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# TOEFL iBT™ *Quick Prep*

Volume 1

**TOEFL**®

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# 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. As the most accepted English-language test in the world, more than 7,500 universities, agencies, and other institutions in more than 130 countries accept TOEFL scores as part of their admissions criteria.

In order for the TOEFL iBT test to measure how well you read, listen, speak, and write in English, and how well you use these skills together, you will be asked to integrate these skills. For example, you may read a passage or listen to a lecture, and then write or speak about what you learned.

## USING TOEFL iBT™ QUICK PREP

TOEFL iBT Quick Prep can help you prepare for the TOEFL iBT test. All the questions in this Quick Prep book are real TOEFL iBT questions given to examinees at worldwide test administrations, but some questions are presented differently than on the real test.

Quick Prep includes questions from all four sections of the TOEFL iBT test: Reading, Listening, Speaking, and Writing.

In Quick Prep, the Listening, Speaking, and Writing sections include written transcripts of the audio portions of the test. If you have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. If someone reads the transcripts to you, make sure you see the pictures.

As in the real test, you may take notes while you listen, and you may use your notes to help you answer the questions.

## FOR MORE INFORMATION

For complete information about what to expect on the test, how to prepare, and how to register, visit [www.toeflgoanywhere.org](http://www.toeflgoanywhere.org).

## Reading Section

This section measures your ability to understand academic passages in English. You can skip questions and go back to them later as long as there is time remaining.

Now begin the Reading section.

## Reading Practice Set 1: Passage and Questions

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

## THE RISE OF TEOTIHUACÁN

- Paragraph 1 The city of Teotihuacán, which lay about 50 kilometers northeast of modern-day Mexico City, began its growth by 200 –100 B.C. At its height, between about A.D. 150 and 700, it probably had a population of more than 125,000 people and covered at least 20 square kilometers. It had over 2,000 apartment complexes, a great market, a large number of industrial workshops, an administrative center, a number of massive religious edifices, and a regular grid pattern of streets and buildings. Clearly, much planning and central control were involved in the expansion and ordering of this great metropolis. Moreover, the city had economic and perhaps religious contacts with most parts of Mesoamerica (modern Central America and Mexico).
- 2 How did this tremendous development take place, and why did it happen in the Teotihuacán Valley? Among the main factors are Teotihuacán's geographic location on a natural trade route to the south and east of the Valley of Mexico, the obsidian<sup>1</sup> resources in the Teotihuacán Valley itself, and the valley's potential for extensive irrigation. The exact role of other factors is much more difficult to pinpoint—for instance, Teotihuacán's religious significance as a shrine, the historical situation in and around the Valley of Mexico toward the end of the first millennium B.C., the ingenuity and foresightedness of Teotihuacán's elite, and, finally, the impact of natural disasters, such as the volcanic eruptions of the late first millennium B.C.
- 3 This last factor is at least circumstantially implicated in Teotihuacán's rise. Prior to 200 B.C., a number of relatively small centers coexisted in and near the Valley of Mexico. Around this time, the largest of these centers, Cuicuilco, was seriously affected by a volcanic eruption, with much of its agricultural land covered by lava. With Cuicuilco eliminated as a potential rival, any one of a number of relatively modest towns might have emerged as a leading economic and political power in Central Mexico. The archaeological evidence clearly indicates, though, that Teotihuacán was the center that did arise as the predominant force in the area by the first century A.D.
- 4 It seems likely that Teotihuacán's natural resources—along with the city elite's ability to recognize their potential—gave the city a competitive edge over its neighbors. The valley, like many other places in Mexican and Guatemalan highlands, was rich in obsidian. The hard volcanic stone was a resource that had been in great demand for many years, at least since the rise of the Olmecs (a people who flourished between 1200 and 400 B.C.), and it apparently had a secure market. Moreover, recent research on obsidian tools found at Olmec sites has shown that some of the obsidian obtained by the Olmecs originated near Teotihuacán. Teotihuacán obsidian must have been recognized as a valuable commodity for many centuries before the great city arose.

- Paragraph 5 Long-distance trade in obsidian probably gave the elite residents of Teotihuacán access to a wide variety of exotic goods, as well as a relatively prosperous life. Such success may have attracted immigrants to Teotihuacán. In addition, Teotihuacán's elite may have consciously attempted to attract new inhabitants. It is also probable that as early as 200 B.C. Teotihuacán may have achieved some religious significance and its shrine (or shrines) may have served as an additional population magnet. Finally, the growing population was probably fed by increasing the number and size of irrigated fields.
- 6 The picture of Teotihuacán that emerges is a classic picture of positive feedback among obsidian mining and working, trade, population growth, irrigation, and religious tourism. **The thriving obsidian operation**, for example, would necessitate more miners, additional manufacturers of obsidian tools, and additional traders to carry the goods to new markets. All this led to increased wealth, which in turn would attract more immigrants to Teotihuacán. The growing power of the elite, who controlled the economy, would give them the means to physically coerce people to move to Teotihuacán and serve as additions to the labor force. More irrigation works would have to be built to feed the growing population, and this resulted in more power and wealth for the elite.

<sup>1</sup>obsidian: a type of volcanic glasslike rock used for manufacturing tools and ceremonial objects

**Directions:** Now answer the questions.

1. The word **“massive”** in paragraph 1 is closest in meaning to
  - (A) ancient
  - (B) carefully planned
  - (C) very large
  - (D) carefully protected
2. In paragraph 1, each of the following is mentioned as a feature of the city of Teotihuacán between A.D. 150 and 700 EXCEPT
  - (A) regularly arranged streets
  - (B) several administrative centers spread across the city
  - (C) many manufacturing workshops
  - (D) apartment complexes
3. The word **“pinpoint”** in paragraph 2 is closest in meaning to
  - (A) identify precisely
  - (B) make an argument for
  - (C) describe
  - (D) understand

4. The word “**ingenuity**” in paragraph 2 is closest in meaning to
- (A) ambition
  - (B) sincerity
  - (C) faith
  - (D) cleverness
5. Which of the following is **NOT** mentioned in paragraph 2 as a main factor in the development of Teotihuacán?
- (A) The presence of obsidian in the Teotihuacán Valley
  - (B) The potential for extensive irrigation of Teotihuacán Valley lands
  - (C) A long period of volcanic inactivity in the Teotihuacán Valley
  - (D) Teotihuacán’s location on a natural trade route
6. Which of the following can be inferred from paragraphs 2 and 3 about the volcanic eruptions of the late first millennium B.C.?
- (A) They were more frequent than historians once thought.
  - (B) They may have done more damage to Teotihuacán than to neighboring centers.
  - (C) They may have played a major role in the rise of Teotihuacán.
  - (D) They increased the need for extensive irrigation in the Teotihuacán Valley.
7. What can be inferred from paragraph 3 about Cuicuilco prior to 200 B.C.?
- (A) It was a fairly small city until that date.
  - (B) It was located outside the Valley of Mexico.
  - (C) It emerged rapidly as an economical and political center.
  - (D) Its economy relied heavily on agriculture.
8. The word “**predominant**” in paragraph 3 is closest in meaning to
- (A) most aggressive
  - (B) most productive
  - (C) principal
  - (D) earliest
9. Which of the following allowed Teotihuacán to have “**a competitive edge over its neighbors**”?
- (A) A well-exploited and readily available commodity
  - (B) The presence of a highly stable elite class
  - (C) Knowledge derived directly from the Olmecs about the art of toolmaking
  - (D) Scarce natural resources in nearby areas such as those located in what are now the Guatemalan and Mexican highlands
10. According to paragraph 4, what has recent research on obsidian tools found at Olmec sites shown?
- (A) Obsidian’s value was understood only when Teotihuacán became an important city.
  - (B) The residents of Teotihuacán were sophisticated toolmakers.
  - (C) The residents of Teotihuacán traded obsidian with the Olmecs as early as 400 B.C.
  - (D) Some of the obsidian used by the Olmecs came from the area around Teotihuacán.

11. Select the **TWO** answer choices that are mentioned in paragraph 5 as being features of Teotihuacán that may have attracted immigrants to the city. *To receive credit, you must select TWO answers.*
- [A] The prosperity of the elite
  - [B] Plenty of available housing
  - [C] Opportunities for well-paid agricultural employment
  - [D] The presence of one or more religious shrines
12. In paragraph 6, the author discusses “**The thriving obsidian operation**” in order to
- (A) explain why manufacturing was the main industry of Teotihuacán
  - (B) give an example of an industry that took very little time to develop in Teotihuacán
  - (C) illustrate how several factors influenced each other to make Teotihuacán a powerful and wealthy city
  - (D) explain how a successful industry can be a source of wealth and a source of conflict at the same time
13. In paragraph 1 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (A, B, C, and D) that indicate where the following sentence could be added.

**In fact, artifacts and pottery from Teotihuacán have been discovered in sites as far away as the Mayan lowlands, the Guatemalan highlands, northern Mexico, and the Gulf Coast of Mexico.**

Where would the sentence best fit?

The city of Teotihuacán, which lay about 50 kilometers northeast of modern-day Mexico City, began its growth by 200–100 B.C. At its height, between about A.D. 150 and 700, it probably had a population of more than 125,000 people and covered at least 20 square kilometers. **(A)** It had over 2,000 apartment complexes, a great market, a large number of industrial workshops, an administrative center, a number of massive religious edifices, and a regular grid pattern of streets and buildings. **(B)** Clearly, much planning and central control were involved in the expansion and ordering of this great metropolis. **(C)** Moreover, the city had economic and perhaps religious contacts with most parts of Mesoamerica (modern Central America and Mexico). **(D)**

- (A) Option A
- (B) Option B
- (C) Option C
- (D) Option D

14. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. *This question is worth 2 points.*

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Teotihuacán was a highly developed city in Mesoamerica that reached its peak between about A.D. 150 and 700.

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### Answer Choices

- (A) The number and sophistication of the architectural, administrative, commercial, and religious features of Teotihuacán indicate the existence of centralized planning and control.
- (B) Teotihuacán may have developed its own specific local religion as a result of the cultural advances made possible by the city's great prosperity.
- (C) Several factors may account for Teotihuacán's extraordinary development, including its location, rich natural resources, irrigation potential, intelligent elite, and the misfortune of rival communities.
- (D) As a result of its large number of religious shrines, by the first century A.D., Teotihuacán became the most influential religious center in all of Mesoamerica.
- (E) In many important areas, from the obsidian industry to religious tourism, Teotihuacán's success and prosperity typified the classic positive feedback cycle.
- (F) Although many immigrants settled in Teotihuacán between A.D. 150 and 700, the increasing threat of coerced labor discouraged further settlement and limited Teotihuacán's population growth.



## Listening Section

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

The Listening section includes written transcripts of the audio portions of the test. If you have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. If someone reads the transcripts to you, make sure you see the pictures. You may take notes while you listen, and you may use your notes to help you answer the questions. Listen to or read each transcript only **one** time.

After each transcript, answer the questions. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers. Answer each question before moving on. Do not return to previous questions.

Give yourself 10 minutes to answer all the questions in the Listening section. Do not count the time it takes to listen to or read the transcripts.

Now begin the Listening section.

**Listening Practice Set 1:** Conversation and Questions**Directions:** Here is the transcript.

**Narrator** Listen to a conversation between a student and a librarian.

**Student** Hi. I'm new here ... I, uh, couldn't come to the student orientation—and I'm wondering if you can give me a few quick pointers about the library? I'd really appreciate it.

**Librarian** Sure. I'd be glad to. What's your major area of study?

**Student** Latin American literature.

**Librarian** OK. Well, over here's the section where we have language, literature, and the arts, and if you go downstairs you'll find the history section. Generally the students who concentrate in Latin American literature find themselves researching in the history section a lot.

**Student** Uh-huh. You're right. I'm a transfer student. I've already done a year at another university, so I know how the research can go—I've spent a lot of time in the history section. So how long can I borrow books for?

**Librarian** Our loan period is a month. Oh, I should also mention that we have an interlibrary loan service ... if you need to get hold of a book that's not in our library. There's a truck that runs between our library and a few other public and university libraries in this area. It comes around three times a week.

**Student** Hey, that's great! At my last school, it could take a really long time to get the materials I needed, so when I had a project, I had to make a plan way in advance. This sounds much faster. Another thing I was wondering is ... is there a place where I can bring my computer and hook it up?

**Librarian** Sure. There's a whole area here on the main floor where you can bring a laptop and plug it in for power. But on top of that we also have a connection for the Internet at every seat.

**Student** Nice! So I can do all the research I need to do right here in the library. I'll have all the resources, all the books and information I need right here in one place!

**Librarian** Yup, that's the idea! ... I'm sure you'll need photocopiers, too. They're down the hallway to your left. We have a system where you have to use a copy card, so you'll need to buy a card from the front desk. You insert it into the machine and you're ready to make copies.

**Student** How much do you guys charge?

**Librarian** Seven cents a copy.

**Student** That's not too bad. Thanks. Uh, where's the collection of rare books?

**Librarian** Rare books are up on the second floor. They're in a separate room where the temperature is controlled to preserve the old paper in them. You need to get special permission to access them, and then you'll have to wear gloves to handle them, 'cause the oils in our hands, you know, can destroy the paper, and gloves prevent that, so we have a basket of gloves in the room.

**Student** OK, thanks ... I suppose that's all I need to know. You've been very helpful, thanks.

**Librarian** Any time. Bye.

**Student** Bye.

**Directions:** Now answer the questions.

**15. Why does the student come to the library?**

- (A) To learn about the library's resources
- (B) To ask about interlibrary loans
- (C) To attend the new student orientation
- (D) To start work on a research project

**16. Why does the librarian point out the history section to the student?**

- (A) She wants to point out the closest area containing copy machines.
- (B) She assumes that he will need to do research there.
- (C) The student is looking for a book he used at his last school.
- (D) Students sometimes mistakenly assume that the section contains literature books.

**17. What does the student imply about the interlibrary loan service at his last school?**

- (A) He never used it.
- (B) He came to appreciate it.
- (C) It was inconvenient.
- (D) It was expensive.

18. What does the student need to do before he can use any rare books? *Choose 2 answers.*

- [A] Purchase a card
- [B] Obtain permission
- [C] Put on gloves
- [D] Try interlibrary loan first

19. Part of the conversation is repeated below. Read it and answer the question.

**Student** I'll have all the resources, all the books and information I need right here in one place!

**Librarian** Yup, that's the idea!

Which sentence best expresses what the librarian means when she says this:

- Librarian** Yup, that's the idea!
- (A) I wish this were true.
  - (B) That is not a very good idea.
  - (C) Thanks for your suggestion.
  - (D) That is what we intended.

**Listening Practice Set 2:** Lecture and Questions**Directions:** Here is the transcript.

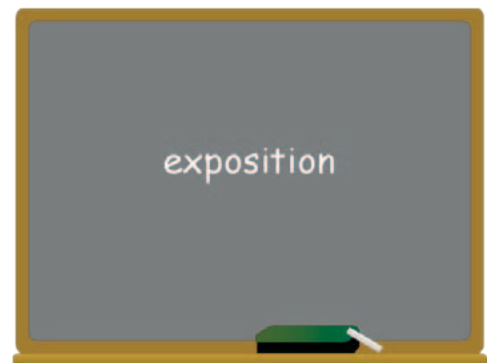
## Theater History

**Narrator** Listen to part of a lecture in a class on theater history. The professor is discussing the theater of nineteenth-century France.

**Professor** The nineteenth century was the time that saw what we call “realism” develop in the European theater. Uh, to understand this, though, we first need to look at an earlier form of drama known as the “well-made play,” which, basically, was a pattern for constructing plays—plays that, um, beginning with some early nineteenth-century comedies in France, proved very successful commercially. The dramatic devices used here weren’t actually anything new—they’d been around for centuries. But the formula for a well-made play required that certain of these elements be included, in a particular order, and—most importantly—that everything in the play be logically connected. In fact, some of these playwrights would start by writing the end of a play and work backward toward the beginning, just to make sure each event led logically from what had gone before.

OK, so what are the necessary elements of a well-made play? Well, uh, the first is logical exposition.

Exposition is whatever background information you have to reveal to the audience so they’ll understand what’s going on. Before this time, exposition might have come from actors simply giving speeches. Uh, someone might walk out on stage and say, “In fair Verona, where we lay our scene,” and then tell all about the feuding families of Romeo and Juliet. But for the well-made play, even the exposition had to be logical ... believable. So, for example, uh, you might have two servants gossiping as they’re



cleaning the house, and one says, “Oh, what a shame the master’s son is still not married.” And the other might mention a rumor about a mysterious gentleman who’s just moved into town with his beautiful daughter. These comments are part of the play’s logical exposition.

The next key element of a well-made play is referred to as “the inciting incident.”

After we have the background information, we need a key moment that gets things moving, that really makes the audience interested in what happens to the characters we just heard about. So, for example, after the two servants reveal all this background information, we meet the young man, just as he first lays eyes on the beautiful young woman and immediately falls in love. This is the inciting incident. It sets off the plot of the play.

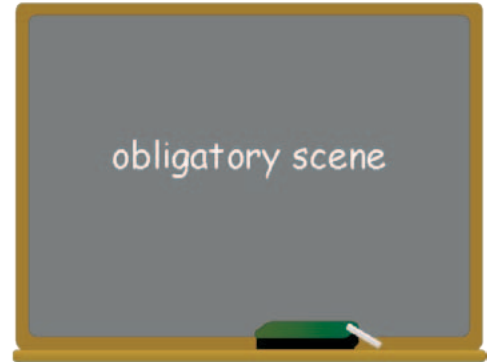


Now the plot of a well-made play is usually driven by secrets—uh, things that the audience knows, but the characters often don’t know. So for example, the audience learns through a letter or through someone else’s conversation who this mysterious gentleman is and why he left the town many years before. But the young man doesn’t know about this ... and the woman doesn’t understand the ancient connection between her family and his.

And before the secrets are revealed to the main characters, the plot of the play proceeds as a series of sort of up-and-down moments. For example, the woman first appears not to even notice the young man, and it seems to him like the end of the world. But then he learns that she actually wants to meet him too, so life is wonderful. Then if he tries to talk with her, maybe her father gets furious, for no apparent reason. So they can’t see each other. But just as the young man has almost lost all hope, he finds out ... well, you get the idea—the reversals of fortune continue, increasing the audience’s tension and excitement, making them wonder if everything’s going to come out OK or not.

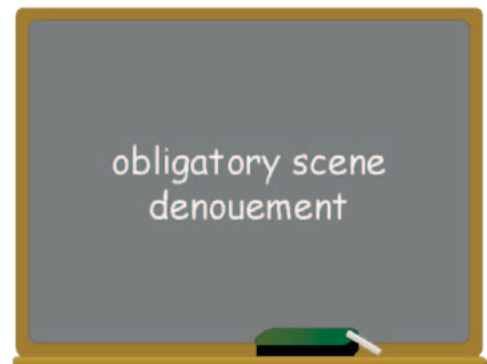
Next comes an element known as the obligatory scene.

It's uh, it's a scene, a moment in which all the secrets are revealed and generally things turn out well for the hero and others we care about—a happy ending of some sort. This became so popular that a playwright almost had to include it in every play, which is why it's called the obligatory scene.



And that's followed by the final dramatic element ...

The denouement or the resolution, when all the loose ends have to be tied up in a logical way. Remember, the obligatory scene gives the audience emotional pleasure, but the denouement offers the audience a logical conclusion. That's the subtle distinction we need to try very hard to keep in mind.



So, as I said, the well-made play—this form of playwriting—became the basis for realism in drama and for a lot of very popular nineteenth-century plays—and also a pattern we find in the plots of many later plays and even movies that we see today.

**Directions:** Now answer the questions.

**20. What is the lecture mainly about?**

- (A) The importance of creating believable characters in plays
- (B) The influence of the literature of "realism" on French theater
- (C) A successful standard formula for writing plays
- (D) A famous example of a well-made play

**21. According to the professor, why did some playwrights write the end of a play before the beginning?**

- (A) To produce multiple scripts as quickly as possible
- (B) To prevent the audience from using logic to guess the ending
- (C) To avoid writing endings similar to those of other plays
- (D) To ensure that the plot would develop in a logical manner

22. Why does the professor mention a conversation between two servants?

- (A) To give examples of typical characters in a well-made play
- (B) To show how background information might be revealed in a well-made play
- (C) To explain why Romeo and Juliet can be considered a well-made play
- (D) To explain how playwrights develop the obligatory scene of a well-made play

23. According to the professor, what dramatic elements are typically included in a well-made play to help move the plot forward? *Choose 2 answers.*

- [A] A series of major changes in the hero's apparent chances of success
- [B] The introduction of new characters midway through the play
- [C] Information known to the audience but not to the main characters
- [D] The movement of major characters from one setting to another

24. What does the professor imply about the obligatory scene and the denouement?

- (A) The difference between them might be unclear to some people.
- (B) Both are useful techniques for developing realistic characters.
- (C) The denouement usually occurs within the obligatory scene.
- (D) The obligatory scene is usually less exciting than the denouement.

25. Part of the lecture is repeated below. Read it and answer the question.

**Professor** This is the inciting incident. It sets off the plot of the play.

**Why does the professor say this:**

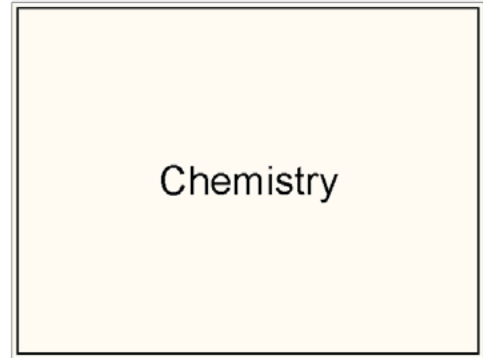
**Professor** It sets off the plot of the play.

- (A) To help students understand the meaning of a new term
- (B) To indicate that his point is not related to the main topic of the lecture
- (C) To emphasize one element of a play over all others
- (D) To begin to summarize the main points of the lecture



**Listening Practice Set 3:** Lecture and Questions

**Directions:** Here is the transcript.



**Narrator** Listen to part of a lecture in a chemistry class. The professor has been discussing the periodic table of elements.

**Professor** So ... are there any questions?

**Female student** Yes, um, Professor Harrison? You were saying that the periodic table is predictive? What exactly does that mean? I mean, I understand how it organizes the elements, but ... where's the prediction?

**Professor** OK, let's look at our periodic table again.

OK—it groups elements into categories that share certain properties, right?

**Female student** Uh-huh ...

**Professor** And it's arranged according to increasing atomic number, which is ... ?

**Female student** The number of protons in each atom of an element.

**Professor** Right. Well, early versions of the periodic table had gaps. Missing elements. Every time you have one more proton you have another element, and then—oops—there'd be an atomic number for which there was no known element. And the, uh, prediction was that an element with that atomic number existed somewhere, but it just hadn't been found yet. And its location in the table would tell you what properties it should have. It was really pretty exciting for scientists at that time, to find the missing elements and confirm their predicted properties.

**PERIODIC TABLE OF THE ELEMENTS**

1 H 1.00794																	2 He 4.002602
3 Li 6.941	4 Be 9.012182											5 B 10.811	6 C 12.011	7 N 14.00643	8 O 15.999	9 F 18.998403	10 Ne 20.1797
11 Na 22.989769	12 Mg 24.304											13 Al 26.981538	14 Si 28.0855	15 P 30.973762	16 S 32.06	17 Cl 35.453	18 Ar 39.948
19 K 39.0983	20 Ca 40.078	21 Sc 44.955912	22 Ti 47.88	23 V 50.9415	24 Cr 51.9961	25 Mn 54.938044	26 Fe 55.845	27 Co 58.933195	28 Ni 58.6934	29 Cu 63.546	30 Zn 65.38	31 Ga 69.723	32 Ge 72.6305	33 As 74.9216	34 Se 78.96	35 Br 79.904	36 Kr 83.80
37 Rb 85.4678	38 Sr 87.62	39 Y 88.90584	40 Zr 91.224	41 Nb 92.90638	42 Mo 95.94	43 Tc 98.90625	44 Ru 101.07	45 Rh 102.9055	46 Pd 106.3676	47 Ag 107.8682	48 Cd 112.4118	49 In 114.818	50 Sn 118.710	51 Sb 121.757	52 Te 127.6	53 I 126.90547	54 Xe 131.29
55 Cs 132.90545196	56 Ba 137.327	57 La 138.90547	58 Ce 140.12	59 Pr 140.90766	60 Nd 144.242	61 Pm 144.91288	62 Sm 150.36	63 Eu 151.964	64 Gd 157.25	65 Tb 158.92535	66 Dy 162.50014	67 Ho 164.93033	68 Er 167.259	69 Tm 168.93032	70 Yb 173.05448	71 Lu 174.967	
87 Fr [223]	88 Ra [226]	89 Ac [227]	90 Th [232]	91 Pa [231]	92 U [238]	93 Np [237]	94 Pu [244]	95 Am [243]	96 Cm [247]	97 Bk [247]	98 Cf [251]	99 Es [252]	100 Fm [257]	101 Md [258]	102 No [259]	103 Lr [260]	

*(Data not shown)*

\*Lanthanide Series  
 58 Ce 140.12, 59 Pr 140.90766, 60 Nd 144.242, 61 Pm 144.91288, 62 Sm 150.36, 63 Eu 151.964, 64 Gd 157.25, 65 Tb 158.92535, 66 Dy 162.50014, 67 Ho 164.93033, 68 Er 167.259, 69 Tm 168.93032, 70 Yb 173.05448, 71 Lu 174.967

\*Actinide Series  
 90 Th 232.0377, 91 Pa 231.03626, 92 U 238.02891, 93 Np 237.04817, 94 Pu 244.06422, 95 Am 243.06138, 96 Cm 247.07647, 97 Bk 247.07031, 98 Cf 251.07958, 99 Es 252.08385, 100 Fm 257.1036, 101 Md 258.1051, 102 No 259.10888, 103 Lr 260.10539

Um, actually, that reminds me of a good example of all this ... element 43. See on the table, the symbols for elements 42 and 44?

Well, in early versions of the table, there was no symbol for an element with 43 protons because an element had yet been discovered with 43 protons. So the periodic table had a gap between elements 42 and 44. And, then, uh, in 1925 a team of chemists led by a scientist named Ida Tacke claimed that they had found element 43. They had been, uh, using a relatively new technology called x-ray spectroscopy—and they were using this to examine an ore sample—and they claimed they'd found an element with 43 protons. And they named it masurium.

**Male student** Um, Professor Harrison? Then how come in my periodic table here element 43 is “Tc”—that’s technetium, right?

**Professor** OK, let me add that ...

Actually, uh, that’s the point I’m coming to. Hardly anyone believed that Tacke had discovered a new element. X-ray spectroscopy was a new method at the time. And they were never able to isolate enough masurium to have a weighable sample, to convince everyone of their discovery, so they were discredited.

But then, twelve years later, in 1937, a different team became the first to synthesize an element using a cyclotron. And that element had ...

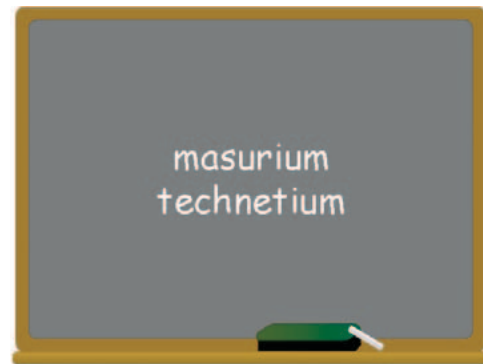
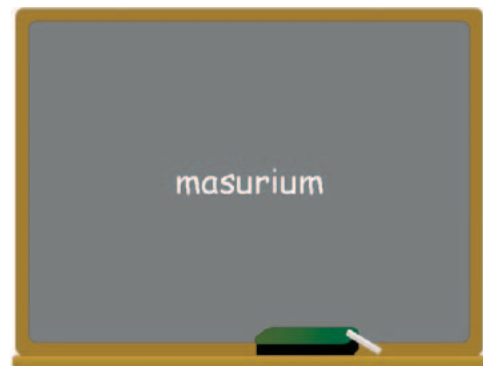
**Male student** 43 protons?

**Professor** That’s right. But they named it technetium to emphasize that it was artificially created—with technology. And people

PERIODIC TABLE OF THE ELEMENTS

1																	2
1																	2
Li	Be											B	C	N	O	F	Ne
3	4											5	6	7	8	9	10
Na	Mg											Al	Si	P	S	Cl	Ar
11	12											13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Cs	Ba	*La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
Cs	Ba	*La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
Fr	Ra	Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr	
87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104
Fr	Ra	Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr	
87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104

Atomic Weights: \*Lanthanide Series; f-Block Series



thought that synthesizing this element, making it artificially, was the only way to get it. We still hadn't found it occurring in nature. Now, element 43, whether you call it masurium or technetium, is radioactive. Why does that matter? What's true of a radioactive element?

**Female student** It decays? It turns into other elements? Oh, so does that explain why it was missing in the periodic table?

**Professor** Exactly. Because of its radioactive decay, element 43 doesn't last very long ... and therefore ... if it ever had been present on Earth it would have decayed ages ago ... So ... the masurium people were obviously wrong and the technetium people were right ... right?

Well, that was then. Now we know that element 43 does occur naturally—it can be naturally generated from uranium atoms that have spontaneously split. And guess what ... the ore sample the masurium group was working with had plenty of uranium in it—enough to split into measurable amounts of masurium. So Tacke's team might very well have found small amounts of masurium in their ore sample. It's just that once it was generated from split uranium, it decayed very quickly. And you know, here's an incredible irony. Ida Tacke—the chemist who led the masurium team—well, she was the first to suggest that uranium could break up into smaller pieces. But she didn't know that that was the defense of her own discovery of element 43!

**Male student** So is my version of the periodic table wrong? Should element 43 really be called masurium?

**Professor** Maybe. But you know it's hard to tell for sure after all this time if Ida Tacke's group did discover element 43. They didn't, um, publish enough detail on their methods or instruments for us to know for sure. But I like to think element 43 was discovered twice. As masurium, it was the first element discovered that occurs in nature only from spontaneous fission; and, as technetium, it was the first element discovered in a laboratory.

And, of course, it was an element the periodic table led us to expect existed ... before anyone had found it—or made it.

**Directions:** Now answer the questions.

**26. In the beginning of the lecture a student asks a question about the periodic table. How does the story of element 43 answer her question?**

- (A) By providing an example of an element whose place in the periodic table was moved
- (B) By providing an example of an element whose existence was predictable from the periodic table
- (C) By providing an example of an element which scientists predicted was formed from uranium
- (D) By providing an example of an element that can only be made artificially

27. What does the professor say about early versions of the periodic table?

- (A) Early versions listed two names for some elements.
- (B) Early versions had the incorrect atomic number for some elements.
- (C) Early versions were not as easy to use as modern versions.
- (D) Early versions did not list an element for every atomic number.

28. What fact inspired researchers to give the name “technetium” to element 43?

- (A) The element was radioactive.
- (B) The element was derived from uranium.
- (C) The element was created artificially.
- (D) The element was found using x-ray spectroscopy.

29. What characteristic of element 43 might explain why the scientific community doubted the findings of Ida Tacke’s team?

- (A) Element 43 has a very fast rate of decay.
- (B) Element 43 always contains small amounts of other elements.
- (C) Element 43 cannot be created artificially.
- (D) Element 43’s radioactivity makes it easy to isolate and measure.

30. What does the professor believe about the claim that Ida Tacke’s team made about element 43?

- (A) Scientists should have accepted the claim when it was first published.
- (B) There is not enough evidence to know if the team actually discovered element 43.
- (C) The team’s unusual scientific methods were unreliable.
- (D) If the team’s ore sample had contained element 43, the team would have been able to isolate a weighable amount.

31. Part of the lecture is repeated below. Read it and answer the question.

**Professor** And you know, here’s an incredible irony. Ida Tacke, the chemist who led the masurium team ... well, she was the first to suggest that uranium could break up into smaller pieces. But she didn’t know that that was the defense of her own discovery of element 43!

What does the professor imply about the chemist Ida Tacke when he says this:

**Professor** But she didn’t know that that was the defense of her own discovery of element 43!

- (A) She did not realize that the periodic table predicted the radioactivity of element 43.
- (B) She did not understand why her team’s findings were dismissed by the scientific community.
- (C) Her theory about uranium would have explained the presence of element 43 in her team’s ore sample.
- (D) Her theory about uranium would have explained the errors that created element 43 in a cyclotron.

## Speaking Section

This section measures your ability to speak about a variety of topics.

The Speaking section includes written transcripts of the audio portions of the test. If you have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. If someone reads the transcripts to you, make sure you see the pictures. Listen to or read each transcript only **one** time.

For Speaking Practice Set 1, you will speak about a familiar topic. Your response is scored on your ability to speak clearly and coherently about the topic.

For Speaking Practice Set 2, you will first read a short text and then listen to or read a transcript of a conversation on the same topic. You will then be asked a question about both. You will need to combine appropriate information from the text and the transcript to provide a complete answer to the question. Your response is scored on your ability to speak clearly and coherently, and on your ability to accurately convey information about the text and the transcript.

For Speaking Practice Set 3, you will listen to or read part of a lecture. You will then be asked a question about it. Your response is scored on your ability to speak clearly and coherently and on your ability to accurately convey information from the lecture.

You may take notes, and you may use your notes to help you prepare your responses. For each question, you will be given a short time to prepare your response. When the preparation time is up, record yourself answering the question as completely as possible.

Now begin the Speaking section.

**Speaking Practice Set 1:** Question

**Directions:** You will now be asked to give your opinion about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.

32. Some people enjoy taking risks and trying new things. Others are not adventurous; they are cautious and prefer to avoid danger. Which behavior do you think is better? Explain why.

PREPARATION TIME: 15 seconds

RESPONSE TIME: 45 seconds

**Speaking Practice Set 2:** Passage, Conversation, and Question

**Directions:** The university is making a change in the courses it will offer. Read the article from the university newspaper about the change. Give yourself 45 seconds to read the article.

READING TIME: 45 seconds

### SCULPTURE COURSES TO BE DISCONTINUED

University administrators announced yesterday that the sculpture program, a division of the art department, will be eliminated. “The main reason is a lack of student interest,” reported one administrator. “Although the number of art students has increased, fewer and fewer art majors are taking sculpture classes.” Furthermore, the department’s only sculpture professor is retiring this year. “Given the art department’s limited budget,” the administrator explained, “it just doesn’t make sense to hire a new full-time professor to teach sculpture for only a handful of students.”

**Directions:** Here is the transcript.

**Narrator** Now listen to two students discussing the article.

**Male student** Everything alright?

**Female student** Yeah, I’m just upset about that article I showed you this morning ...

**Male student** Why, what’s the big deal?

**Female student** Well, as an art major, I think it’s a big loss for the department. The university’s got it all wrong.

**Male student** What do you mean?

**Female student** Well, the low enrollment isn’t because art majors don’t want to take these classes. Problem is, who has time to take them when there are so many other requirements?

**Male student** I don’t understand.



**Female student** See, the classes they're eliminating are all optional. The required courses are mostly painting and drawing, and they take up all our time. What we really need are different requirements—then art majors could take a better variety of classes ... all the things we're interested in.

**Male student** That makes sense. But, the thing about the professor ...

**Female student** Well, that's true. But still, they're being drastic. If money's the problem, they could hire a part-time professor! Or, most of the professors in the department have secondary fields ...

**Male student** Really?

**Female student** Yeah! At least a few painting teachers are also great sculptors. I'm sure one of them could teach a class.

**Directions:** Give yourself 30 seconds to prepare your response to the following question. Then record yourself speaking for 60 seconds.

**33. The woman expresses her opinion of the university's plan. State her opinion and explain the reasons she gives for holding that opinion.**

PREPARATION TIME: 30 seconds

RESPONSE TIME: 60 seconds



**Speaking Practice Set 3:** Lecture and Question

**Directions:** Here is the transcript.

**Narrator** Now listen to part of a lecture in a business class.

**Professor** Today, we'll talk about how companies determine the initial price for their products, by that I mean, when they first introduce a product in the market. There are different approaches, and today we'll discuss two of them. They are quite different ... each with their own advantages.



One approach or strategy sets the initial price of the product high, followed by a lower price at a later stage. Why? Well, ... when introducing a new product, companies want to build a high-quality image for it. Products that cost more are believed to be of higher quality. So, during the early stages of the product life cycle, companies can make very high profits from consumers willing to pay more for a high quality product, and although consumers know that prices will eventually go down, they're also willing to pay more to get the product sooner. This approach works very well with ... oh ... innovative, high-tech products, for example. Now just think about when video recorders, or ... video cameras ... or even cell phones ... first came out. They were very expensive, but then they became much more accessible.

Another very common strategy sets an initial price low. Now this happens when the market is already saturated with the product and the strategy is to undercut its competitors. Say, there's a newly starting computer maker trying to gain market share. So what do they do? Well, they offer a computer at an affordable price, lower than existing brands. By doing this, the company appeals to new consumers who weren't probably even interested in getting a computer and ... well, of course ... to existing consumers who might now be tempted to switch brands. Now, how does this company make profits with its low-priced computer? Well, one thing that's often done is to encourage their customers to buy accessories also manufactured by them, like printers, or software, for example.

**Directions:** Give yourself 20 seconds to prepare your response to the following question. Then record yourself speaking for 60 seconds.

**34. Using the points and examples from the lecture, explain the two pricing strategies described by the professor.**

PREPARATION TIME: 20 seconds

RESPONSE TIME: 60 seconds

## Writing Section

This section measures your ability to use writing to communicate in an academic environment.

The Writing section includes a written transcript of the audio portion of the test. If you have access to someone with good English pronunciation, ask the person to read the transcript aloud to you. Listening to the transcript is better practice than reading it to yourself. If someone reads the transcript to you, make sure you see the picture. Listen to or read the transcript only **one** time.

For Writing Practice Set 1, you will read a passage and listen to or read a lecture. You may take notes. Then you will respond to a question that asks you about the relationship between the reading passage and the lecture. Try to answer as completely as possible using information from the reading passage and the lecture. The question does **not** ask you to express your personal opinion. You may consult the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words. Your response is judged on the quality of your writing and on the completeness and accuracy of the content.

Now begin the Writing section.

**Writing Practice Set 1:** Passage, Lecture, and Question**Directions:** Give yourself 3 minutes to read the passage.

READING TIME: 3 minutes

In an effort to encourage ecologically sustainable forestry practices, an international organization started issuing certifications to wood companies that meet high ecological standards by conserving resources and recycling materials. Companies that receive this certification can attract customers by advertising their products as “ecocertified.” Around the world, many wood companies have adopted new, ecologically friendly practices in order to receive ecocertification. However, it is unlikely that wood companies in the United States will do the same, for several reasons.

First, American consumers are exposed to so much advertising that they would not value or even pay attention to the ecocertification label. Because so many mediocre products are labeled “new” or “improved,” American consumers do not place much trust in advertising claims in general.

Second, ecocertified wood will be more expensive than uncertified wood because in order to earn ecocertification, a wood company must pay to have its business examined by a certification agency. This additional cost gets passed on to consumers. American consumers tend to be strongly motivated by price, and therefore they are likely to choose cheaper uncertified wood products. Accordingly, American wood companies will prefer to keep their prices low rather than obtain ecocertification.

Third, although some people claim that it always makes good business sense for American companies to keep up with the developments in the rest of the world, this argument is not convincing. Pursuing certification would make sense for American wood companies only if they marketed most of their products abroad. But that is not the case—American wood businesses sell most of their products in the United States, catering to a very large customer base that is satisfied with the merchandise.

**Directions:** Here is the transcript.

**Narrator** Now listen to part of a lecture on the topic you just read about.

**Professor** Well, despite what many people say, there’s good reason to think that many American wood companies will eventually seek ecocertification for their wood products. First off, consumers in the United States don’t treat all advertising the same. They distinguish between advertising claims that companies make about their own products and claims made by independent certification agencies. Americans have a lot of confidence in independent consumer agencies. Thus, ecologically minded Americans are likely to react very favorably to wood products ecologically certified by an independent organization with an international reputation for trustworthiness.



Second point—of course it's true that American consumers care a lot about price—who doesn't? But studies of how consumers make decisions show that price alone determines consumers' decisions only when the price of one competing product is much higher or lower than another. When the price difference between two products is small—say, less than five percent, as is the case with certified wood—Americans often do choose on factors other than price. And Americans are becoming increasingly convinced of the value of preserving and protecting the environment.

And third, U.S. wood companies should definitely pay attention to what's going on in the wood business internationally, not because of foreign consumers, but because of foreign competition. As I just told you, there's a good chance that many American consumers will be interested in ecocertified products. And guess what, if American companies are slow capturing those customers, you can be sure that foreign companies will soon start crowding into the American market, offering ecocertified wood that domestic companies don't.

**Directions:** Give yourself 20 minutes to plan and **write** your response. Your response is judged on the quality of the writing and on how well it presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words. You may view the reading passage while you respond.

RESPONSE TIME: 20 minutes

**35. Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.**

## Answers

## READING SECTION

**Reading Practice Set 1**

1. C
2. B
3. A
4. D
5. C
6. C
7. D
8. C
9. A
10. D
11. A, D
12. C
13. D
14. A, C, E

## LISTENING SECTION

**Listening Practice Set 1**

15. A
16. B
17. C
18. B, C
19. D

**Listening Practice Set 2**

20. C
21. D
22. B
23. A, C
24. A
25. A

**Listening Practice Set 3**

26. B
27. D
28. C
29. A
30. B
31. C

## SPEAKING SECTION

**Speaking Practice Set 1**

32. To respond to this particular question, you should clearly state what your opinion is: Do you think it is better to take risks or to be cautious? Then you should give reasons to support your opinion. If you take the position that you think it is better to take risks and try new things, you might give an example of a time when you or someone you know took a risk and was rewarded. The example should have good details, and the relationship between the example and your opinion should be clear. If you take the position that it is better to be cautious, you might give an example of a situation where being cautious is beneficial. You might continue to develop the response by contrasting what would happen in this situation if a risk were taken.

Keep in mind that there is no “correct” answer to this question. Either behavior can be supported with examples. The important part of this task is to make sure that you state your opinion and develop your response with good examples and relevant details.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Independent Speaking Rubrics (see Appendix).

**Speaking Practice Set 2**

33. To respond to this particular question, you should state the woman's opinion of the university's plan to discontinue the sculpture courses. In this case, the woman disagrees with the university's plan and she believes that it is a "big loss for the department."

After stating the woman's opinion, you should convey the two main reasons she gives for holding her opinion. You will need to connect information from the conversation to the reading in order for the response to be complete. The woman argues that the reason for the low enrollment is because students who are art majors do not have time to take the sculpture classes, which are optional. A fully developed response might even point out that the reason for low enrollment is not lack of student interest as the university claims in the reading. You could also point out that students would probably take sculpture classes if the university changed the requirements.

Your response should also convey the woman's second reason for not agreeing with the university's plan: She believes that the university would not need to hire a full-time professor, and that a part-time professor or other professor could teach the class. You might also mention that the university's claim in the reading that it cannot afford a full-time professor is therefore unfounded. You could also point out that most of the professors have secondary fields and might be available to teach sculpture classes.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Integrated Speaking Rubrics (see Appendix).

**Speaking Practice Set 3**

34. To respond to this particular question, you should explain the two pricing strategies described by the professor. You should include relevant points and examples from the lecture (and not from any other source). To begin your response, you could define what a pricing strategy is as explained at the beginning of the lecture. You could briefly mention that companies need to determine an initial price when they first bring their products to the market.

Then you would explain the first approach. You could say that one strategy sets prices high but the prices become lower at a later stage. In your response, you would need to explain that companies using this strategy make high profits at early stages of the product lifecycle (when the product first comes out). You would then need to include the example mentioned in the lecture. The initial high price approach works well with innovative high-tech products—for example, when video cameras (or video recorders, or cell phones) first came out.

In your response, you would also need to explain the second pricing strategy mentioned in the lecture. The other pricing strategy sets prices low to attract new customers and encourage existing customers to switch brands. You might include the detail that this strategy is used when the market is already saturated with a product. Then you would need to give the example of the computer company from the lecture. A computer manufacturer offers computers at low prices. It will make little profit from the computer itself but customers are encouraged to buy other related products the same company manufactures like software or printers, and so the company makes a profit.

You do not need to repeat all of the details from the lecture. You need to only give sufficient details to explain the two strategies.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Integrated Speaking Rubrics (see Appendix).

## WRITING SECTION

### Writing Practice Set 1

35. What is important to understand from the lecture is that the professor disagrees with the points made in the reading, namely that American consumers mistrust advertising, that they are unwilling to pay extra for ecocertified products, and that American companies do not need to compete in parts of the world where ecocertification is valued.

In your response, you should convey the reasons presented by the professor for why ecocertification of wood should be adopted by U.S. companies. A high-scoring response will include the following points made by the professor that cast doubt on the points made in the reading:

Point made in the reading	Counterpoint made in the lecture
Because American consumers have come to distrust frequently-used advertising claims such as 'new' or 'improved,' they won't pay attention to or trust the ecocertified label.	American consumers do pay attention to claims about products when those claims are made by independent consumer agencies.
Since ecocertification adds to the cost of a product, Americans would be unlikely to buy ecocertified products and would choose cheaper, uncertified products.	This is true only if there is a big price difference between two similar products; if an ecocertified product costs only about five percent more, American consumers would accept this in order to buy the product that is better for the environment.
Because American companies sell their products mainly in the U.S., they do not need to compete in the rest of the world where ecocertification is desired by consumers.	American companies must be ready to compete with foreign companies that will soon be selling ecocertified products in the U.S. market.

This task is scored using the Integrated Writing Rubrics (see Appendix). A response that receives a score of 5 clearly conveys all three of the main points in the table using accurate sentence structure and vocabulary.



## APPENDIX

**TOEFL iBT™ Speaking Scoring Rubric Independent Tasks**

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limits (or prevents) expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic			



## TOEFL iBT™ Speaking Scoring Rubric Integrated Tasks

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary in order to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limits (or prevents) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic			

**TOEFL iBT™ Integrated Writing Scoring Rubric**

Score	Task Description
5	A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following: <ul style="list-style-type: none"> <li>• Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading.</li> <li>• The response may omit one major key point made in the lecture.</li> <li>• Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise.</li> <li>• Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.</li> </ul>
2	A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following: <ul style="list-style-type: none"> <li>• The response significantly misrepresents or completely omits the overall connection between the lecture and the reading.</li> <li>• The response significantly omits or significantly misrepresents important points made in the lecture.</li> <li>• The response contains language errors or expressions that largely obscure connections or meaning at key junctures, or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.</li> </ul>
1	A response at this level is marked by one or more of the following: <ul style="list-style-type: none"> <li>• The response provides little or no meaningful or relevant coherent content from the lecture.</li> <li>• The language level of the response is so low that it is difficult to derive meaning.</li> </ul>
0	A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.



