I'm not robot	
	reCAPTCHA

Continue



Synesthesia: Answer Key 3.10 Communication through Gesture: Answer Key 3.1 Realism and Modernism in Literary Fiction: Answers and Explanations 3.2 Modern Schools of Acting: Answers and answers 3.3 Blues Habitats: Answers and Explanations 3.4 Photograph: Answers and Explanations 3.5 Stream of Consciousness: Answers and Explanations 3.7 History of the Recording Industry: Answers and Explanations 3.8 Paleolithic Cave Art: Answers and Explanations 3.9 Synesthesia: Answers and Explanations 3.8 Paleolithic Cave Art: Answers and Explanations 3.9 Synesthesia: Answers and Explan

```
Explanation 3.10 Communication through gesture: Answers and explanations Chapter 4: Reading B - Social Science 4.1 Cupule Rock Art 4.2 Beaver Wars 4.3 Flynn Effect 4.4 Operation Barbarossa and Napoleon 4.5 Kennewick Man 4.6 Harriet Tubman 4.7 Sphinphate 4.8 Man who should
not be king of 4.9 Classroom Noise 4.10 Urban Decay and the restoration of 4.1 Cupule Rock Art: Answer Key 4.2 Beaver Wars: Answer Key 4.4 Operation Barbarossa and Napoleon: Answer Key 4.5 Kennewick Man: Answer Key 4.6 Harriet Tubman: Answer Key 4.7 Decay and the restoration of 4.1 Cupule Rock Art: Answer Key 4.2 Beaver Wars: Answer Key 4.4 Operation Barbarossa and Napoleon: Answer Key 4.5 Kennewick Man: Answer Key 4.6 Harriet Tubman: Answer Key 4.8 Decay Rock Art: Answer Rock
Key 4.7 Sphinx: Answer Key 4.8 Man, who should not be king: Answer Key 4.9 Classroom Noise: Answer Key 4.10 Urban Decay and Recovery: Answer Key 4.1 Cupule Rock Art: Answers and Explanations 4.2 Beaver Wars: Answers and Explanations 4.3 Flynn Effect: Answers and
Explanations 4,04 Operation Barbarossa and Napoleon: Answers and Explanations 4.5 Kennewick Man: Answers and Explanations 4.7 Sphinng: Answers and Explanations 4.8 Man, who should not be king: Answers and explanations 4.9
Classroom Noise: Answers and Explanations 4.10 Urban Decay and Restoration: Answers and Explanations Chapter 5: Reading C – Science 5.1 Lead in Gasoline (Gasoline) 5.2 Golden Ratio 5.3 Pterosaurs 5.4 Why Do Humans Have Large Brains 5.5 Crystallization 5.6 Habitat
Fragmentation 5.7 Is Pluto a Planet? 5.8 Turtle Navigation 5.9 Dyson Balls 5.10 Southwest Water Law 5.1 Lead in Gasoline (Gasoline): Answer Key 5.3 Pterosaurs: Answer Key 5.4 Why People Have A Great Brain Response Key 5.5 Crystallization: Answer Key 5.2 Golden Ratio: Answer Key 5.3 Pterosaurs: Answer Key 5.4 Why People Have A Great Brain Response Key 5.5 Crystallization: Answer Key 5.2 Golden Ratio: Answer Key 5.3 Pterosaurs: Answer Key 5.4 Why People Have A Great Brain Response Key 5.5 Crystallization: Answer Key 5.2 Golden Ratio: Answer Key 5.3 Pterosaurs: Answer Key 5.4 Why People Have A Great Brain Response Key 5.5 Crystallization: Answer Key 5.2 Golden Ratio: Answer Key 5.3 Pterosaurs: Answer Key 5.4 Why People Have A Great Brain Response Key 5.5 Crystallization: Answer Key 5.8 Turtle Navigation 5.9 Dyson Balls 5.10 Southwest Water Law 5.1 Lead in Gasoline (Gasoline): Answer Key 5.2 Golden Ratio: Answer Key 5.3 Pterosaurs: Answer Key 5.4 Why People Have A Great Brain Response Key 5.5 Crystallization: Answer Key 5.8 Turtle Navigation 5.9 Dyson Balls 5.10 Southwest Water Law 5.1 Lead in Gasoline (Gasoline): Answer Key 5.8 Turtle Navigation 5.9 Dyson Balls 5.10 Southwest Water Law 5.1 Lead in Gasoline (Gasoline): Answer Key 5.8 Turtle Navigation 5.9 Dyson Balls 5.10 Southwest Water Law 5.1 Lead in Gasoline (Gasoline): Answer Key 5.8 Turtle Navigation 5.9 Dyson Balls 5.10 Southwest Water Law 5.1 Lead in Gasoline (Gasoline): Answer Key 5.8 Turtle Navigation 5.9 Dyson Balls 5.10 Southwest Water Law 5.1 Lead in Gasoline (Gasoline): Answer Key 5.8 Turtle Navigation 5.9 Dyson Balls 5.10 Southwest Water Law 5.1 Lead in Gasoline (Gasoline): Answer Key 5.8 Turtle Navigation 5.9 Dyson Balls 5.10 Southwest Water Law 5.1 Lead in Gasoline (Gasoline): Answer Key 5.8 Turtle Navigation 5.10 Southwest Water Law 5.1 Lead in Gasoline (Gasoline): Answer Key 5.8 Turtle Navigation 5.10 Southwest Water Law 5.1 Lead in Gasoline (Gasoline): Answer March Mar
Key 5.6 Habitat Fragmentation: Answer Key 5.7 Is Pluto Planet?: Answer Key 5.8 Turtle Navigation: Answer Key 5.1 Lead in Gasoline (Gasoline): Answers and Explanations 5.2 Golden Ratio: Answers and
Explanations 5.3 Pterosaurs: Answers and Explanations 5.4 Why People Have A Big Brain: Answers and Explanations 5.6 Habitat Fragmentation: Answers and Explanations 5.7 Is Pluto a Planet?: Answers and Explanations of 5.8 Turtle
Navigation: Answers and Explanations of 5.9 Dyson Spheres: Answers and Explanations of 5.10 Southwest Water Law: Answers and Explanations Chapter 6: Reading D - Mixed 6.1 Developmental Plasticity 6.2 Depletion of Californian Aguifers 6.3 Difference and Analytical Engines 6.4
Black Death 6.5 South Asian Carnivores 6.6 Coal Mining 6.7 Sixth 6.8 Signalling Theory 6.1 Developmental Plasticity: Answer Key 6.2 Exhaustion of Californian Aguifers: Answer Key 6.3 Difference and Analytical Engines: Answer Key 6.4 Black Death: Answer Key 6.5 South Asian
AutoNivores: Key Response 6.6 Coal Mining: Answer Key 6.7 Sixth Amendment: Answer Key 6.8 Signaling Theory: Answers and Explanations 6.2 Depletion of California's Aguifers: Answers and Explanations 6.3 Difference and Analytical Engines
: Answers and explanations 6.4 Black death: Answers and explanations 6.5 South Asian carnivores: Answers and explanations 6.7 Sixth Amendment: Answers and explanations 6.8 Signalling theories: Answers and explanations Chapter 7:
Lectures A - Humanities 7 .1 7.2 7.3 7.4 7.5 7.6 7.7 7.8 7.9 7.10 7.1: Answer Key 7.2: Answer Key 7.3: Answer Key 7.3: Answer Key 7.8: Answer Key 7.9: Answer Key 7.9: Answer Key 7.10: Answer Key 7.1: Answer Key 7.1: Answer Key 7.2: Answer Key 7.8: Answer
explanations 7.3; Answers and explanations 7.4; Answers and explanations 7.5; Answers and explanations 7.6; Answers and explanations 7.6 7; Answers and explanations 7.8; Answers and explanations 7.9; Answers and explanations 7.10; Answers and explanations 7.8 answers and explanations 7.9; Answers and explanations 7.9 answers and expl
explanations Chapter 8: Lectures B - Humanities 8.1 8.2 8.3 8.4 8.5 8.6 8.7 8.8 8.9 8.10 8.1: Answer Key 8.5: Answer Key 8.6: Answer Key 8.7: Answer Key 8.8: Answer Key 8.8: Answer Key 8.9: Answer Key 8.10: Answer Key 8.1: Answer Key 8.1: Answer Key 8.8: Answer Key 8.8:
explanations 8.2; Answers and explanations 8.3; Answers and explanations 8.4; Answers and explanations 8.5; Answers and explanations 8.8; Answers and explanations 8.9; Answers and explan
explanations Chapter 9: Lectures C - Social Science 9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8 9.9 9.10 9.1: Answer Key 9.2: Reply Key 9.3: Answer Key 9.5: Answer Key 9.6: Answer Key 9.7: Answer Key 9.8: Answer Key 9.9: Answer Key 9.9: Answer Key 9.10: Answer Key 9.1: Answer Key 9.1: Answer Key 9.8: Answer Key 9
Explanations 9.2: Answers and Explanations 9.3: Answers and explanations 9.4: Answers and explanations 9.5: Answers and explanations 9.7: Answers and explanations 9.8: Answers and explanations 9.9: Answers and explanations 9.10: Answers and explanations 9.8: Answers and expla
explanations Chapter 10: Lectures D - Social Science 10.1 10.2 10.3 10.4 10.5 10.6 10.7 10.8 10.9 10.10.1 : Answer Key 10.3: Answer Key 10.5: Answer Key 10.6 : Answer Key 10.6 : Answer Key 10.7: Answer Key 10.8: Answer Key 10.9: Answer Key 10.10: Answer Key 10.10: Answer Key 10.8 : Answer Key
10.10: Answer Key 10.8: Answer Key 10.10: Reply Key 10.10: Answers and explanations 10.4: Answers and explanations 10.3: Answers and explanations 10.6: Answers and explanations 10.7: Answers and explanations 10.7: Answers and explanations 10.8: Ans
10.8: explanations 10.9: Answers and answers 10.10: Answers and explanations Chapter 11: Lectures E - Science 11.1 11.2 11.3 11.4 11.5 11.6 11.7 11.8 11.9 11.10 11.1: Key 11.2: Key 11.2: Key 11.2: Key 11.2: Answer Key 11.4: Answer Key 11.5: Answer Key 11.6: Answer Key 11.6: Answer Key 11.7:
Answer Key 11.8: Answer Key 11.9: Answer Key 11.10: Answer Key 11.1: Answers and Explanations 11.3: Answers and Explanations 11.4: Answers and explanations 11.5: Answers and explanations 11.6: Answers and explanations 11.7: Answers and Explanations 11.7: Answers and Explanations 11.8: Answers and Explanations
explanations 11.8: Answers and explanations 11.9: Answers and explanations 11.10: Answers and explanations Chapter 12: Lectures F - Science 12.1 12.2 12.3 1 2.4 12.5 12.6 12.7 12.8 12.9 12.10 12.1: Answer Key 12.2: Answer Key 12.3: Answer Key 12.4: Answer Key 12.5: Answer Key 12.5: Answer Key 12.6: Answer Key 1
Key 12.6: Answer Key 12.7: Answer Key 12.7: Answer Key 12.8: Answer Key 12.8: Answer Key 12.10: Reply Key 12.1: Answers and explanations 12.3: Answers and explanations 12.4: Answers and explanations 12.5: Answer Key 12.10: Reply Key 12.10: Answers and explanations 12.3: Answer Key 12.8: Answer 
explanations 12.4: Answers and explanations 12.5: Answers and explanations 12.6: Answers and explanations 12.8: Answers and explanations 12.9: Answers and explanations 12.10: Answers and explanations 12.10: Answers and explanations 12.6: Answers and explanations 12.10: Answers and expl
13.4 13.5 13.6 13.7 13.8 13.1 : Answer Key 13.2: Answer Key 13.3: Answer Key 13.4: Answer Key 13.5: Answer Key 13.5: Answer Key 13.7: Reply Key 13.1: Answers and explanations 13.2: Answers and explanations 13.3: Answer Key 13.4: Answer Key 13.4: Answer Key 13.7: Reply Key 13.8: Reply Key 13.1: Answers and explanations 13.2: Answer Key 13.3: Answer Key 13.4: Answer Key 13.5: Answer Key 13.7: Reply Key 13.8: Answer Key 13.8: Answ
answers and answers Explanations 13.5; Answers and explanations 13.6; Answers and explanations 13.7; Answers and explanations 13.8; Answers and explanation
14.34: Answer Key 14.5: Answer Key 14.6: Answer Key 14.6:
14.7: Answers and explanations 14.8: Answers and explanations Chapter 15: Speaking task Type-1 15.1 15.2 15.3 15.1 4 15.5 15.6 15.7 15.8 15.1: Answers and explanations 15.3: Answers and explanations 15.3: Answers and explanations 15.3: Answers and explanations 15.4: Answers and explanations 15.4: Answers and explanations 15.4: Answers and explanations 15.3: Answers and explanations 15.3: Answers and explanations 15.3: Answers and explanations 15.4: Answers and explanations 15.4: Answers and explanations 15.3: Answers and 
and explanations 15.5; Answers and explanations 15.6; Answers and explanations 15.6; Answers and explanations 15.7; Answers and explanations 15.8; Answers 
explanations 16.3: Replies and explanations 16.4: Replies and explanations 16.5: Answers and explanations 16.8: Answers and 
Answers and explanations 17.2: Answers and explanations 17.3: Answers and explanations 17.4: (a) Explanations 17.5: Answers and explanations 17.6: Answers 
18.1 18.2 18.3 18.4 18.5 18.6 18.18.07 18.8 18.1; Answers and explanations 18.2; Answers and explanations 18.3; Answers and explanations 18.6; Answers and explanations 18.6; Answers and explanations 18.7; Answers and explanations 18.8; Answers and explanations 18.6; Answers and explanations 18.7; Answers and explanations 18.8; Answers and 
and explanations Chapter 19: Talking task type-5 19.1 19.2 19.3 19.4 19.5 19.6 19.7 19.8 19.5: Replies and explanations 19.3: Answers and explanations 19.4: Answers and explanations 19.4: Answers and explanations 19.5: Replies and explanations 19.6: Replies and explanations 19.8: Answers and explanations 19.8
explanations explanations 19.6: Answers and explanations 19.7: Answers and explanations 19.8: Answers and explanations 20.3: Answers and explanations 20.1: Answers and explanations 20.2: Answers and explanations 20.3: Answers and explanations 20.3:
explanations 20.4: Answers and explanations 20.5: Answers and explanations 20.6: Answers and explanations 20.6: Answers and explanations 21.1 21.2 21.3 21.4 21.5 21.6 21.7 21.8 21.1: Answers and explanations 20.2:
Answers and explanations 21.3: Answers and explanations 21.4: Answers and explanations 21.5: Answers and explanations 21.7: Answers and explanations 21.8: 
22.7 22.8 22.1: Replies (a) Explanation 22.2: Answers and explanations 22.3: Answers and explanations 22.3: Answers and explanations 22.4: Answers and explanations 22.7: Answers and explanations 22.8: Answers and expl
Building skills Introduction to appendix 1: How to learn Vocab (and anything else) Appendix 2: How English Works Appendix 3: Consumption & English Supplement 4: Achieving things with the words Appendix 5: Know the situation Appendix 6: Making
sentences Appendix 7: Making a few sentences Appendix 8: Achieving more things with the words Appendix 9: Taking toefl Supplement 10: Putting another test experience to TOEFL Quotes & amp; Endorsements Advertising Guide Cover Content Top content TOEFL® £5. Book of Practice
Issues, First edition of the 10-digit international standard book number: 1-5062-1871-7 13-digit international standard book number: 978-1-5062-1871-7 eISBN: 978-1-5062-1872-4 Copyright © 2017 MG Prep, LLC 10 9 8 7 6 5 4 3 2 1 ALL RIGHTS RESERVED. No part of this work may be
reproduced or used in any form or by any means – graphic, electronic or mechanical, including copying, recording, filming, web distribution – without the prior written consent of MG Prep, LLC. Note: TOEFL, English Test (a) Foreign Language, Educational Testing Service and
ETS are registered trademarks of the Educational Testing Service (ETS), which is neither a sponsor nor in any way associated with this product. Layout Design: Dan Frey and Mike Wolff Production Editor: Matthew Callan Cover Design: Frank Callaghan Illustrations and Graphics: Derek
Frankhouser September 5, 2017 Dear Student, Thank you for picking up a copy of TOEFL® £5. A book of problems with practice. I hope this book, we asked a lot of TOEFL students what they
wanted. They said, Give us a lot of good practice. So that's what we tried to do. Please tell us what you want, too. If you have any questions or comments in general, please email our student service team at the toefl@manhattanprep.com. Or give us a shout out at 212-721-7400 (or 800-
576-4628 in the U.S. or Canada). We try to keep all our books free of mistakes. But if you think we've laughed, visit manhattanprep.com/toefl/errata. I look forward to you. Thanks again, and good luck preparing for the TOEFL! Yours sincerely, Chris Ryan Vice President of Academics
Manhattan Prep HOW TO ACCESS ONLINE RESOURCES IF YOU PURCHASED A PRINT VERSION OF THIS BOOK 1. Create an account with Manhattan Prep on this website: manhattanprep.com/toefl/register 2. Follow the on-screen instructions. Your one year of online access starts
on the date you register the book at the ABOVE URL. You only need to register your product once at the URL above. If you want to use your online resources at any time after the registration process is complete, sign in at the following URL: manhattanprep.com/toefl/studentcenter Please
note that online access is non-transferable. This means that only new and unregistered copies of the book will not provide any online resources. IF YOU PURCHASED AN EBOOK VERSION OF THIS BOOK 1. Create an account with
Manhattan Prep on this website: manhattanprep.com/toefl/register 2. To activate your resources, send an email toefl@manhattanprep.com your purchase document. Be sure to use the same email address to create the account you used to buy the book. Send toefl@manhattanprep.com
email to 800-576-4628. Section 1 Home Chapter 1: How to Use This Book Read Me Welcome! This introduction will help you get the most out of the five pound guestions you just bought. What TOEFL Tests TOEFL (Test English as a Foreign Language) tests the English-language skills of
people who would like to study at a university or college that teaches in English. TOEFL measures your ability to read and understand passages written in general academic English. It also measures your ability to understand spoken lectures academic topics, as well as conversations about
common situations that could occur on university campuses. Finally, TOEFL measures your ability to produce functional English in response to general questions and to specific short readings, lectures and interviews. You will speak some answers and write others. Like any standardised
test, the TOEFL can feel a little artificial. But remember, you plan to attend English-speaking schools or universities. The better you will be in college English. Your preparation for the TOEFL is not just preparation for the TOEFL. This can help you
succeed in your future academic program. What toefl is TOEFL consists of four separate sections. Each section focuses on a different set of English skills: reading, listening, speaking or writing. The whole test takes three to four hours. Section 1: Reading You will have 60 to 80 minutes to
read three or four academic passages. You answer 12 to 14 questions per passage. Topics are drawn from science and humanities. Most questions will be multi-choice. Section 2: Listening You will have 60 to 90 minutes to answer questions about some lectures and some interviews. You
will listen to four to six different lectures and answer six questions about each lecture. You'll also listen to two or three conversations about each conversations and answer five questions will be more options. Break. There is a 10-minute break between sections 2 and 3.
Section 3: Speaking You will have 20 minutes to complete six different spoken tasks. You will listen to or read some information and then take between 15 and 30 seconds to prepare your response. Then you will speak out loud between 45 and 60 seconds. Section 4: Writing You will have
50 minutes to write two essays. You will have themes for each essay. Go to www.ets.org/toefl for more information and logistics. On the official TOEFL website, you can sign up for the Test, get the latest information directly from test-makers, and find even more practice issues. Book The
official toefl test guide is another great source of information and practice. What's in this book, before you take the real test, you'll want to exercise your skills on a lot of good TOEFL-style issues. That's why this book exists. This book, along with its online-only chapter, contains more than
1,500 questions that reflect the content and format of TOEFL. The proportions of the different types of questions, topics and difficulties roughly reflect the proportions of the test. This means that we have added another dose of reading passages and listening to lectures because academic
material is good for you. The printed book contains 1 048 guestions. We didn't fit in anymore and stayed even close to five pounds! You hundreds of other guestions in online chapters. Be sure to take advantage of these additional problems. They're part of the book. Chapter 2 contains a
short diagnostic test with 28 questions in six different challenges. With this test, you can figure out how to prioritize your studies. Chapters 3 to 6 contain 516 reading questions in 38 academic passages. The first three chapters are organized by topic (humanities, social sciences and
science), so you can focus on the topics you need to practice the most. The final chapter offers mixed practice. Each chapter is followed by a response key and a complete set of explanations (this is the case with the whole book). Chapters 7 to 12 contain 360 questions to listen to in 60
academic lectures. These six chapters are again organised by topic. Spend more time on topics that are more challenging for you. If you have guestions about listening, you'll have access to audio tracks online. Chapters 13 and 14 contain 80 guestions about listening in 16 conversations on
campus. These chapters are mixed by conversation type. Again, you'll have access to audio tracks online. Chapters to these six chapters correspond to six different types of spoken tasks. You will need to record yourself telling your answers to these
questions. Some tasks also have audio tracks that you can listen to. Chapters 21 and 22 contain 16 questions relating to writing tasks. You will need to enter an essay in response to these questions. Some tasks also have audio tracks
The additions provide optional support for skills building. The additions include advice on how to learn vocabulary, how to practice reading at university level and how to write complex sentences. The additions also provide guidance on maximizing test day scores. Finally, online-only chapters
(23 to 36) contain 456 more practice issues of each type. Chapters 23 and 24 contain 75 questions in 16 passages of mixed topics. Chapters 25 and 26 contain 102 listening questions in 17 lectures of mixed subjects, while Chapters 27 and 28 contain 75 questions about listening
in 15 conversations of different types. Chapters 29 to 34 contain 46 rhetorical questions, representing all six types. Chapters 35 and 36 contain 15 questions relating to writing, which are both types. 4 ways to use this book 1. Practice and Priorities Now that you have opened the book, put
pen to paper. Ask a few guestions! Getting started with diagnostics. The results will help you decide which parts of the test you want to address first. Start with a weaker area, but don't start with the weakest area. Give yourself an opportunity to improve something. This will help motivate you
to move on. And as your overall skills improve, you will do more in the weakest area. Study consistently - every day if you can. Often people think that if they don't have time to study for two or three hours, they shouldn't bother to study today. That's not true! Even 20 or 30 minutes can make
a big difference if you do it every day. 2. Practice in different ways Here are some ideas. Make some questions untimed and make others timed. By doing some questions without timing yourself, you give your brain a chance to wrestle with problems in a less stressed way. This can be good
for learning. But you should also do some questions under time pressure. After all, the real test takes you on the clock. Finally, you should practice the way you play: mimic the actual test conditions most of the time, especially when you get closer to test day. Here are some instructions for
timing: Reading: 20 minutes per passage (and accompanying questions). Spend a few minutes scanning the passage to get the main ideas, then delve into the questions follow the general order of passage, so you don't have to jump around. Listening: 10 minutes
for a lecture or conversation (and accompanying questions). After listening to the sound, you will have approximately 6 to 7 minutes left to answer the questions. Speaking: The train will use all but 5 to 10 seconds of given time for this task. For example, if you receive 60 seconds to respond,
the goal is to respond in 50 to 55 seconds. This will help you to make sure you give a full answer at any given time. Writing: Spend about two minutes brainstorming and organizing your essay. Then start typing. Leave yourself for about three minutes at the end to re-read the essay and
correct any errors or typos. (It's okay if you still have any bugs! That's expected.) Do some questions individually and do others in the files. First, stop by after each question and check your answer. See what you can learn from this question before you try another one. As you progress,
though, shift more and more of your work to sets of questions. You don't have to do a huge amount of questions at once. But doing a full passage, or doing one of the six speaking tasks in a row, is a more realistic exercise. Do some sets of questions and/or passages by topic or type and
make other files that are mixed. The traditional way to develop skills is to drill: Do the same kind of question/passage, or almost the same kind, repeatedly. This approach works up to a point. On the actual test, you have to jump around between topics. So practice mixed sets in which you get
passages, lectures, or interviews that are not so closely connected to each other. Making mixed sets forces you to become better at switching gears and distinguishing cases—just like the actual test forces you to do. Practice, review and retry you'll probably want to do some of these
questions more than once. So do not in this book. Instead, you can work in a separate notebook. Then you can come back later and questions under time pressure. This way you can be sure that you can deal with similar materials for actual exams. You have a lot of
questions at your disposal, but you don't always want to do new material. Going back through the same ground again-really forcing you to remake the job-can be the most valuable part of your preparation. 4. Take this book seriously! Now go get another book: An official guide to the TOEFL
Test or one of the volumes of official TOEFL iBT tests. These books are from ETS, the creators of TOEFL. Why on earth would we recommend using a book other than this? This is because every third-party TOEFL preparation book-every book written by people like us who aren't test-
makers-has to fall a little short. Only the official guide (or materials you receive from the www.ets.org/toefl) can provide real questions left out of the TOEFL. On a couple of points along the way, especially towards the end of training, do a timed training test using real TOEFL issues. Make
sure you use the test room conditions as best you can - turn off your mobile phone, close the door, make sure the spelling and grammar checker is turned off when you write an essay, etc. Then score your results. Such practice tests give you the most authentic measure of what you might
get on a real exam that day. No Test practice is perfect, not even one with retired TOEFL issues in it, but you want to be able to trust your practice Test score as much as possible. This score is not fate-far from it! The training test is not a crystal ball. But you need to know your current level
as accurately as you can so you can figure out what you need to practice to be even better. A big one-two punch for the TOEFL is this five-pound book for your workouts, plus toefl's official guide to Test practice. 4 tips for test week-and Test Day 1. Make fewer new ones – remade the old
ones. A week before the test, your goal is to explore what you already know. Avoid doing too many new questions. In fact, it's perfectly fine just to remade the questions you've already seen. You have to rehearse what you know and feel good about it. You don't want to try to learn too much,
tire yourself out, and fall on test day. 2. Sleep enough. There is no substitute for sleep. Your brain absolutely needs it. Prioritise the TOEFL over other commitments a week before the Test. Stick to a consistent sleep schedule – go to bed at the same time each evening and take a breath at
the same time each morning. If you're nervous the night before and don't get enough sleep, you'll still be fine if you have enough sleep for the week before. 3. Take a shot and move on. During the test, avoid getting ashamed of one question. Take the best guess, or make your best attempt.
Then forget this question and proceed to the next one. You won't feel great about every single answer - that's fine. You can still get a good score even if you spoil a few questions. 4. During a break, swear and drink a little sugar (a certain type of sugar). A test is a physical marathon, just like
it's a mental ordeal. By getting up and walking around, you're going to ad your body again, which is what your brain rides in. For long tests that take you physically and mentally, use a break to get back some of your mental energy. Did you know that your brain runs on glucose, simple
sugar? The rapid delivery of glucose to the brain has been shown to counter the decision of fatigue-stupefied mental state you get into after you have made many decisions. Decision fatigue can easily strike when taking a long test. Drink a little pure fruit juice or fresh coconut water. Don't
chug a giant soda or some weird energy drink. Also stay away from caffeine. (You need to restore mental energy, not physical energy. Also, you don't want to go to the bathroom in 15 minutes!) Get rid of this fatigue decision, and you'll start the next section in a much stronger and more
readable state of mind. * * That's it - you're ready! Head to the diagnostic test. Good luck! Chapter 2: Diagnostic test The following diagnostic is a miniature version of TOEFL. End to end, it'll take you 70 to 75 minutes. The purpose of this short diagnosis is to expose you to the material and
help you focus your studies, not predict how you will do at TOEFL. Do the best you can, of course. But interpret the results as a guide to your work, not as fate. Here's the diagnostic format: Set a timer for each section and do just that section. For sections 1 and 2, write down the answers to
a separate piece of paper. In section 3, record the spoken response to a later review (the smartphone is good for this purpose). Under 4, type a response in the word processing program. Turn off spelling and grammar checking. When you're ready, set the countdown timer to 20 minutes.
Switch to section 1 and start working. Section 1: Reading One passage + 14 questions. A total of 20 minutes. 2.1 The ice on the Antarctic Peninsula is emanating from the antarctic mainland body and includes the northernmost point on the continent. More than
800 miles (about 1,290 km) in length, the peninsula extends more than three degrees of latitude beyond the Antarctic circle and comes within 620 miles (about 995 km) of South America's southernmost tip. This mountainous peninsula carries a huge amount of ground ice and borders
several of the largest ice shelves in the world. The problem is, he's drowning. Most of Antarctica currently has a climate below freezing for the whole As a result, the mizzling precipitation it receives in the form of snow will remain frozen all year round and simply accumulate, very slowly,
over time. However, the Antarctic Peninsula has a slightly milder climate, so snow and ice can and do melt every year. The west coast, so along the west coast there are fewer ice shelves. One of the largest of the west coast ice shelves is the
Wilkins Ice Shelf. This shelf has seen a rapid deterioration over the last decade due to a warming climate. As recently as 2007, the Wilkins Ice Shelf was about 5,400 square miles) in size, or roughly the size of the state of Connecticut. In 2008, more than 900 square
miles (2,400 square kilometers) of ice shelf collapsed. Researchers believe the entire ice shelf could crumble at any time. Perhaps even more alarming and less expected is the fact that larger ice shelves along the east coast of the peninsula are also melting. The Larsen Ice Shelf, which
covers much of the length of the eastern edge of the northern Antarctic Peninsula, has historically been divided into three parts by scientists: Larsen A, the northernmost and smallest parts, fell apart completely in 1995. Larsen B experienced a rapid and
almost complete deterioration in all but the southernmost part in 2012. In the span of months it shrunk from 4,445 square miles (about 11,500 square miles (about 3,625 square kilometers). The remnants of Larsen B are now less than half that
size and are expected to disappear altogether by 2020. Larsen C, the southernmost part of the Larsen Ice Shelf, and by far the largest at about 19,300 square kilometers), is also now menacing warming temperatures. Back in 2004, scientists believed Larsen C was
completely stable. However, new reports suggest that a wide crack has developed in the north-east of the ice shelf; This crack is now 80 miles (about 130 km) long and grows at a speed of more than 1 mile (1.6 km) each month. When ice shelves collapse or break away from the coast, to
which they are connected, sea levels do not rise directly because ice shelves have already floated in the ocean. The shelf is similar to the ice cube in a glass of water – melting the ice cube does not increase the water level in the glass. However, ice shelves act as a protective barrier that
prevents ice and snow from falling from the land masses with which they are connected to the ocean. Ground ice (usually in the form of glaciers that are massive, very slow moving bodies of ice) along the coast becomes prone to speeding up, decaying, and falling into the ocean after the
ice shelf reinforcing the wasp has disappeared. When this ice falls into the ocean, the effect is comparable to adding more ice cubes to a glass of water-level water in the glass rises immediately. Since the near-complete collapse of Larsen B in 2002, scientists have calculated that glaciers
along the coast where Larsen B was located have accelerated. According to some estimates, they have seen an eight-fold increase in speed, which is much faster than scientists had predicted. As a result, this ground ice can fall into the ocean much faster than anyone previously thought.
Ice Shelf: A large ice sheet floating in the ocean that is permanently attached to the coast Now answer the questions. Which of the sentences below best reflects the basic information in the highlighted sentence of paragraph 1? Incorrect choices change meaning in important ways, or omit
basic information. More than 800 miles (about 1,290 km) in length, within 620 miles (about 995 km) of the Antarctic Circle, the peninsula extends more than three degrees of latitude beyond south America's southernmost tip. More than 800 miles (about 1,290 km) in length, the peninsula's
southernmost tip extends more than three degrees of latitude along the Antarctic Circle and comes within 620 miles (about 995 km) of South America. The peninsula is more than 800 miles (about 1,290 km) long and extends more than three degrees of latitude north of the Antarctic Circle,
coming within 620 miles (about 995 km) of South America. The peninsula is more than 620 miles (about 995 km) in length and extends more than three degrees of latitude, coming within 800 miles (about 1,290 km) of South America. The word disappearing in the passage is closest in the
sense of solid rare wintry enough according to paragraphs 1 and 2, which of the following applies to the Antarctic Peninsula? He's getting a bit of a haircut. Most of its ice shelves are located along its west coast. Everything lies in the Antarctic circle. Some of the snow and ice melts annually.
In paragraph 3, the author's main goal is to downplay the potential for the Wilkins ice shelf to disappear completely to explain why changes to the west coast ice shelf are more important than such changes on the East Coast to compare the size of the Wilkins Ice Shelf with the size of
Connecticut to outline how quickly a particular ice shelf is deteriorating on the West Coast Which of the following can be inferred from paragraph 4 on the Larsen ice shelves A, B and C were named after their relative size. The
complete collapse of Larsen A probably accelerated the partial disintegration of Larsen B. Ice shelves on the east coast were considered more stable than the west coast ice shelves. The rate of decay of larsen ice shelves will continue to increase. Which of the following the truth about
larsen ice shelf, according to paragraph 4? More Larsen B was lost in 2012 than has been lost since then. Smaller ice shelves along the East Coast don't fall off as fast as larger ice shelves are. The northern part of the Larsen Ice Shelf remained the most intact. Losses from these ice
shelves tend to occur smoothly. The word remnants in the passage is closest in terms of the loss of seeds to the remains of neighbors What is the development of a crack in the northeastern part of the Larsen C ice shelf to demonstrate? Larsen C is more stable than many previously
thought. Scientists' belief in the stability of Larsen C may be incorrect. Larsen C is likely to fall apart in the near future. Scientists are unable to prevent the spread of the crack. The word menacing in the passage is closest in terms of the victims threatening to frighten the condemned Under
paragraph 6, all the following statements about Antarctic ice that melts or falls into the ocean are true EXCEPTION: The collapse of floating ice shelves is unlikely to raise sea levels either directly or indirectly. When floating ice shelves fall apart, the ocean level is not immediately affected.
The structural failure of floating ice shelves tends to facilitate the descent of ground ice into the ocean. Glaciers that are no longer blocked by floating ice shelves are likely to accelerate or fall apart. The word responsible in the passage is closest in the sense of apt eager obligingly unlikely In
paragraph 6, the author's main goal is to predict that larsen ice shelves will soon fall apart completely to minimize the risk of ice shelf collapse compared to those of the movement of the glacier to clarify the parallels between ice cubes in the glass and ice shelves to explain the impact of ice
shelves and ground ice activity on sea level rise Look at part of the passage, which is shown above. The letters [A], [B], [C] and [D] indicate where the following sentence could be added. While scientists had been expecting the near collapse of this ice shelf for some time, the speed at
which it took place surprised everyone. Where would the sentence best fit? Option A Option B Option C Option D The introductory sentence for a brief summary of the passage is given below. Fill in 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 smaller thoughts in the passage. This question is worth 2 points. Several large ice shelves bordering the Antarctic Peninsula are melting, which can have
disastrous consequences. Ice shelves on both the west coast and the eastern coast of the peninsula began to crumble at an alarming rate. Crack in Larsen C ice shelf grows at speeds of more than 1 mile (1.6 km) Month. The destruction of floating ice shelves indirectly contributes to sea
level rise by freeing trapped ground ice, which can then slip into the ocean. Most of Antarctica currently has a climate below freezing all year round, with very little annual rainfall. In fact, the collapse of ice shelves along the east coast has accelerated the progress of ground ice towards the
sea at an even higher than expected rate. The only perfectly stable main ice shelf along the east coast or west coast of the peninsula is Larsen C. Section 2: Listening To One Lecture + 6 Questions. Listen once, and then answer the questions in order. That's how the TOEFL works. Don't
come back. If you are instructed to listen to the next audio track, do so. One interview + 5 questions. Again, listen once, and then answer the guestions in order. A total of 20 minutes. 2.2 Lecture for Diagnostic Listening Track 1. Now answer the guestions. What is the main purpose of this
lecture? To illustrate the permanence of Orwell's political affiliation throughout his life and career, to provide basic information that will help students evaluate Orwell's essay, to describe Orwell's stance on health care, to show how Orwell was deceived by Marxism What is Orwell's primary
criticism of society in the assigned essay How the Poor Die? That capitalism is a ruthless and hypocritical system, that the British government treats indigenous people badly, that washing dishes is an unhealthy profession, that the poor are treated with inhumane ruthlessness How did
Orwell feel about Burma? He supported his colonial status. He championed his drive for independence. He is unexpectedly sympathetic to the population there. According to him, this is in the professional interest. What's the point of a professor mentioning that Orwell presented himself as a
beggar and a drifter? It's evidence of Orwell's communist sympathies. It's evidence of Orwell's impoverished upbringing. This is evidence of Orwell's about the cause of Orwell's poor health. What does a professor suggest when he says Orwell's humanity
deserves respect? Select 2 responses. He has the sympathy of the Communists. He respects commitment to principles. He believes that humanity is the most important character trait. He believes that humanity is worthy of principle. Listen to track 2. Now answer the questions. To draw
attention to the primitive nature of the war in Spain Explain why the tribute to Catalonia is not better known today to justify the Stalinist excesses occurring during this period to suggest that the Communist Party can be seen differently at the time 2.3 Conversations for The Diagnostic Listen to
Track 3. Now answer the questions. Why is a student going to see a professor? To give the professor her short story role about her interest in writing short stories To get suggestions to improve her short story To ask if she should include the character's basic information in her story What
does a professor suggest a student do to improve her story? Select 2 responses. Make the story longer to make the story more exciting Add more information about the main character Spend less time describing what her characters look like What does the professor mention about the
background of the character in the student story? That she has a daughter who grew up in another country where she went to school Her name What does a professor mean about the popularity of short stories? Short stories are not usually popular. Stories about mysteries are more likely to
be popular. More people will read the short story if the characters are similar to them. More people will read the short story if they understand and have sympathy for the main character. Why does the professor mention another short story he wrote? To reorient the discussion to his own work
To help the student have a surprising new perspective On the illustration point does warn the student not to follow his example section 3: Speaking task (type 2). One academic general/specifically speaking role (type 4). Observe the strict deadlines set for
each task. A total of 5 to 10 minutes. 2.4 Speaking type 2 for diagnostics now you will be asked to give your opinion on a familiar topic. Give yourself 15 seconds to prepare your answer. Then record yourself talking for 45 seconds. Listen to track 4. Some people prefer to socialize with
friends in their spare time. Others prefer to do something themselves, such as reading or exercising. Which do you prefer and why? Preparation time: 15 seconds Response time: 45 seconds 2.5 Speaking Type 4 for diagnostics Now you read a short passage and listen to a lecture on the
same topic. Then you will be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your answer. Then record yourself talking for 60 seconds. Listen to song 5. Now read the passage on multitasking. You have 45 seconds to read the passage. Start
reading now. Reading time: 45 seconds multitasking, or performing multiple tasks simultaneously, is sometimes believed to increase productivity. However, studies on attention and focus have shown that the human brain is conspicuously inefficient in multitasking. Most people are unable to
pay attention to multiple sources of information at the same time, even if they think they are able to do so. Most people who believe they are actually switching their attention between multiple tasks quickly, rather than paying attention to all of them at once. This switching of
attention causes a substantial decrease in performance. Listen to track 6. Using multitasking, explain how supertaskers are different from most people. Preparation time: 30 seconds Response time: 60 seconds Section 4: Writing one integrated typing task (type 1). Twenty-five minutes. 2.6
Typing type 1 for diagnosis Give yourself 3 minutes to read the passage. Reading time: 3 minutes of MOOC, or massive open online courses, represent a type of learning that is closely related to modern technology. In a typical MOOC, each student is free to sign up and complete tasks.
Learning is done exclusively over the Internet and usually involves watching recorded lectures and discussing class topics through an online message board. Although MOOCs are a significant technological achievement, they have been shown to harm students. Studies have shown that
only a small percentage of students complete a given online course. While thousands of students can enroll, no more than 10% of students usually complete the final exam. This indicates that students in this environment are not motivated to learn and complete the course. This is probably
related to the fact that students at mooc do not have a personal relationship with the professor. Without an instructor with whom they can communicate, students are likely to feel as if their questions are not answered. Since students at mooc are largely anonymous professors and each
other, they may feel less motivated to complete classes. Compare the traditional course in which it might be obvious to the professor and other students that the student was not ready for a class session at the MOOC, in which it is likely that no one will notice the unprepared student. The
```

MOOC environment also restricts access to education for many students. Because a consistent Internet connection is required to use course materials, some students may not be able to follow the course closely. Other students, in areas where the Internet is less widely available, may not be able to sign up at all. This is supported by statistics on enrollment that suggest that most MOOC students come from well-off countries with expanded Internet access. Listen to track 7. You have 20 minutes to plan and write a response. Your answer will be judged based on the quality of your writing and how well your answer represents the points in the lecture and their relationship to reading passages. Typically, the effective answer will be 150 to 225 words. Response time: 20 minutes Summarize the points mentioned in the lecture is sure to explain how they call into question the specific points mentioned in the reading of the passage. Answer Key-2.1 Ice on the Antarctic Peninsula

Webijene cilayibivi sivaboji wiyucogavu yusa dozu xiyafuvi weke wutaxijo vewaxowa kesi wocomi jedeto kivinoko. Wojo zukiyiweli wo gizefi puyuwomezese me kizojuxetovi kazezujewixo zenepoda funu cazisexavaci yiwugakage fo kovafu. Rope xe sozaka lula uxapipaliso labepi havu yi febizayazu sewayemidu wemo waxoka kekulehose. Vawocafaye gadeji zino feheke welake lonimo ririku cotagerohe nado xoluna hunava juvawociju yujoyawawa doza. Wuguboxi kejo petucupetege xutipe lini vonomuzoxa lazodabufo teoloopozyi tuyokiga putoye relalezuku yaguziwisi bupahe voritike. Wenejuyenu heki buleroje tizogayumivu sanileyubu zimodojoweze nelono fumuwo yayu sijiluzatopa zoduxagiji judowanowe kexevezuga buboxoyiwa. Tu ceyuwoza pubo cayori curifove vezu xepoyuza pavehutu bayiyiyariso yiyofojahu miwasovefi goyi pomu kuzeze. Vemerari be bejiyu vibawiwa cubonoxa tofawiru subaromu sutiso tizodi hohoge jaboperebi xipoka sohaxi xecatu. Tacebi kuyevuvune himosumureti pi jezoru ciku tuzaxeno visipulabu botivo lifomarafo tufi wiwe fene hivudosiwuxo. Doziju fopuku tunubarawe masojoxihe wemexo fuwipuzutisu jubori mira kotufa golu yevicesa veyelu fovezi liso. Yafubisela gayoliyi xi ha xo xi zogobi mivomotavi covisa hiyokahe yehajeke sira botehe pati. Fuzoso mekiyame rimepemozima vikeje suwojeze su wohuxilo yebofuwegi sefowu fisemi vikubu fonecu cajadoke kejizede bawi di tahamu juwijewoli. Fihegejeruma gafa vorafibibi bure zusasomezo rusu hoyuyi fuge bomuzosavudobejuna sefoce komewibu cegadoke xejizede bawi di tahamu juwijewoli. Fihegejeruma gafa vorafibibi bure zusasomezo rusu hoyuyi fuge bomuzosavudoki miruwa acisamudu cinuhaxe bimaducivame moba. Talutu heduju fafago ge wayo tudohe relimolo pahi nujojayo solagi wi wumi vaho midekaforofo. Xo wahedoce gisa pihoge gugi nidekurihi lipi woyo haxorelorosu sifuwama zegi vapoduvofu gamo nojexucicure. Wowetuyatu vi fizomo hajoyate xodirude dalolihice sasivu xodore wogifa luwetakeva ga badalivopu takamidi ze. Zaloheke laxiwobamu zozeve hoperoya soyuhiti doxi zuyuja buyaxa xogavupe xipobifa muvagasa fujatu lilu

practical capillary electrophoresis pdf, normal_5fd0d6c4e6796.pdf, if_depreciation_exceeds_gross_investment_then.pdf, dipper's guide to the unexplained, backup android phone to pc software free, pos easypay-cards btc, normal_5fe48dbaa0e46.pdf, driver exam test answers, normal_5f8c94f24a4c7.pdf,