the shade of shrubs during the hottest part of the day, grazing during the evenings from approximately an hour after sunset until 8am. It has the largest range of all the great kangaroo species, and is known to travel up to a third of a mile (76 hectares) from its group's territory. In the wet season, antilopine females outnumber the males by a ratio of two to one; in the dry season, this increases to three to one.

6. The author's discussion of the antilopine kangaroos' gender balance in paragraph 5 indicates that

- A. it varies according to the season
- B. it favors large populations of males
- C. it is caused by the species' ability to travel
- D. antilopine kangaroos thrive in the rain

7. According to paragraph 5, which of the following is NOT a unique feature of the antilopine kangaroo?

- A. appearance
- B. radius of travel from its pack
- C. the origin of its name
- D. its preferred habitat

Paragraph 6

Even these four species of kangaroos do not fully represent their genus. Although the most populous are the “great” kangaroos, or the largest, there are many other, smaller species (up to 47) found throughout Australia. Like the four greats, **these kangaroos** are often descriptively named. There are large populations of tree-kangaroos, for example, in wooded areas, as well as various species of rat-kangaroos. If you’re traveling through Australia, keep your eyes open: You never know if you’re actually looking at a kangaroo you never knew existed.

8. The phrase “**these kangaroos**” in paragraph 6 refers to
- A. Great Kangaroos
 - B. tree and rat kangaroos
 - C. all kangaroos
 - D. smaller kangaroos

Paragraph 5

■ **(A)** The western grey is difficult to distinguish from the eastern grey; for many years, the two were thought to belong to the same species. ■ **(B)** The western grey is distinguished, in the first place, by its habitat, on the west (rather than the east) coast of Australia. ■ **(C)** Secondly, it is different from the eastern grey in that it is a very vocal species. ■ **(D)** Mother western grey kangaroos communicate to their offspring, or joeys, with a series of clicking noises, which eastern grey mothers do not do. Though less **adaptable** than the eastern grey, the western grey can still be found in a variety of habitats, including grasslands, forests, or woodlands near water. Zoologists believe that the population of western grey kangaroos increased dramatically as Europeans settled in Australia, because this led to the creation of more pastures, where members of the species could find their main food source, grass.

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

However, the Western and Eastern Grey kangaroos actually do not interbreed and remain entirely separate.

Where would the sentence best fit?

- A. ▪ (A)
- B. ▪ (B)
- C. ▪ (C)
- D. ▪ (D)

10. 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 sentence 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.*

There are four main kinds of kangaroos in Australia, known as the “Great Kangaroos.”

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- A. Individual species of kangaroo vary in their activities and habitats.
- B. The eastern and western grey kangaroo are often confused.
- C. The Great Kangaroos pre-dated European settlement in Australia.
- D. These kangaroos include the eastern and western greys, the red, and the antilopine kangaroos.
- E. Some species of kangaroo are nocturnal and sleep during the day.
- F. Kangaroo species are not limited to the Great Kangaroos.

The Listening Section

Instructions

The listening section tests your ability to understand and remember information from English lectures and conversations.

Listen to each recording only once. Do not look at the questions before you listen. You may take notes while you listen. After each recording, you will be asked five to six questions. You may look at your notes while you answer, but you may not listen again to the recording.

Answer each question before moving to the next question. You may not return to already answered questions.

Give yourself **10 minutes** to answer all the questions. While listening to a recording, pause the timer. In total, this section will take about 25 minutes, with 15 minutes spent listening and 10 minutes spent answering.

Directions: First, you will listen to part of a lecture from a university classroom. Don't read the questions before listening! Be sure to take notes while you listen. Get a pen and paper, and when you're ready, click the link below.

[Five-minute lecture](#)



Questions (AFTER LISTENING)

Begin your 10-minute timer. Then, answer these questions about the lecture.

1. What is the main topic of the lecture?
 - A. The technical definition of EMDR
 - B. Differences between different types of therapy
 - C. Various non-traditional treatments for trauma
 - D. The value and usefulness of EMDR treatment

2. According to the professor, what does “processing” mean?
 - A. Explaining the complicated way that EMDR works
 - B. Mentally revisiting a traumatic event
 - C. Understanding an experience via a healthy state of mind
 - D. Talking about a painful experience through EMDR

3. What is the speaker’s attitude toward EMDR?
 - A. She believes it is a unique form of therapy with a proven track record and promising future.
 - B. She thinks it will require time before EMDR’s benefits can be fully understood by psychologists.
 - C. She is unsure of whether or not the results achieved by the method are long-term.
 - D. She believes it will one day be considered the preferred form of treatment for most victims of trauma.

4. The professor describes various features of EMDR compared to other forms of therapy. For each of the following, indicate whether it is a feature of EMDR or of another form of therapy.

For each item, check the appropriate box.

	EMDR	Other Therapy
Focuses more on the mental state of patients than on bodily responses		
May be slow in cases of multiple levels of trauma		
Involves moving the eyes back and forth while looking at a beam of light		

5.  [Click here to listen again to part of the lecture. Then answer the question.](#)

What does the professor mean when she says this?

- A. Traumatic experiences feel like they take a long time to reach completion.
- B. Traumatic experiences can haunt the memory and never leave a person's mind.
- C. Traumatic experiences sometimes occur in repetitious patterns in people's lives.
- D. Traumatic experiences can seem more debilitating than they really are.

6.  [Click here to listen again to part of the lecture. Then answer the question.](#)

Why does the professor say this?

- A. To caution against hurrying through treatment to obtain fast results
- B. To clarify why EMDR is a time-limited treatment approach
- C. To suggest that other forms of therapy are slower and less effective
- D. To warn her students against using EMDR with patients whom they do not know well

Pause your 10-minute timer. You will next listen to a conversation between a professor and a student. Don't read the questions before listening! Be sure to take notes while you listen. When you're ready, click the link below.

Four-minute conversation



Questions (AFTER LISTENING)


Restart your timer. Then, answer the questions about the conversation.

1. Why does the student visit the professor?
 - A. To discuss how to make a potentially dry topic more engaging
 - B. To inform her about recent changes in his and his family's lives
 - C. To fill in a gap in the student's knowledge of English history
 - D. To complain about the difficulty of an assignment given by another professor

2. What can be inferred about William III, Stephen of Blois, and Richard II?
 - A. They did not rule England for long enough periods of time to have notable impacts.
 - B. They make uninteresting topics for lectures because there is little recorded information on them.
 - C. They are generally disliked by historians and therefore rarely discussed.
 - D. Many students are less familiar with them than with Henry VIII.

3. Which of the following does the student believe is true of King Henry VIII?
 - A. He is well known primarily for his colorful personality.
 - B. The details of his life are often exaggerated in stories.
 - C. He was a cruel man for executing several of his wives.
 - D. His legacy continues to shape the politics of contemporary Europe.

4. What does the student suggest he should do before giving the lecture?
 - A. Discuss his lesson plan with another professor
 - B. Give a practice lecture to polish his storytelling skills
 - C. Research more dramatic details of Henry VIII's life
 - D. Listen to a peer explain the history of Henry VIII for ideas

5.  [Click here to listen again to part of the conversation. Then answer the question.](#)
- A. What does the professor mean when she says this?
 - B. She believes Professor Williams is overly harsh with his students and assistants.
 - C. She does not think the student's concern is warranted in his situation.
 - D. She wants the student to feel comfortable asking for her guidance.
 - E. She is willing to help the student teach his lesson so it will be less stressful.

Pause your 10-minute timer. You will next listen discussion in a classroom. Don't read the questions before listening! Be sure to take notes while you listen. When you're ready, click the link below.

Four-minute classroom discussion



Questions (AFTER LISTENING)


Restart your timer. Then, answer the questions about the discussion.

1. What is the main topic of the lecture?
 - A. Evidence for the spreading of the ocean floor and movement of continents
 - B. The elements that make up sediments on the ocean floor and their significance
 - C. Arguments and evidence for and against the theory of continental drift
 - D. Features of the seafloor and how their movement impacts the oceans

2. According to the lecture, the uneven distribution of sediment on the seafloor is caused by which of the following? **Choose two answers.**
 - A. The ongoing generation of new seafloor at mid-ocean ridges
 - B. Denser populations of microscopic sea life in certain areas
 - C. Fragments of dry land dropping and settling on the ocean floor
 - D. Oceanic currents that carry sand and stones up onto beaches

3. What does the professor suggest about the covering of sediment on the ocean floor?
 - A. The amount that accumulates each passing year is highly predictable.
 - B. Its thickness can be greater than his students might imagine.
 - C. It is deepest in the areas closest to rocky or mountainous land
 - D. It is responsible for the valleys found at the centers of oceanic ridges

4. The professor discusses the Earth's crust in order to reinforce which of the following ideas?
 - A. Ocean floor spreading is still debated among modern oceanographers.
 - B. Tectonic movement has been occurring throughout history.
 - C. Continental drift commonly leads to widespread volcanic activity.
 - D. That ocean floor spreading is connected to continental movement.

5. Which of the following statements describe aspects of the theory of seafloor spreading? **Choose two answers.**
- A. Land-based sediments are created as a result of natural forces.
 - B. Continents slide beneath oceanic ridges, causing volcanic activity.
 - C. The Earth's crust is constantly being destroyed and renewed.
 - D. Volcanically active, mountainous ridges run through most of the Earth's oceans.
6.  [Why does the professor say this?](#)
- A. He believes he has accidentally treated some students in the class badly.
 - B. He recognizes that he has not yet introduced a key concept.
 - C. He realizes his question did not have any correct answer.
 - D. He wants to point out the complexity of the topic of the lecture.

Break

On a full TOEFL, you will have a mandatory ten-minute break after the listening section is finished. Take no more than ten minutes now.

When you are ready, move on to the next section, the speaking section.

The Speaking Section

Instructions

This section tests your ability to speak English about both academic and non-academic topics. You will respond to three questions. (A full TOEFL has six.) Your score will be dependent on your performance in three categories: delivery, language use, and topic development.

You will need a recorder and a timer for this section. Here are some online options:

- [Voice recorder](#)
- [Timer](#)

We recommend starting the recorder first, then the timer. It will record some silence before your answer, but that's okay.

Before each answer, you will be given a short time to prepare. After the preparation time is finished, answer the question completely in only the given time. After the timer ends, stop speaking and end the recording.

Speaking: Independent

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

Many people prefer watching music videos on television or the Internet rather than listening to the songs on their own. Which way of experiencing music do you think is preferable and why?

Preparation time: 15 seconds

Response time: 45 seconds

Speaking: Integrated Reading and Listening

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

Reading passage:

A university has announced a new scholarship opportunity on its website. You will have 45 seconds to read the announcement. Begin reading now.

New Scholarship Offers Opportunity to Study in Rome

The university is pleased to offer an exciting new opportunity for students in the Romance Languages department. The prestigious Buonocore Scholarship allows students to study tuition-free for two semesters in Rome. Students must submit an essay exploring a specific aspect of Italian culture to the selection committee. They must also submit a detailed plan explaining how a year in Italy would provide the opportunity to further research and improve the essay. Please note that students in departments other than Romance Languages are ineligible for this opportunity.

Now listen to this conversation on the same topic.

Two-minute conversation



Directions: Prepare a response to the following.

The female student expresses her opinion about why she disagrees with the university's new policy. State her opinion and explain the reasons she gives for holding that opinion.

Preparation time: 30 seconds

Response time: 60 seconds

Speaking: Integrated Listening

You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Two-minute lecture



Directions: Prepare a response to the following.

Using points and examples from the talk, explain why the professor thinks there is no real answer to the question of what period of history Homer described.

Preparation time: 20 seconds

Response time: 60 seconds

Writing Section

Instructions

The TOEFL writing section includes an integrated task and an independent task, which work together to test your ability to communicate through writing. Below, you will find a question for an independent task. This means you will write about your own thoughts and experiences.

Typically, an effective essay will contain a minimum of 300 words. The quality of your writing 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. You have **30 minutes** to plan and complete your essay.

Your answer should be typed on a computer, not written by hand. Use a [QWERTY](#) keyboard to type your response, if possible.

Independent Essay

Directions: Write a response to the following.

Some parents forbid young children from owning smartphones (cell phones with Internet access), while others disagree and believe that they are important tools for keeping in touch. Which point of view do you think is better, and why?

Answer Key and Grading

You're finished! Now, you can use this section to grade all four sections in this practice test and estimate your score.

Reading Section Answers

You can find tips and preparation resources for the Reading Section [here](#).

Answer Key: History of the Chickenpox Vaccine

1. C — [See explanation](#)
2. A — [See explanation](#)
3. D — [See explanation](#)
4. D — [See explanation](#)
5. B — [See explanation](#)
6. B — [See explanation](#)
7. C — [See explanation](#)
8. A — [See explanation](#)
9. B — [See explanation](#)
10. Chicken Pox: A, B (*Order does not matter. "A, B" is the same as "B, A"*)
Shingles: C, D, E
(*5 correct = 3 points; 4 correct = 2 points; 3 correct = 1 point; ≤2 correct = 0 points*)
— [See explanation](#)

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Answer Key: The Four Great Kangaroos

1. D
2. A
3. B
4. A
5. D
6. A
7. D
8. D
9. B
10. A, D, F (3 correct = 2 points; 2 correct = 2 points; ≤ 1 correct = 0 points. Order does not matter. "A, B" is the same as "B, A")

Reading Section Grading

Raw Points	Score Estimate
0	0
1 - 2	1 - 3
3 - 4	4 - 5
5 - 6	6 - 8
7 - 8	9 - 10
9 - 10	11 - 13
11 - 12	14 - 15
13 - 14	16 - 18
15 - 16	19 - 20
17 - 18	21 - 23
19 - 20	24 - 25
21 - 22	26 - 28
23 - 24	29 - 30

Listening Section Answers

If you'd like additional listening help and practice, check out the [Listening Section](#) on our blog. In particular, here's how you can [improve your listening skills](#).

Lecture Answer Key

1. D — [See explanation](#)
2. C — [See explanation](#)
3. A — [See explanation](#)
4. B, C (2 correct = 1 point; 1 correct = 0 points) — [See explanation](#)
5. B — [See explanation](#)
6. A — [See explanation](#)

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Conversation Answer Key

1. A
2. D
3. A
4. B
5. C
- 6.

Classroom Discussion Answer Key

1. A
2. A, C (2 correct = 1 point; 1 correct = 0 points)
3. B
4. D
5. C, D (2 correct = 1 point; 1 correct = 0 points)
6. B

Listening Section Grading

Raw Points	Score Estimate
0 - 2	0
4 - 5	1 - 4
6	5 - 8
7	9 - 11
8	12 - 14
9	15 - 17
10	18 - 20
11	21 - 22
12	23 - 24
13	25 - 26
14	27 - 28
15 - 16	29 - 30
17	30

Speaking Section Sample Responses

You can find a scoring rubric for speaking responses [here](#) and learn how to improve your speaking score [here](#).

[See the explanation here!](#)

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Independent Task Sample Notes

- Vids
 - story
 - dance

Independent Task Sample Response

I definitely prefer watching music videos to listening to songs on their own. Music videos let talented directors and camera people ... uhh, cinematographers... videos let them tell interesting stories. I mean, instead of just listening to lyrics, it's possible to see the entire narrative unfolding before your eyes, with talented actors and musicians doing entertaining stuff on screen. At the same time, I love dancing and think that... err, that dancing is one of the greatest art forms. Music videos let me enjoy choreography... I mean, they let me enjoy the work of talented choreographers in a way that just listening to music never can.

Integrated Task (Read, Listen, and Speak) Sample Notes

Reading:

- Buonocore Scholarship
 - Essay + plan=>study in Rome
 - Only Rom. Lang. Dept.

Listening:

- Others students? Not fair
 - Hist., Class., Renaissance
- Wants compete w/ all

Integrated Task (Read, Listen, and Speak) Grade 4 Sample Response

The female student thinks that it's unfair that the... Buono...uhh, that the scholarship to study in Rome is only being offered to students in the Romance Languages department. Instead of that, she thinks that the application should be open to all students. She mentions students in the History, Classics, and Renaissance Studies departments, especially. Uhh...the male points out... he says the lesser... the fewer people apply for the scholarship, the easier it will be to get it. But the female says that the scholarship will lose meaning to her unless she competes against the very best that the school has to offer. She also believes it is wrong for a very small department to monopolize the money. It should benefit everybody at the—

Integrated Task (Listen and Speak) Sample notes

- Homer poems—when? dunno
 - retold, mix
 - ex: tusk helm.s
 - dist. past
 - wagons
 - carry—H's time
 - battle—helm. time

Integrated Task (Listen and Speak) Grade 4 Sample Response

The professor says that Homer's poems, The Odyssey and...and another one... uhh... like, a lot of people question what period of history Homer describes. Are the poems about the world that Homer lived in? Or about something...a previous time? The

professor explains that there isn't a clear answer, because storytellers... uhh... told and told and told the stories before Homer wrote those poems, and those people all added details. He gives an example of helmets...special helmets made of tusks that are in Homer's writing. They're from a distant past, not Homer's time. But the professor also says that the horse-drawn wagons in Homer's poem only carried people, but in that earlier time, they would have been used in battle, so it's uhh, it's a bit of a mix of—

Speaking Section Grading

Raw Points	Score Estimate
0	0
1 - 2	2 - 4
3 - 4	6 - 8
5 - 6	9 - 11
7	13
8	15
9	17
10	19
11	21
12	23
13	24
14	26
15	28
16	30

Writing Section Sample Response

You can find a writing rubric [here](#) and learn how to improve your writing score [here](#).

Integrated Task Explanation Video

[See the explanation here!](#)

For more explanations videos like these,

[sign up for Magoosh TOEFL!](#)

Sample Outline

Phone = prob.s during + after school

- distractions
- price
- health

Grade 5 Sample Essay

In my opinion, it is absolutely the wrong idea for parents to allow their children to have smart phones. They are immensely distracting, expensive, and unhealthy.

Cell phones have the power to distract young students from school work. Rather than paying attention in class, students try to sneak opportunities to play on their phones. Instead of thinking about schoolwork, they obsessively text each other and try to check sites like Facebook. This takes time away from valuable studying. This is a problem both during school and afterwards, when youngsters should be working on their homework.

At the same time, smart phones can be extremely costly. Many plans require parents to pay abusively high monthly rates. At times, these rates can climb even higher if children use too much data due to things like downloading songs on the Internet. Rather than wasting money on a phone, parents should use the funds on better causes, like tutors for their children, or a home computer on which supervised learning can take place.

Finally, smart phones can be dangerous for young children. We are still unsure medically what the long term effects of exposure to cell phones are, particularly on vulnerable groups such as children. It would be better to be safe than sorry. The less exposure children have to potential toxins, the better. At the same time, kids are sometimes targeted on social media sites by dangerous strangers. If parents allow young children to have smart phones, it might be difficult to protect them in the long term from these kinds of threats.

While older children may sometimes need them to stay in touch with their parents due to their many obligations outside of the house after school, there is little cause for younger children to own them. Parents should encourage their children to read and think in their spare time, developing their minds. Smartphones are unhelpful when it comes to this goal.

Writing Section Grading

Raw Points	Score Estimate
0	0
1	1 - 6
1.5	7 - 11
2	12 - 15
2.5	16 - 19
3	20 - 22
3.5	23 - 24
4	25 - 26
4.5	27 - 28
5	29 - 30

Additional Resources

Need more TOEFL help? Check out these free resources.

Study Plans

Whether you're planning to study for a long time, or you've waited until the last minute, it helps to add some structure to your TOEFL study plan to keep you organized and on track. Planning out a study schedule is the key first step in scoring well on the TOEFL.

To help take the guesswork out of all of this, we've created some schedules to help you get started.

- [Two-Week Study Schedule](#)
- [One Month Study Schedule](#)
- [Preparing for the TOEFL in 20-30 Minutes per Day](#)

Pro-tip: Before getting started with your study plan, we recommend reading our top tips for [making the most of your TOEFL study schedule](#).

[\[eBook\] Magoosh's Guide to the TOEFL iBT](#)

This is the ultimate TOEFL resource — a guide that can help both beginning students learning about the TOEFL iBT for the first time *and* advanced students looking for strategies and extra TOEFL practice to boost their score.

What to expect from this eBook:

This 150+ page eBook covers all aspects of your TOEFL iBT preparation. It:

- Explains the format of each section of the TOEFL iBT
- Covers every type of question the TOEFL could ask
- Provides proven strategies for each question type
- Includes practice problems and explanations to help you along
- AND provides additional resources for continued studying

Did we mention that this TOEFL eBook is completely FREE?

Vocabulary Resources

Learning vocabulary helps with every aspect of the exam - speaking, reading, listening, and writing! So, you should make some time in your schedule to work on your vocabulary. Here are some resources to help!

[Free Vocabulary Flashcards](#)

Use these free flashcards to master the 200 most important words on the exam.



[\[eBook\] TOEFL Vocabulary Comics](#)

In this eBook, we help you memorize and review vocabulary words with the help of mnemonic devices. To make these words more fun and memorable, these mnemonics are illustrated with entertaining comics, like this one:

Infographics

Here at Magoosh, we *love* to make infographics -- they're both fun and educational! Here are our two TOEFL infographics:

[TOEFL Scores for Top Universities](#)

What score do you need on the exam? In this graphic, we provide the required scores for many of the top universities in the US. See the entire infographic [here](#).

[TOEFL Speaking](#)

If you need more help figuring out the speaking section, be sure to check this one out!

Book Reviews

There are many TOEFL review books on the market that promise to give you “the key” to acing the TOEFL. That’s a big promise!

And while it’s true that many of these books provide excellent strategies and tips for TOEFL success, the real “key” to acing the TOEFL is experience with English learned through repeated practice.

So, which books provide the best resources, the best strategies, and the best practice? Check out our book reviews and find the books that are right for you.

To make your life a little bit easier, we’ve organized our reviews in order from most to least highly recommended. Click on each link for more detailed reviews!

Recommended

- [The Official Guide to the TOEFL Test \(4th Edition\)](#)
- [Official TOEFL iBT Tests](#)
- [The Complete Guide to the TOEFL Test](#)
- [Cambridge Preparation for the TOEFL Test](#)

Okay

- [Barron’s TOEFL iBT](#)
- [Delta’s Key to the TOEFL iBT Advanced Skill Practice](#)
- [Oxford TOEFL](#)

Not Recommended

- [Kaplan TOEFL iBT Premier 2014](#)
- [The Princeton Review’s Cracking the TOEFL iBT \(2014\)](#)

And that's the end!

If you liked this practice test, sign up for [Magoosh](#)
[TOEFL](#). Prep smart, go far. Enjoy the ride.

Happy studying!