

TOEFL® ITP (Level 1)

Practice Test 1

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General Directions

This is a test of your ability to understand how to use the English language. The test is divided into three sections, and each section or part of a section begins with a set of specific directions. The directions include sample questions. Before you begin to work on a section or part, be sure that you understand what you will need to do.

The supervisor will tell you when to start each section and when to stop and go on to the next section. You should work quickly but carefully. Do not spend too much time on any one question. If you finish a section early, you may review your answers **on that section only**. You may **not** go on to a new section, and you may **not** return to a section that you have already left.

You will find that some of the questions are more difficult than others, but you should try to answer every one. Your score will be based on the number of **correct** answers you give. If you are not sure of the correct answer to a question, make the best guess you can. It is to your advantage to answer every question, even if you have to guess the answer.

Do not mark your answers in the test book. **You must mark all of your answers on the separate answer sheet** that the supervisor will give you. When you mark your answer to a question on the answer sheet, you must:

- At this point, the directions include some bullets that refer to which pencil to use, how to fill out the answer sheet, and so on. I am unsure if they are necessary; if they are, I will add them.

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Section 1

Listening Comprehension

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speaker in this test. Do not take notes or write in the test book at any time. Do not turn the pages until you are told to do so.

Part A

Note:

To ensure the questions are as close as possible to official questions in terms of style, level, and tone, the items in this section are based on *Official Guide to the TOEFL ITP Test* pages 49–52.

Directions: In Part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

In your test book, you read:

- (A) He does not like Jon's plans either.
- (B) He has not come up with any ideas.
- (C) He does not have enough money.
- (D) He does not know what to do next.

You learn from the conversation that neither the man nor the woman likes Jon's ideas. The best answer to the question "What does the man mean?" is (A), "He does not like Jon's plans either." Therefore, the correct choice is (A).

Note

Answers are shown bold red; change the style of "Answer_Correct" to non-bold black to hide all.

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1. (A) The supplies had already arrived.
(B) John would not arrive tomorrow.
(C) The woman is surprised at John.
(D) John had not ordered the supplies.

2. (A) It is probably too late to go for a walk today.
(B) They will not be able to go out tomorrow.
(C) The weather forecasters made a mistake.
(D) They will feel very cold during the night.

- 3. (A) Visit a site she recommends**
(B) Spend just one more day looking
(C) Tell her the kind of car he wants
(D) Look for a more expensive car

4. (A) Send a message to one of their friends
(B) Make a reservation at Martin's restaurant
(C) Watch something at a friend's house
(D) Go out to eat after finishing their work

5. (A) Stephanie worries too much about things.
(B) Stephanie deserves to get a promotion.
(C) Stephanie should take some time off, too.
(D) Stephanie might find it hard to manage.

6. (A) She is considering moving to a new home.
(B) Her car is less convenient than the train.
(C) She has to spend too much time at work.
(D) She has to take public transportation.

7. (A) The woman has already succeeded.
(B) The woman will never understand.
(C) The woman should keep trying.
(D) The woman might have a good idea.

8. (A) They will start to increase soon.
(B) They were better last week.
(C) They have risen significantly.
(D) They have been weak for days.

- 9. (A) Additional practice won't help.**
(B) She will help the man if he wants.

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- (C) The man is good at presenting.
(D) It's too late to practice now.
10. (A) He really enjoyed listening to it.
(B) It made it hard to concentrate.
(C) He left the party because of it.
(D) It was hard for him to hear it.
11. **(A) She doesn't know where the lecture will be.**
(B) She thinks the lecture is being held on campus.
(C) She believes the lecture can be watched online.
(D) She has not decided whether to attend the lecture.
12. (A) He will be doing some training in March.
(B) He is teaching a class during March Break.
(C) He is not going anywhere during March Break.
(D) He is moving into a new home in March.
13. (A) They find it hard to understand young people.
(B) They only have a short time to do the work.
(C) They both have children who are teenagers.
(D) They are looking at an electronic device.
14. (A) Postpone the meeting until this afternoon.
(B) Explain the product clearly to the client.
(C) Spend more time preparing before the meeting.
(D) Concentrate on the future, not on the past.
15. (A) He could not find the restaurant.
(B) A favorite restaurant was closed.
(C) His dinner companion was not available.
(D) He does not wish to explain his plans.
16. (A) She suggests that he wear the right clothes.
(B) She thinks the weather will be good for it.
(C) She does not have a talent for gardening.
(D) She has a lot of things to do this weekend.
17. (A) They should start the meeting soon.
(B) He has not had time to pay it yet.
(C) He had not heard about the meeting.
(D) The woman misunderstood his plans.

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18. (A) Use her tablet while his is charging
(B) Be careful not to damage his device
(C) Buy a tablet that is fully compatible
(D) Borrow a cable from somebody else
19. (A) She is not available to help this afternoon.
(B) She is not a member of the man's tennis club.
(C) She is not as good at tennis as the man thinks.
(D) She has already taught the man all she knows.
20. **(A) Check whether his phone's battery has power**
(B) Go back to the office to pick up his phone
(C) Use her phone while he is charging his one
(D) Take his phone to a place that can fix it
21. (A) Talking at a party
(B) Shopping for clothes
(C) Getting ready to go out
(D) Making plans for work
22. (A) He has been busy for a long time.
(B) He and Dan are no longer friends.
(C) He does not like violin music.
(D) He forgot about the concert.
23. (A) Change his plans to next weekend
(B) Get a vehicle from somebody else
(C) Have a good time with his friends
(D) Help Mary with a problem she has
24. (A) Jamal learned to paint well because he took lessons.
(B) She is not very good at painting, baking, or cooking.
(C) Some people have a natural ability to do things well.
(D) She wishes she were able to paint as well as Jamal.
25. (A) He is upset that he is not going on the trips.
(B) He can come on the trips to support the woman.
(C) He is glad he is not in the woman's situation.
(D) He is confident that the trips will go well.
26. (A) The man wishes he had taken Professor Chang's class.

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- (B) The woman has never met either of the professors.
- (C) Professor Jenkins has never met Professor Chang.
- (D) Professor Jenkins is not a very dynamic speaker.**

27. (A) He thought Peter would not enjoy the event.
(B) He did not think about letting Peter know.
(C) He does not mind if somebody invites Peter.
(D) He is waiting for Peter to call and say sorry.

28. (A) Check her backpack for her books and notes
(B) Borrow books and notes from a classmate
(C) Return to a classroom to look for her bag
(D) Search for her things after the lecture ends

29. **(A) She worked very hard on her assignment.**
(B) She was not satisfied with her assignment.
(C) She thinks the assignment was very easy.
(D) She needed more time to do the assignment.

30. **(A) She misunderstood the task she was given.**
(B) She did not believe the repairman's answer.
(C) She thinks the man's opinion is incorrect.
(D) Her job involves fixing broken machinery.

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Part B

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are **not** allowed to take notes or write in your test book.

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31. (A) A poem
(B) A report
(C) A presentation
(D) An essay
32. (A) They spent too long researching.
(B) They forgot their research topic.
(C) They do not know their deadline.
(D) They both researched the same thing.
33. (A) Asking their professor for a later due date
(B) Explaining the situation to their professor
(C) Requesting assistance from another student
(D) Focusing on finishing their work very quickly
34. **(A) Start looking into a topic together**
(B) Have a meeting with their professor
(C) Take a break for just a few minutes
(D) Keep researching Shakespeare's plays
35. (A) To get some ideas for a paper
(B) To ask about studying journalism
(C) To discuss which college to attend
(D) To interview him for an article
36. (A) He was a doctor before becoming a professor.
(B) He has been a professor for more than 20 years.
(C) He has been a teacher at two or three colleges.
(D) He is one of many new professors at the college.
37. (A) He grew up in the town and attended the college.
(B) He knows the town better than he knows the college.
(C) His parents lived in the town until he was born.
(D) His parents worked as professors at the college.
38. **(A) That they read everything he assigns**
(B) That they avoid talking in his classes
(C) That they do one assignment every week
(D) That they ask him if they have questions

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Part C

Directions: In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

Now listen to a sample question.

In your test book, you read:

- (A) To prepare for climbing a mountain
- (B) To compare mountains in Australia
- (C) To discuss the history of a mountain
- (D) To explain why mountains get bigger

The best answer to the questions “What is the main purpose of the talk?” is (C), “To discuss the history of a mountain.” Therefore, the correct choice is (C).

Now listen to another sample question.

In your test book, you read:

- (A) People will stop climbing Mount Everest.
- (B) Snowfall will make Mount Everest higher.
- (C) Mount Everest will be measured accurately.
- (D) Mount Everest will eventually get lower.

The best answer to the questions “What does the speaker say will happen in the future?” is (D), “Mount Everest will eventually get lower.” Therefore, the correct choice is (D).

Remember, you are **not** allowed to take notes or write in your test book.

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39. (A) To help students find their way around the library
(B) To explain how to become an assistant at the library
(C) To provide an introduction to the library's services
(D) To solve problems the students have been experiencing
40. (A) Students should use the password they were given.
(B) Students will have to come up with a new password.
(C) Students should use the same password as their email.
(D) Students should use a simple, easy-to-remember password.
41. (A) Participating in special classes
(B) Booking a quiet place to study
(C) Collaborating with other students
(D) Using materials from other colleges
42. (A) To explain why technology is not allowed in the library
(B) To imply that most of the library's services are free
(C) To indicate that some students prefer to study at home
(D) To suggest how students can access certain materials
43. (A) At an art gallery
(B) At an outdoor site
(C) In a lecture theater
(D) In a history museum
- 44. (A) To clarify a concept**
(B) To introduce a new idea
(C) To answer a question
(D) To contrast two theories
45. (A) Basic reorganization
(B) Surface crystals
(C) Patterns of melting
(D) Heat and pressure
46. (A) Only igneous rocks can become metamorphic rocks.
(B) Both of them can change into metamorphic rocks.
(C) They are alternative names for metamorphic rocks.
(D) Sedimentary rocks are similar to metamorphic rocks.
47. (A) How saxophones differ from other jazz instruments
(B) Musicians who invented and played the saxophone

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(C) When, why, and how jazz music first became popular

(D) How the saxophone became associated with jazz

48. (A) To give an example of a common instrument
(B) To imply that Adolphe Sax also invented them
(C) To emphasize a key feature of saxophones
(D) To explain why military bands were so loud

49. (A) They lost popularity because they were loud.
(B) Animals often took part in the performances.
(C) They were popular through the 20th century.
(D) Some students may be unfamiliar with them.

50. **(A) Certain instruments, like the trumpet, predominated.**
(B) It was originally less popular than vaudeville shows.
(C) Sydney Bechet was one of the most popular performers.
(D) It was played quietly so people could talk while dancing.

**THIS IS THE END OF SECTION 1.
STOP WORK ON SECTION 1.
TURN OFF YOUR AUDIO PLAYER.**

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Section 2

Structure and Written Expression

Time: 25 minutes (including the reading of the directions)

Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Structure

Directions: Questions 1–15 are incomplete sentences. Beneath each sentence, you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Example I

Bats are similar to birds ----- both are able to fly from place to place.

- (A) despite
- (B) because
- (C) in regard to
- (D) as a result of

The sentence should read: "Bats are similar to birds because both are able to fly from place to place." Therefore, you should choose (B).

Example II

During the early 1970s, ----- any demand among consumers for personal computers.

- (A) so were hardly
- (B) there hardly were
- (C) it hardly was
- (D) there was hardly

The sentence should read: "During the early 1970s, there was hardly any demand among consumers for personal computers." Therefore, you should choose (D).

NOW BEGIN WORK ON THE QUESTIONS.

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Sources:

https://en.wikipedia.org/wiki/Gombe_Stream_National_Park

https://en.wikipedia.org/wiki/Jane_Goodall

https://en.wikipedia.org/wiki/Buzz_Aldrin

<https://www.sciencedaily.com/terms/axon.htm>

https://en.wikipedia.org/wiki/Steven_Spielberg_filmography

https://en.wikipedia.org/wiki/Romance_languages

https://en.wikipedia.org/wiki/Languages_of_Europe

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5122104/>

1. In the modern combustion engine, ----- is generally a form of gasoline that is burned as fuel.
(A) both
(B) that
(C) and
(D) it
2. From the 1960s onwards, Jane Goodall, ----- mainly in Gombe National Park in Tanzania, made numerous important observations of the lives of chimpanzees.
(A) works
(B) is working
(C) has worked
(D) working
3. Buzz Aldrin, ----- to set foot on the surface of the moon, joined NASA's astronaut program in 1963.
(A) the person who second
(B) the second person
(C) was the second person
(D) the second and a person who
4. ----- a genius, a person generally needs to have an intellectual power or creative ability that is exceptional when compared with others.
(A) When it considers
(B) The consideration
(C) To be considered
(D) For considering as
5. Axons are ----- electrical signals from cells in the brain to ones in other parts of the body.
(A) those long fibers carried
(B) long fibers that carry
(C) carried by long fibers
(D) long carrying fibers

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6. Digital devices, such as computers and tablets, have had a major impact on ----- many jobs are done.
(A) how the way
(B) that the way how
(C) which way for
(D) the way that
7. Emerging technologies are likely to play a key role in ----- future environmental issues.
(A) to solve
(B) solving
(C) solve the
(D) solved
8. The success of *Jaws* in 1975 and *Close Encounters of the Third Kind* in 1977 made Steven Spielberg one of the world's ----- film directors.
(A) best-known
(B) the best-known
(C) are best-known
(D) and best-known
9. By using radar and other forms of technology, sports broadcasters can measure and display on the screen in real time the speed at which -----.
(A) was a ball hit, thrown, or was kicked
(B) a ball was hit, thrown, or kicked
(C) was hitting, throwing, or kicking a ball
(D) a hitting, throwing, or kicking ball was
10. Deforestation is ----- faced by animals and insects that make their home in the world's jungles.
(A) the often biggest threat
(B) the biggest often threat
(C) often the biggest threat
(D) often the threat biggest
11. With the exception of Basque, ----- Portugal, Spain, and France are categorized as Romance languages.
(A) the languages native to
(B) which is a native language of
(C) being native languages in
(D) since the languages are native
12. ----- of the fundamental nature of knowledge, reality, and existence is known as philosophy.
(A) Studying academic
(B) The academic study
(C) To study academically

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(D) That is academic studying

13. Tim Berners-Lee, -----, invented the information system known as the World Wide Web that many people consider synonymous with the Internet.

- (A) be a computer scientist
- (B) was a computer scientist
- (C) a computer scientist and
- (D) a computer scientist**

14. Several recent studies have suggested that of all the health problems affecting cities, air pollution is the one ----- the most.

- (A) it affected residents
- (B) that affects residents**
- (C) residents that affects
- (D) residents affect it

15. Airline passengers cannot ----- a range of items onto a plane in their hand luggage, though some of these items may be acceptable in checked baggage.

- (A) to carry
- (B) are carried
- (C) carrying
- (D) carry**

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Written Expression

Directions: In questions 16–40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Choose the one underlined word or phrase that must be changed for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Example I

Steelhead trout are sometimes (A) call salmon (B) because of the orange (C) color of (D) their flesh.

The sentence should read: “Steelhead trout are sometimes called salmon because of the orange color of their flesh.” Therefore, you should choose (A).

Example II

(A) Winning numerous (B) medal between 2004 and 2016, swimmer Michael Phelps is the most (C) decorated Olympic athlete of (D) all time.

The sentence should read: “Winning numerous medals between 2004 and 2016, swimmer Michael Phelps is the most decorated Olympic athlete of all time.” Therefore, you should choose (B).

NOW BEGIN WORK ON THE QUESTIONS.

Note

Is this the best way to format these questions? In the actual test, the letter will appear centered beneath each underlined word or phrase.

Because the factual accuracy of these points is generally not that important – after all, students are reading to find the error, not to comprehend the topic – I will rely more heavily on a single source (often Wikipedia) than I would normally do.

Sources

https://en.wikipedia.org/wiki/Christopher_Marlowe

https://en.wikipedia.org/wiki/1923_Great_Kant%C5%8D_earthquake

<https://www.theatlantic.com/science/archive/2016/06/the-dodos-redemption/486086/>

<https://en.wikipedia.org/wiki/Dodo>

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https://en.wikipedia.org/wiki/Mind_map

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<http://sciencenetlinks.com/daily-content/8/31/>

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16. Online shopping (A) allows items to be (B) **brought** and delivered to one's home (C) with just (D) a few clicks of a mouse.
17. Kit Marlowe's plays and poems, (A) which were arguably more popular (B) than those of Shakespeare, established (C) **them** as one of the (D) leading writers of the Elizabethan era.
18. Most of the (A) **damaged** from the Great Kantō Earthquake of 1923 (B) actually resulted (C) from the fires that followed the event rather (D) than the quake itself.
19. (A) **Between** 1598 to 1662, the population of dodos on the island of Mauritius (B) was reduced so dramatically (C) that the bird (D) became extinct.
20. The 2014 Fields Medal, widely (A) **regardless** as the premier award in mathematics, (B) was given (C) jointly to four mathematicians, (D) including Maryam Mirzakhani, the first female recipient.
21. The Bactrian camel is much less (A) **commoner** (B) than dromedaries, or Arabian, camels (C) to which (D) it is related.
22. The (A) value of a diamond depends (B) on four factors: its weight in carats, its (C) color, its (D) **clarify**, and its cut.
23. Many office chairs (A) have casters to allow the user to move the chair (B) easily across the floor and a lever under the seat that can be used to (C) **low** or raise it (D) as needed.
24. The Ebola virus, named (A) after the Ebola River in the Democratic Republic of Congo where (B) it was (C) first discovered, has one of the highest mortality (D) **rate** of any viral disease.
25. Research can lead to a greater understanding of a topic (A) and this, in turn, can be useful (B) **for** companies that (C) are in the process (D) of developing new products.
26. (A) Although Pablo Picasso is renowned as an artist (B) **that** works are fresh and inventive, in fact, a large number of them (C) were produced in a very short time and (D) with little creative thought.

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27. Avalanches can be caused by (A) anything that (B) disturbs the snowpack, including the accumulation of new snow, a sudden (C) **changing** in temperature, or pressure caused by (D) movement.
28. Writer Hilary Mantel was awarded (A) the prestigious Booker Prize for Fiction (B) in both 2009 and 2012 for (C) **herself** historical novels chronicling the (D) life of Thomas Cromwell.
29. (A) Studies suggest (B) **what** regular exercise can (C) boost how (D) one feels physically and emotionally.
30. (A) Among currently existing independent countries, New Zealand became (B) **a** first nation to grant women the (C) right to vote when (D) it passed a bill in 1893.
31. The idea (A) of disinfecting hands before seeing patients, (B) first put forward by Doctor Ignaz Semmelweiss, was (C) initially ridiculed but (D) **proving** highly effective at reducing infections.
32. A mind map is a hierarchical (A) diagram for (B) **organize** information (C) in a way that shows how specific ideas are related to (D) one another.
33. (A) Unlike many major scientific disciplines, astronomy is a field (B) in which amateurs can contribute by making discoveries, conducting (C) research, and (D) **publish** their findings.
34. Bakelite, a synthetic plastic (A) **done** from (B) a mixture of phenol, formaldehyde, and a filler material (C) such as wood or asbestos, (D) was first developed in 1907.
35. W.S. Gilbert and Arthur Sullivan (A) **they composed** (B) over a dozen popular comic operas in the final decades of the 19th century, (C) with Gilbert producing the stories and Sullivan (D) the music.
36. Researchers employed by (A) companies are (B) often more (C) focused on practical applications of their work than on furthering their (D) **theoretically** understanding of a topic.
37. (A) Its cliffs and mountains, rugged (B) coastline, and dramatic views of the water (C) **makes** Canada's Gaspé Peninsula a (D) popular tourist destination.

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38. The earlobe is (A) not thought to have a major biological function, but (B) since it does not contain cartilage, (C) **their** good blood supply (D) may serve to keep the ear warm.
39. Moyenne Island National Park, (A) located (B) off the coast of the Seychelles, is (C) among the smallest and remotest national parks (D) **in world**.
40. It can take (A) **many year** after a volcano has erupted (B) for vegetation to start growing (C) again in (D) any areas affected by pyroclastic or lava flow.

**THIS IS THE END OF THE STRUCTURE AND WRITTEN
EXPRESSION SECTION.**

**IF YOU FINISH IN LESS THAN 25 MINUTES, CHECK
YOUR WORK IN SECTION 2 ONLY.**

DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST.



Section 3

Reading Comprehension

Time: 55 minutes

Now set your clock for 55 minutes.

Directions: In this section you will read several passages. Each one is followed by several questions about it. For questions 1–50, choose the one best answer – (A), (B), (C), or (D) – to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all the questions following a passage on the basis of what is stated or implied in that passage.

Read the following passage.

Creativity is widely considered to be a key skill for many aspects of life. The Partnership for 21st Century Learning, for example, says creativity is a key skill that will help students succeed in our “complex, rapidly changing world”. Creativity is important in other areas, too. A recent survey on social media claimed creativity was the “single most important skill for business professionals.”

(5) This is a problem because it is hard to judge creativity. Fortunately, there are several tests that employers can use to measure this characteristic. The Alternative Uses Test is perhaps the best known. In this test, developed by psychologist J. P. Guilford, people have a limited time to think up different ways to use a common object, such as a brick, shoe, or paperclip. This test measures divergent thinking. In simple terms, this is the ability to come up with widely different
(10) idea or ways to do something. Not surprisingly, studies have suggested that this type of thinking is important for creativity.

Example 1

What is the main idea of the passage?

- (A) Creative thinking is harder than alternative thinking
- (B) Most ways to measure creativity are of limited value
- (C) Creativity is an important skill for professionals
- (D) Most creative people enjoy divergent thinking

The main idea of the passage is that creativity is important for career success. Therefore, you should choose (C).



Example II

In line 9, the word “this” refers to

- (A) a common object
- (B) a brick, shoe, or paperclip
- (C) this test
- (D) divergent thinking

The word “this” refers to the preceding phrase, “divergent thinking.” Therefore, you should choose (D).

NOW BEGIN WORK ON THE QUESTIONS.

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Questions 1–10

sources:

<https://pencils.com/pages/the-history-of-the-pencil>

<http://www.historyofinformation.com/detail.php?id=3396>

https://www.washingtonpost.com/lifestyle/kidspost/ever-wondered-about-the-lead-in-pencils/2014/11/26/f8b5869c-548a-11e4-809b-8cc0a295c773_story.html

Nearly every child learns to write with a pencil. Even today in the age of computers, most people have a pencil or two on hand – whether it be a simple wooden pencil or a modern mechanical one – to write something down when the need arises. Not only is this writing implement nearly ubiquitous, but it has a history that goes back thousands of years, too.

(5) The ancient Romans used a writing tool called a stylus. The Roman stylus was essentially a thin piece of metal used to scratch letters into wax tablets. Some styluses were made of lead, a useful but toxic metal. When the tip of the stylus was scratched on early paper, called papyrus, it would leave dark marks similar to those left by modern pencils.

(10) Fortunately, the word “lead” is just about the only feature of Roman styluses that remain with us today. In the 16th century, a lighter, cheaper, more effective substitute for the poisonous lead was found when a huge deposit of a mineral called graphite was discovered in England. Besides being safer, graphite has an advantage over lead in that it leaves darker, cleaner marks on paper. Graphite writing sticks, however, were extremely brittle and prone to breaking. To address this issue, the graphite “leads,” as they were still called, were wrapped in string or inserted into

(15) wooden sleeves. Something that would be recognizable to people today as a pencil was born.

There was a further improvement in the late 18th century when it was discovered that the hardness of the pencil lead could be controlled by combining graphite powder with clay and then heating the mixture. The more clay that was added to the mixture, the harder the resulting pencil lead. Since the discovery, this process of manufacturing pencil leads has essentially remained

(20) unchanged, though production methods are more efficient. The most common type of pencil lead today, the so-called Number 2 pencil, is a mixture of graphite and clay that balances hardness, darkness, and the ease with which it can be erased.

Though traditional wooden pencils like the familiar yellow Number 2 pencil are readily available, mechanical pencils can compete with them in popularity. The history of the mechanical pencil is surprisingly long. The first true mechanical pencil was patented in 1822. Prior to this, there had been devices that looked like mechanical pencils, but they merely gripped the lead to prevent it from slipping. The newer invention was the first to use a special mechanism to advance the lead when it broke.

(25)



Note

These questions might be a problem depending on whether / how the platform can handle line numbers in the readings. For now, I'll use the exact line number, but if it makes more sense to use a different system, let me know as soon as possible, please.

1. What does the passage mainly discuss?
(A) How pencils compare with other tools
(B) What people wrote before modern times
(C) The invention of writing in ancient Rome
(D) The evolution of a writing implement

2. The word “ubiquitous” in line 4 is closest in meaning to
(A) used occasionally.
(B) found everywhere.
(C) damaged easily.
(D) made historically.

3. One problem with the Roman stylus is that it
(A) did not always produce marks when scratched.
(B) broke easily and often because it was so thin.
(C) might be made of a dangerous substance.
(D) produced marks that did not last a long time.

4. The word “feature” in line 9 is closest in meaning to
(A) look.
(B) part.
(C) view.
(D) time.

5. The word “it” in line 12 refers to
(A) lead.
(B) advantage.
(C) graphite.
(D) England.

6. Why did graphite replace lead?
(A) **It had many benefits.**
(B) It broke less easily.
(C) It was easier to find.
(D) It could write on wood.

7. The word “combining” in line 17 is closest in meaning to



- (A) **joining.**
(B) forming.
(C) discovering.
(D) comparing.
8. What element of pencil manufacture has changed since the 18th century?
(A) The use of graphite sleeves instead of lead ones
(B) The types of clay added to the heated mixture
(C) The type of pencil that is most commonly used
(D) **The efficiency of the manufacturing process**
9. How are mechanical pencils similar to wooden pencils?
(A) They both have a long history.
(B) They are both always available.
(C) They are both made from wood.
(D) **They both use graphite to mark paper.**
10. People using the earliest mechanical pencil devices would have had to do which of the following?
(A) Invent their own ways of writing with the device
(B) **Change the position of the lead manually if it broke**
(C) Hold the device carefully because of its length
(D) Replace the device every time the lead broke



Questions 11-20

sources:

<https://citi.io/2017/03/16/how-did-electricity-change-the-way-people-lived-in-cities/>

<https://en.wikipedia.org/wiki/Electrification>

The 19th century saw great developments in electric technology. By the late 1870s, various forms of electricity-powered lighting and machines were becoming available. Before ordinary people and businesses could take advantage of this technology, however, there were a few major obstacles to overcome.

(5) The main problem was that there were no power plants or power lines to carry electricity to homes and businesses. In the United States, Thomas Edison created the Edison Electric Light Company to start building power stations, the first of which was the Pearl Generating Station in New York City in 1882. Edison's power stations produced electricity in the form of direct current. The main issue with direct current is that it can only travel a few kilometers from the source. This (10) meant that almost every neighborhood would need its own coal-burning power station, something that would be both expensive and dirty.

Many believed that alternating current should be used instead of direct current. In contrast to direct current, the strength of alternating current can be boosted to allow it to travel great distances and then reduced to lower voltages to power lights and machines. This meant that a (15) single large power station could provide electricity for a city or even a whole state. After some engineering problems with alternating current were solved, the competition was over. Despite Edison's efforts, alternating current became the standard and electricity began to reach more and more homes and businesses.

Electricity had a huge impact on people's lives in the United States. Of course, the most (20) immediate effects were felt in cities. Before electricity, there was little for ordinary people to do in the evenings, as a lack of light made even simple activities such as reading a challenge. With the spread of clean, safe electric lighting, however, houses and streets had light at all hours. A wide range of leisure activities suddenly became available to the entire public. Electricity also changed the appearance of cities, especially the growing metropolises of America. Electric elevators meant (25) that much taller buildings became more practical. Electric trains, trolleys, and subways allowed people to move quickly and cheaply from place to place for work or for personal reasons. The modern world was being born.

The use of electricity led to a great increase in productivity in factories. It also created jobs and opportunities that had not existed before. Besides jobs in manufacturing, the electricity-based (30) economy increased the demand for salespeople and other service workers, a situation that has lasted until today.



11. What is the passage mainly about?
- (A) **The effects of electricity on society in the United States**
- (B) The role of Thomas Edison in developing power stations
- (C) The uses of electricity in cities as well as the countryside
- (D) The ways in which electricity helped people do their jobs
12. Which of the following can be inferred from the first paragraph?
- (A) The first developments in electric technology happened early in the 19th century.
- (B) **Electricity-powered machines and lights were not available in the early 1870s.**
- (C) Most obstacles to using electricity were overcome by regular people, not scientists.
- (D) Businesspeople in the 18th century did not see the advantages of using electricity.
13. All of the following are stated or implied about Thomas Edison EXCEPT
- (A) His preferred type of electricity had a major disadvantage.
- (B) He founded a company that constructed power stations.
- (C) **He disliked the pollution generated by burning coal.**
- (D) One of his projects was completed in the early 1880s.
14. The word “boosted” in line 13 is closest in meaning to
- (A) borrowed.
- (B) promoted.
- (C) reflected.
- (D) **increased.**
15. The author uses the phrase “the competition” in line 16 to refer to
- (A) the decision to use Edison’s company to generate power.
- (B) **the choice between using alternating or direct current.**
- (C) the race to develop machines that used lower voltages.
- (D) the safety of alternating current compared with direct.
16. Which statement best describes the relationship between alternating current and direct current?
- (A) **Alternating current can more easily be made to travel long distances.**
- (B) Direct current is safer than alternating current but more expensive to use.
- (C) Alternating current can be made in oil-burning or coal-burning power stations.
- (D) Machines generally need high voltages of direct current in order to function.
17. The author describes all of the following impacts of electricity on people living in cities EXCEPT
- (A) **an increased level of personal safety.**
- (B) faster and cheaper public transportation.
- (C) a rise in the number of tall buildings.
- (D) a greater number of activities to enjoy.



18. The phrase “at all hours” in line 22 could be replaced by
- (A) whoever decided.
 - (B) wherever found.
 - (C) **whenever needed.**
 - (D) whatever happened.
19. The word “it” in line 28 refers to
- (A) the birth of the modern world.
 - (B) **the use of electricity.**
 - (C) the productivity of factories.
 - (D) the creation of new jobs.
20. It can be inferred from the passage that before electricity was widely available
- (A) goods could only be manufactured by hand.
 - (B) few opportunities lasted for a long time.
 - (C) **fewer people worked in service industries.**
 - (D) there was little demand for jobs in factories.



Questions 21–30

sources:

<https://interestingengineering.com/a-brief-history-of-the-telescope-from-1608-to-gamma-rays>

<https://history.aip.org/history/exhibits/cosmology/tools/tools-first-telescopes.htm>

<https://www.discovermagazine.com/technology/20-things-you-didnt-know-about-telescopes>

The basic properties of lenses were understood by the early Greeks more than two thousand years ago. Later, Islamic scholars also studied the optics of lenses. By 1300, it was possible to buy eyeglasses in cities such as Venice. Given their long history, it seems strange that it was only in the 17th century that people discovered how to use them to make telescopes.

(5) The person usually credited with the invention of the first telescope is Hans Lippershey. Like many discoveries, the idea that led to the invention of the telescope may have been a chance observation. According to stories, Lippershey noticed some children playing with glass lenses. The children would hold two lenses far apart to magnify objects in the distance. Lippershey adapted this idea by putting the lenses in a tube: the first telescope. In 1608 he tried to patent his invention.

(10) Today, the telescope is associated with astronomy, but its initial application was in business. The first simple telescopes, which could magnify objects only three or four times, were extremely popular among merchants. They would use the telescopes to see ships far out at sea as they arrived in ports. Being able to know before anyone else what vessels were coming and with what cargo gave the merchants a great advantage over their competitors.

(15) Over the next decades, telescopes rapidly increased in size and power. Galileo, who famously used a telescope to observe the stars and planets, improved the design of early telescopes and increased the magnification to about twenty times. Telescopes with larger lenses and even greater magnifying power soon followed. It was soon discovered, however, that as magnification increased, the quality of the image decreased, a problem called chromatic aberration. This issue was mostly due to defects in the lenses. Subsequent improvements in glass-making and lens-grinding techniques helped reduce these problems somewhat.

(25) The next major advance in telescope design came with Isaac Newton. Building on the work of others, Newton believed that many problems could be solved by using curved mirrors instead of lenses to collect light and magnify objects. In 1668, Newton built the first reflecting telescope. The design, now called a Newtonian telescope after its inventor, had a number of advantages over telescopes that used lenses, known as refracting telescopes. For one thing, there was no chromatic aberration. In addition, the simple design was cheaper to build and also much more compact than the huge refracting telescopes of the day. The design was such an improvement, in fact, that most large telescopes today are variations of Newton's original design.

(30)



21. The word “properties” in line 1 is closest in meaning to
(A) opportunities.
(B) residences.
(C) characteristics.
(D) procedures.
22. The word “them” in line 4 refers to
(A) people.
(B) cities.
(C) eyeglasses.
(D) lenses.
23. What does the author say about Hans Lippershey?
(A) He came up with the idea for telescopes as a child.
(B) He was inspired by the actions of some children.
(C) He was a storyteller before he invented the telescope.
(D) He observed other telescopes before creating his one.
24. The word “magnify” in line 8 is closest in meaning to
(A) make larger.
(B) help improve.
(C) bring closer.
(D) generate more.
25. What point does the author make in the third paragraph?
(A) The majority of cargo ships carried a basic telescope.
(B) The way telescopes are used has changed over the years.
(C) There was competition among merchants to sell telescopes.
(D) Early telescopes could be used a limited number of times.
26. The word “vessels” in line 13 is closest in meaning to
(A) ships.
(B) sales.
(C) plans.
(D) goods.
27. The phenomenon of “chromatic aberration” leads to
(A) a reduction in telescope size.
(B) an increase in magnification.
(C) better manufacturing techniques.
(D) a decline in image quality.



28. What does the author say about both Galileo and Newton?
- (A) Their ideas reflected those of other scientists.
 - (B) They worked together to make better telescopes.
 - (C) **Their work led to improvements in telescopes.**
 - (D) They made lenses that were almost free of defects.
29. Which of the following would probably be true of a telescope built recently?
- (A) It would occasionally have problems with chromatic aberration.
 - (B) **It would be a reflecting telescope that uses curved mirrors.**
 - (C) It would be significantly larger than a modern refracting telescope.
 - (D) It would have exactly the same design as Newton's 1668 telescope.
30. Which of the following statements does the passage support?
- (A) Because they were invented surprisingly late, telescopes are not widely used in most fields.
 - (B) Without the work of Galileo and Newton, Hans Lippershey would not have invented telescopes.
 - (C) **Despite being invented surprisingly late, telescopes have had an impact on several fields.**
 - (D) Even up-to-date modern telescopes can only make the size of an image up to twenty times larger.



Questions 31–40

This is an adapted version of the text Christien wrote for the iBT test manual material.

sources:

<https://blog.mozilla.org/firefox/online-advertising-strategies/>

<https://retargeter.com/what-is-retargeting-and-how-does-it-work/>

https://en.wikipedia.org/wiki/Behavioral_retargeting

https://en.wikipedia.org/wiki/Contextual_advertising

https://en.wikipedia.org/wiki/Cross-device_tracking

<https://instapage.com/blog/behavioral-segmentation>

In the early days of the Internet, few sites had advertisements. And for those that did, the advertisements were as obvious as those on television or in other traditional forms of media. The classic example of Internet marketing from this period was the so-called banner ad displayed prominently on a website. Easily seen by users; equally easily ignored.

(5) In the decades since then, however, the Internet has grown in scope and importance. As a consequence, Internet advertisements have not only become extremely commonplace, but also very sophisticated. Companies now use a variety of marketing strategies to get consumers to interact with their ads. These strategies help companies target their ads to customers who are more likely to be interested in the product or service on offer. This kind of targeted approach can help companies get a better return on money spent on marketing than was possible before.

(10) Contextual advertising is one widely used targeted marketing strategy. This approach to advertising does not track what consumers have done online over a period of time. Rather, it reacts to what they are currently doing or have just done. For example, a user might be browsing a website with user-uploaded recipes. If the user came to that site after searching for “healthy and delicious salad recipes,” he or she might see an advertisement for weight-loss products because the company running those ads had made an assumption that anybody searching for such terms might also have an interest in losing weight.

(20) Other targeted approaches involve collecting data about the behavior and actions of a consumer over a period of time and then acting on that information. When companies use retargeting, say, they collect and store data in a file – called a cookie – on a consumer’s device and then use that data to offer advertisements based on that data. For instance, a consumer who uses a laptop to search for flights to Mexico in the morning might later see ads for package holidays to Cancún, Cozumel, or other resorts in that country while using the same laptop to visit sites that are unrelated to travel in general or Mexico in particular.

(25) Some consumer advocates raise the alarm about these targeted forms of marketing. They claim that people’s privacy is being invaded. This may be true, but advertisements like these raise revenue for many sites and are one of the main reasons why much online content remains free. So for the foreseeable future, consumers should expect that they will receive targeted marketing whenever they access the Internet.



31. What does the passage mainly discuss?
(A) The early days of online advertisements
(B) The rise in importance of the Internet
(C) Modern methods of online marketing
(D) How consumers feel about advertising
32. It can be inferred from the first paragraph that users
(A) spent long periods of time looking at advertisements.
(B) preferred traditional ads to other forms of marketing.
(C) watched television more than they used the Internet.
(D) often ignored the banner ads shown on websites.
33. The word “scope” in line 5 is closest in meaning to
(A) scene.
(B) scale.
(C) schedule.
(D) score.
34. In the second paragraph, the author implies that
(A) classic Internet advertisements were not very sophisticated.
(B) companies spend a lot of money on Internet advertisements.
(C) consumers’ interest in online products and services has risen.
(D) most companies with a strategic marketing plan are successful.
35. According to the passage, “contextual advertising” involves
(A) tracking users’ online actions over a long time.
(B) reacting to the recent online actions of site users.
(C) contrasting the actions of many different users.
(D) getting users interested in browsing new sites.
36. The word “assumption” in line 16 is closest in meaning to
(A) inference.
(B) intention.
(C) influence.
(D) investigation.
37. The phrase “such terms” in line 16 refers to
(A) those ads.
(B) weight-loss products.
(C) salad recipes.
(D) user-uploaded recipes.



38. The word “say” in line 20 could be replaced by
- (A) in advance.
 - (B) on purpose.
 - (C) **for instance.**
 - (D) with respect.
39. With which of the following statements would the author be LEAST likely to agree?
- (A) Targeted marketing benefits companies in several ways.
 - (B) **Retargeting is only used by Mexican travel companies.**
 - (C) Contextual advertising and retargeting have some similarities.
 - (D) Some people feel targeted marketing can hurt consumers.
40. Where in the passage does the author describe an aspect of targeted marketing that benefits consumers?
- (A) Lines 8–10
 - (B) Lines 11–13
 - (C) Lines 19–21
 - (D) **Lines 26–29**



Questions 41–50

This is an adapted version of the text Christien wrote for the iBT test manual material.

sources:

<https://en.wikipedia.org/wiki/Hippocrates#Biography>

https://en.wikipedia.org/wiki/Personality_type#Carl_Jung

<https://www.jhunewsletter.com/article/2018/10/new-study-reveals-four-major-personality-types>

<https://www.northwestern.edu/about/facts.html>

<https://www.mccormick.northwestern.edu/news/articles/2018/09/are-you-average-reserved-self-centered-or-a-role-model.html>

It is an easily observed truth that no two people have exactly the same personality. Given the scientific consensus on how personality develops, this should come as no surprise. The general belief is that two factors have an impact: the DNA that people get from their parents and the environment in which people grow up. These two factors are often referred to in a shorthand way as nature and nurture.

Line (5)

Despite this, it is also easily observed that two people may look very different and may have been raised in very different circumstances and yet have remarkably similar personalities. This idea is so easily observed, in fact, that throughout the years, numerous scholars have come up with different theories that certain personality types exist. The earliest of these ideas, which was influential for thousands of years, dates back to the time of Hippocrates, an ancient Greek doctor.

(10)

The idea that each individual has a different personality but that those personalities fall into one of a discrete number of types is an attractive one in some ways. It seems to meet the human need to take things that are different and find ways to classify, categorize, or order them. However, most research studies into personality types have failed to find evidence that these types really exist. As a result, the majority of these theories of personality type have limited support among psychologists.

(15)

A new research study conducted by researchers at Northwestern University in the United States may change that view. Most studies of personality type have data from hundreds to thousands of participants. The Northwestern study, in contrast, is based on personality survey results from more than 1.5 million people. Such a large data set allowed the researchers to gain greater insights into people's personality than past studies.

(20)

The study suggests that there may be just four main personality types, labelled average, reserved, role-model, and self-centered. According to the study, the majority of people are the average type. They exhibit nervousness and are generally careful when trying new things, but they enjoy spending time with other people. Reserved people do not let their feelings control them. They can be friendly, but they enjoy being alone, too. Role-models are usually friendly and confident. They are also happy to try new things and tend to be very organized. In contrast, self-

(25)



centered people really like to be with others, but they are often nervous, avoid working hard, and dislike trying new things.

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41. Which of these ideas about personality is expressed in the passage?
- (A) Honest personalities come from nature more than nurture.
 - (B) Genetic factors and upbringing both affect personality.**
 - (C) Parents nurture children to improve their personality.
 - (D) DNA shapes personality more than environment does.
42. The word “consensus” in line 2 is closest in meaning to
- (A) alternative.
 - (B) condition.
 - (C) similarity.
 - (D) agreement.**
43. What does the statement “These two factors are often referred to in a shorthand way as nature and nurture” in lines 4–5 mean?
- (A) Rather than describe the factors affecting personality in detail, people generally talk about them in an abbreviated way.**
 - (B) Because the number of factors affecting personality is small, the majority of people are familiar with their names.
 - (C) The factors affecting personality have only been studied for a short time, so some people are not familiar with them.
 - (D) Most parents choose a natural environment in which to raise their children because this helps them improve other factors.
44. The word “one” in line 12 refers to
- (A) number.
 - (B) personality.
 - (C) individual.
 - (D) idea.**
45. What can be inferred from the second and third paragraphs?
- (A) In the ancient world, doctors looked after both the minds and bodies of their patients.
 - (B) Though Hippocrates’ theory of personality types is old, it is still one of the best ideas.
 - (C) Few psychologists accept the personality type theory put forward by Hippocrates.**
 - (D) Most people hold the view that some personality types are more attractive than others.
46. According to the passage, why are theories about personality types popular?
- (A) After analyzing their own personality, people enjoy noticing how others are similar.
 - (B) People typically try to recognize how things or ideas are related to one another.**
 - (C) When evidence is limited, people put ideas into categories so as to understand them.
 - (D) People like to come up with theories about topics that many experts do not support.



47. In line 20, what is the author's purpose in mentioning "1.5 million people"?
- (A) To suggest that the study took a long time to conduct
 - (B) To explain why the study cost so much to complete
 - (C) To give a reason why the study is viewed positively**
 - (D) To express mild surprise about the results of the study
48. The phrase "insights into" in line 21 is closest in meaning to
- (A) concentration on.
 - (B) introduction to.
 - (C) relevance for.
 - (D) understanding of.**
49. What can be inferred from the last paragraph?
- (A) Working with a colleague who is a role-model would be easier than dealing with a self-centered one.**
 - (B) The three most common personality types are the average type, role-model type, and self-centered type.
 - (C) Reserved people rarely become friends with people who have an average or self-centered personality.
 - (D) Personalities can change over time and many people become more similar to an average type person.
50. Where in the passage does the author mention a widely accepted theory about personality types?
- (A) Lines 8–9
 - (B) Lines 9–10**
 - (C) Lines 11–12
 - (D) Lines 17–18

THIS IS THE END OF THE READING COMPREHENSION SECTION.

**IF YOU FINISH IN LESS THAN 55 MINUTES, CHECK YOUR WORK
IN THIS SECTION ONLY.**

DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST.

Listening Script

Part A

Example

Note:

This example can be used in all tests.

Woman: I don't like either of Jon's ideas.

Man: Me neither. I think they'll be expensive to implement.

Narrator: Sample question. What does the man mean?

Questions 1–30

Woman: The supplies are arriving tomorrow.

Man: Oh, so John *did* order them. That's good.

Narrator: One. What had the man assumed?

Woman: Look at all the snow! So much for going for a walk.

Man: The forecast says it's going to continue all night, so we'll probably be stuck indoors all day tomorrow, too.

Narrator: Two. What does the man imply?

Man: I've been looking online for a cheap secondhand car.

Woman: I found a good site the other day. I'll send you a link to it.

Narrator: Three. What does the woman suggest the man do?

Woman: Do you want to go to a restaurant to watch the final? It's always more fun when there's a crowd.

Man: Actually, we've already arranged to watch it at Martin's place. Didn't you get the message?

Narrator: Four. What will the speakers probably do later?

Man: I worry about Stephanie. I think she's going to find it really difficult while so many of her coworkers are away.

Woman: I know! I wonder how she's going to stay on top of everything.

Narrator: Five. What does the woman mean?

Man: Your car's still not working?

Woman: Unfortunately, no. It wouldn't be so bad if the station weren't so far from my house.

Narrator: Six. What does the woman imply?

Woman: That's it! I quit. I'm never going to be able to understand this.

Man: Don't give up now. It took me longer than I was expecting, too, but eventually I got it.

Narrator: Seven. What does the man imply?

Man: It's been really busy this week, hasn't it?

Woman: Yes, sales have definitely picked up since we started the new ad campaign.

Narrator: Eight. What does the woman say about sales?

Man: Do you want to practice your presentation one more time?

Woman: No, I'm sure I've got it now. Thanks for your help.

Narrator: Nine. What does the woman imply?

Woman: Did the music from our neighbor's party disturb you last night?

Man: [sarcastically] Not at all. I love loud music when I'm trying to prepare for a test.

Narrator: Ten. What does the man imply about the music?

Man: Do you know where tonight's special lecture is being held?

Woman: Not a clue. There's probably a poster up on campus, though, or you could find out online.

Narrator: Eleven. What does the woman mean?

Woman: Are you flying home for March Break or taking the train?

Man: Neither. I want to spend the time catching up on my studies.

Narrator: Twelve. What does the man mean?

Man: I'm not sure I see the point of this app. Why does it delete your messages after 30 seconds?

Woman: I feel the same as you. My teenage daughter and her friends, on the other hand, see it differently.

Narrator: Thirteen. What can be inferred about the speakers?

Man: I'm stressed about the meeting this afternoon. What if the client isn't impressed?

Woman: Stop worrying. Just focus on the features of the product. It's perfect for the client.

Narrator: Fourteen. What does the woman suggest the man do?

Woman: Why did you eat at Fernando's yesterday instead of the Indonesian restaurant like you planned?

Man: There was a sign on the door saying, "Reserved for a private function."

Narrator: Fifteen. What does the man mean?

Man: I'm going to spend some time in the garden this weekend.

Woman: I hope you're better at it than I am. I don't have a green thumb at all.

Narrator: Sixteen. What does the woman mean?

Woman: Why are you here, Bill? I thought you weren't going to be at this meeting.

Man: But I was.

Narrator: Seventeen. What does the man mean?

Woman: Can I borrow your cable? I need to charge my tablet.

Man: You'd better make sure it's compatible first.

Narrator: Eighteen. What does the man imply the woman should do?

Man: Any chance you could come to the club with me this afternoon? I'd like some tips on improving my tennis skills.

Woman: I'd be glad to, but are you sure my advice would *improve* your game?

Narrator: Nineteen. What does the woman mean?

Man: Argh! What's wrong with my phone? It was working fine at the office.

Woman: Could it be the battery? That's usually the problem with mine.

Narrator: Twenty. What does the woman suggest the man do?

Woman: [negative tone] Is that what you're planning to wear? You know it's a formal event, right?

Man: You don't think this is suitable? [sighs] Fine, I'll quickly go and change.

Narrator: Twenty-one. What are the speakers doing?

Woman: Dan's concert was excellent! He's such a talented violinist. I was surprised not to see you there, though. I mean, you and he are good friends.

Man: [shocked] Oh, no! Dan's concert was yesterday?

Narrator: Twenty-two. What can be inferred about the man?

Man: Could I use your car this weekend? I'm visiting some old friends for a few days.

Woman: Umm. Actually, I'm going to need it. Could you rent one or ask Mary?

Narrator: Twenty-three. What does the woman want the man to do?

Man: Why is Jamal so good at painting? He told me that he's never taken any lessons.

Woman: Some people just have a knack for things. I wish I could bake and cook like you, for instance.

Narrator: Twenty-four. What does the woman mean?

Woman: I've got three business trips coming up in the next two weeks. I'm going to be exhausted.

Man: Sorry to hear that. Still, rather you than me.

Narrator: Twenty-five. What does the man mean?

Man: Professor Jenkins is really smart, but her lectures kind of put me to sleep.

Woman: She's definitely not as animated or engaging as Professor Chang, that's for sure.

Narrator: Twenty-six. What can be inferred from this conversation?

Woman: Why didn't you invite Peter? He would have loved to come.

Man: Oh, you're right. It didn't even cross my mind, to be honest. I'll call him to apologize.

Narrator: Twenty-seven. What does the man mean?

Woman: I can't find my backpack. It's got all of my textbooks and research notes in it. What am I going to do?

Man: Well, you had it before class, so maybe you left it in the lecture room?

Narrator: Twenty-eight. What does the man suggest the woman do?

Man: You did a really great job on your last assignment.

Woman: Thanks. I spent a lot of time polishing it, that's for sure.

Narrator: Twenty-nine. What does the woman mean?

Man: I asked you to get the *coffee* machine repaired, Jenny, not the *copy* machine.

Woman: Oh. That explains why the repairman said he couldn't find anything wrong with it!

Narrator: Thirty. What can be inferred about the woman?

Part B

Questions 31–34

Narrator: Listen to a conversation between two students who are working together on an assignment.

Man: Hi, Tamara. Did you finish your notes for your part of our talk? I'm looking forward to hearing what you're going to say about Shakespeare's poems.

Woman: [surprised] Shakespeare's *poems*? You're doing the poems, Tom. I'm talking about his plays.

Man: No! I'm sure we agreed that you'd do the *poe* ... Oh, this isn't good. We've both researched his plays, haven't we?

Woman: It sounds like it, yes. [pause] So what are we going to do about it? We're supposed to present on Thursday. I don't think there's time for either of us to research the poems before then.

Man: [doubtful] Well, we could try talking to Professor Elliott. You know, explain what happened. Perhaps he'll let us concentrate just on the plays provided we fill our allotted time.

Woman: Uh, I'd rather not. He was very clear that he expected *every* presentation to cover both the poems and the plays. I'm not sure we'd gain anything by talking to him.

Man: OK, so what *do* you suggest?

Woman: Um ... How about this? Professor Elliott didn't say that we have to talk about the poems and plays equally, right? So we could spend most of our time on the plays.

Man: [uncertain] OK ...

Woman: And since we've both researched the plays, that should be easy enough to do, right?

Man: [uncertain] I guess ...

Woman: And then if we both research the poems tomorrow, I think we can pull together a few minutes' worth of material to talk about.

Man: Hmm. It's not ideal, but yeah, that'll work. And why wait until tomorrow to get started? I've got time now.

Woman: Me, too, actually. Come on, let's do it!

Narrator: Thirty-one. What assignment are the speakers working on?

Narrator: Thirty-two. What problem do the speakers have?

Narrator: Thirty-three. What solution does the man suggest?

Narrator: Thirty-four. What will the speakers probably do next?

Questions 35–38

Narrator: Listen to a conversation between a student and a professor.

Woman: Thanks for seeing me, Professor.

Man: My pleasure, but to be honest, I'm not quite sure why you wanted to see me. You mentioned something about interviewing me, I think?

Woman: Yes, that's right. I'm a journalism major and I'm producing short profiles of all the new instructors, focusing on what they think of the college and the town, and what students who take their classes should expect.

Man: OK, I see ... I should point out that I'm not a *new* instructor, though. I've been teaching at colleges for, oh, twenty-two, twenty-three years.

Woman: Sorry. I meant new instructors at *this* college, not new to being an instructor.

Man: Ah, OK. So you wanted to know what I think of the college? My first impressions are very positive, but as I've only been here for a couple of weeks, I can't say much more than that.

Woman: I understand. I guess you can't say much about the town for the same reason?

Man: Actually, I grew up here. My parents worked in the town – as doctors, if that's important – so I know the town well. I moved away when I was in my early 20s, though, and a lot has changed since then. Still, it's a great place to live and raise a family.

Woman: How about your classes? What are they like?

Man: Um, I'm not really sure how to answer that question. I mean, I never take my own classes. But I think they're about the same as those of other professors.

Woman: The idea is to give students an idea of what to expect. For example, do you set a lot of assignments? Expect students to speak up in class?

Man: Ah, OK. Well, I set assignments, of course, but perhaps not as many as some instructors. In terms of student participation, I *do* like students to speak up in class. In fact, I plan my classes so there are always opportunities for students to discuss ideas among themselves. Oh, and I *definitely* expect students to do all of the reading I assign. *All* of it.

Woman: Thanks for your time, Professor. I think that's everything I needed.

Narrator: Thirty-five. Why did the student come to see the professor?

Narrator: Thirty-six. What point does the professor make about his career?

Narrator: Thirty-seven. What does the professor say about the college and town?

Narrator: Thirty-eight. What is the main thing the professor expects from students in his classes?

Part C

Sources:

<https://www.livescience.com/57621-scientists-measure-mount-everest-again.html>

<https://www.topchinatravel.com/mount-everest/how-was-mount-everest-formed.htm>

Example

Note

This example can be used in all tests.

Narrator: Listen to part of a talk about mountains.

Woman: I'm sure you all know that Mount Everest is the highest mountain in the world. That's an interesting fact, but more interesting, I think, is how it was formed in the past and what changes it will experience in the future.

In terms of its formation, in simple terms, Everest was formed when the Indo-Australian tectonic plate collided with the Eurasian plate about 55 million years ago. The massive forces that the collision produced were enough to push up a huge mountain range – called the Himalayas – of which Everest is a part.

And the future? Well, the movement of plates that formed Mount Everest is still going on. This means that in the short term, the mountain may continue to get higher. Some measurements suggest that it *is* growing, in fact, though by just a few millimeters each year. In the long term, though, the combined force of wind, snow, rain, and even human action in the form of people climbing to the summit will gradually wear the mountain down – *erode* is the technical term.

Narrator: First sample question. What is the main purpose of the talk?

Narrator: Second sample question. What does the speaker say will happen in the future?

Questions 39–42

Source:

<https://biblio.uottawa.ca/en/use-library>

Narrator: Listen to a talk in a university library.

Man: Hello, everyone. Welcome to the Samuelson Library. My name is Larry Offenbach, and I'm an assistant librarian here. As you are all new students at the university, I'd like to explain how to set up your university library account and tell you about some of the services we offer to students.

Activating your account is easy. Just go to the university website and click on "library" on the main page. You can log in using your university email account and password. The first time you log in, you'll be asked to make a new library password, and then you're done! It's that simple!

The library website is your portal to many library services. On the website, you can reserve books or other materials at any library on campus. You'll also be able to access online materials such as e-textbooks, articles, and videos. You can also reserve study rooms so that you can work together with other students on your projects and presentations. If you want to use a study room, I recommend that you make a reservation in advance, especially close to exams. Finally, there are many events and special classes at the various libraries every month, so the library website is also a good place to find out about those.

Not everything is online. Of course, we still have real books! If you want to borrow a book from one of the libraries, you'll need to have your student card with you. Some books and other materials are only for use in the library. In that case, you can make photocopies for a small fee, or if you prefer, you can scan the material to a USB drive free of charge.

Now, if you'll come with me, I'll take you to the main study area of the library.

Narrator: Thirty-nine. What is the speaker's main purpose?

Narrator: Forty. What point does the speaker make about passwords?

Narrator: Forty-one. What service is available through the website portal?

Narrator: Forty-two. Why does the speaker mention USB drives?

Questions 43–46

Sources:

<https://www.nationalgeographic.org/encyclopedia/metamorphic-rocks/>

<https://www.americangeosciences.org/education/k5geosource/content/rocks/what-are-metamorphic-rocks>

Narrator: Listen to a talk by a geologist.

Woman: Have you ever seen a Greek or Roman statue in a museum? They are usually made of a smooth, beautiful white stone called marble. Marble is what we call a 'metamorphic rock,' and there are many other types of metamorphic rock besides marble.

So, where do metamorphic rocks like marble come from? The name probably gives you a clue: you might know that metamorphosis means 'change.' A good example of metamorphosis is when a caterpillar changes into a butterfly. So, in a similar way, metamorphic rock is when one kind of rock changes into another kind of rock. How does this happen?

Basically, rocks can become metamorphic rocks when they become buried deep in the earth, where there is a lot of heat and pressure. Sometimes under these conditions, the crystals in the rock don't melt, but reorganize themselves into new patterns. Then, this newer metamorphic rock is pushed to the surface of the earth, where we can find it.

So, what kinds of rock can become metamorphic rock? Well, there are two kinds. The first is igneous rocks, which are formed when liquid rock cools into solid rock. So, for example, granite is a common igneous rock. When granite is exposed to heat and pressure, it becomes a metamorphic rock called gneiss.

The other common type of rock is called sedimentary rock. Sedimentary rock is formed when small particles like sand are pressed together very tightly. Shale is a dark sedimentary rock, but under the right conditions, it becomes a metamorphic rock called slate. Some houses still use slate to cover their roofs because it is flat, hard, and lasts a very long time. And that beautiful marble that I mentioned before? Marble comes from limestone, which is a sedimentary rock made from microscopic seashells.

Narrator: Forty-three. Where does this talk probably take place?

Narrator: Forty-four. Why does the professor mention butterflies?

Narrator: Forty-five. What factors are needed for the formation of metamorphic rocks?

Narrator: Forty-six. What does the speaker say about igneous and sedimentary rocks?

Questions 47–50

Sources:

<https://olimpusmusic.com/saxophones-history-evolution/>

<http://www.jazz-music-history.com/saxophone-history.html>

<https://en.wikipedia.org/wiki/Saxophone>

Narrator: Listen to a professor in a History of Music class.

Woman: When you think of jazz music, what instrument comes to mind? The trumpet? Maybe. The piano? Perhaps. But with its unique shape and distinctive sound, the saxophone would probably be the most common answer. In fact, it's hard to imagine jazz *without* the

saxophone, isn't it? But how did it become one of the main instruments of jazz music? That's an interesting story.

The saxophone was actually invented in the 1840s, which is many decades before jazz even existed. The man who invented the saxophone, Adolphe Sax, originally wanted the saxophone to be used in orchestras, but it never really caught on. The saxophone was louder than similar instruments like the clarinet, so it found some use in military bands where being loud was more important.

In the early part of the 20th century, saxophones became common in vaudeville shows. In case you don't know, vaudeville shows were a popular form of entertainment with music, dancing, singing, and other performers. The shows were fun and loud, which was a good place for the saxophone. The saxophone wasn't the main instrument; sometimes it was even used for silly sound effects, like chickens! The thing is, a lot of musicians started to become familiar with the saxophone because of these vaudeville shows.

So what about jazz? Well, in early jazz, one of the main solo instruments was the trumpet. As you probably know, the trumpet is a really loud instrument. Also, early jazz was mostly dance music, so there were drums, and people dancing and shouting ... it was really noisy! Some jazz clarinet players, like Sydney Bechet, decided to start playing the saxophone because it could compete with all the noise. Other jazz musicians played with the design of the saxophone so that it was even louder and easier to hear.

Narrator: Forty-seven. What does the speaker mainly discuss?

Narrator: Forty-eight. Why does the professor mention clarinets?

Narrator: Forty-nine. What does the professor imply about vaudeville shows?

Narrator: Fifty. What point does the professor make about early jazz?

Answer Key

Section 1

Note

To make it easier for editor(s) to confirm the accuracy of the answers, Christien has retained the wording of the answer as well as the letter. In the final version, though, we probably just need the letter.

1. (D) John had not ordered the supplies.
2. (B) They will not be able to go out tomorrow.
3. (A) Visit a site she recommends
4. (C) Watch something at a friend's house
5. (D) Stephanie might find it hard to manage.
6. (D) She has to take public transportation.
7. (C) The woman should keep trying.
8. (C) They have risen significantly.
9. (A) Additional practice won't help.
10. (B) It made it hard to concentrate.
11. (A) She doesn't know where the lecture will be.
12. (C) He is not going anywhere during March Break.
13. (D) They are looking at an electronic device.
14. (B) Explain the product clearly to the client.
15. (B) A favorite restaurant was closed.
16. (C) She does not have a talent for gardening.
17. (D) The woman misunderstood his plans.
18. (B) Be careful not to damage his device

19. (C) She is not as good at tennis as the man thinks.
20. (A) Check whether his phone's battery has power
21. (C) Getting ready to go out
22. (D) He forgot about the concert.
23. (B) Get a vehicle from somebody else
24. (C) Some people have a natural ability to do things well.
25. (C) He is glad he is not in the woman's situation.
26. (D) Professor Jenkins is not a very dynamic speaker.
27. (B) He did not think about letting Peter know.
28. (C) Return to a classroom to look for her bag
29. (A) She worked very hard on her assignment.
30. (A) She misunderstood the task she was given.
31. (C) A presentation
32. (D) They both researched the same thing.
33. (B) Explaining the situation to their professor
34. (A) Start looking into a topic together
35. (D) To interview him for an article
36. (B) He has been a professor for more than 20 years.
37. (B) He knows the town better than he knows the college.
38. (A) That they read everything he assigns
39. (C) To provide an introduction to the library's services
40. (B) Students will have to come up with a new password.

41. (B) Booking a quiet place to study
42. (D) To suggest how students can access certain materials
43. (C) In a lecture theater
44. (A) To clarify a concept
45. (D) Heat and pressure
46. (B) Both of them can change into metamorphic rocks.
47. (D) How the saxophone became associated with jazz
48. (C) To emphasize a key feature of saxophones
49. (D) Some students may be unfamiliar with them.
50. (A) Certain instruments, like the trumpet, predominated.

Section 2

1. (D) it
2. (D) working
3. (B) the second person
4. (C) To be considered
5. (B) long fibers that carry
6. (D) the way that
7. (B) solving
8. (A) best-known
9. (B) a ball was hit, thrown, or kicked
10. (C) often the biggest threat
11. (A) the languages native to

12. (B) The academic study
13. (D) a computer scientist
14. (B) that affects residents
15. (D) carry
16. (B) brought
17. (C) them
18. (A) damaged
19. (A) Between
20. (A) regardless
21. (A) commoner
22. (D) clarify
23. (C) low
24. (D) rate
25. (B) for
26. (B) that
27. (C) changing
28. (C) herself
29. (B) what
30. (B) a
31. (D) proving
32. (B) organize
33. (D) publish

34. (A) done
35. (A) they composed
36. (D) theoretically
37. (C) makes
38. (C) their
39. (D) in world
40. (A) many year

Section 3

1. (D) The evolution of a writing implement
2. (B) found everywhere
3. (C) might be made of a dangerous substance
4. (B) part
5. (C) graphite
6. (A) It had many benefits.
7. (A) joining
8. (D) The efficiency of the manufacturing process
9. (D) They both use graphite to mark paper.
10. (B) Change the position of the lead manually if it broke
11. (A) The effects of electricity on society in the United States
12. (B) Electricity-powered machines and lights were not available in the early 1870s.
13. (C) He disliked the pollution generated by burning coal.

14. (D) increased
15. (B) The choice between using alternating or direct current
16. (A) Alternating current can more easily be made to travel long distances.
17. (A) An increased level of personal safety
18. (C) whenever needed
19. (B) The use of electricity
20. (C) Fewer people worked in service industries.
21. (C) characteristics
22. (D) lenses
23. (B) He was inspired by the actions of some children.
24. (A) make larger
25. (B) The way telescopes are used has changed over the years
26. (A) ships
27. (D) a decline in image quality
28. (C) Their work led to improvements in telescopes.
29. (B) It would be a reflecting telescope that uses curved mirrors.
30. (C) Despite being invented surprisingly late, telescopes have had an impact on several fields.
31. (C) Modern methods of online marketing
32. (D) often ignored the banner ads shown on websites.
33. (B) scale
34. (A) classic Internet advertisements were not very sophisticated.
35. (B) reacting to the recent online actions of site users.

36. (A) inference
37. (C) salad recipes
38. (C) for instance
39. (B) Retargeting is only used by Mexican travel companies.
40. (D) Lines 26–29
41. (B) Genetic factors and upbringing both affect personality.
42. (D) agreement
43. (A) Rather than describe the factors affecting personality in detail, people generally talk about them in an abbreviated way.
44. (D) idea
45. (C) Few psychologists accept the personality type theory put forward by Hippocrates.
46. (B) People typically try to recognize how things or ideas are related to one another.
47. (C) To give a reason why the study is viewed positively
48. (D) understanding of
49. (A) Working with a colleague who is a role model would be easier than dealing with a self-centered one.
50. (B) Lines 9–10