

200% TOEFL iBT 2023

Couvre
la dernière
version du
TOEFL iBT

7^e édition

TOEFL iBT (Computer based test)
Préparation complète
Enrichi par le **e-learning**



INCLUS EN LIGNE

Fichiers audio | Suivi de performance | Identification des faiblesses

prepmyfuture.com

ellipses

Mini TOEFL iBT - READING

READING SECTION DIRECTIONS

The Reading section measures your ability to understand academic passages in English. You will read passages and answer questions about them. Answer all questions based on what is stated or implied in the passage.

There are three passages in a full TOEFL iBT test. You should allow 18 minutes to read each passage and answer the questions about it.



Reportez vos réponses pour analyser votre performance.



Entraînez-vous dans les conditions d'examen.

prepmyfuture.com/book/68/ex/1909



Continental Drift Theory

[P1] Near the beginning of the twentieth century, German meteorologist Alfred Wegener noted that if one were to put the Atlantic coasts of Africa and South America together, they would fit much like a two gigantic jigsaw puzzle pieces; he found similar connections between living organisms found in India, Australia and Antarctica—scientists had been finding nearly identical species of plants and the bones of ancient animals on separate continents, separated only by oceans or other large bodies of water. **These observations led Wegener to propose a startling, new and controversial theory: all the current disparate continents of the world were once one, huge mega-landmass some 200 million years ago.**

[P2] Wegener knew that he would face scepticism, so he did his best to strengthen his theory. He referenced accurate geological maps to demonstrate the uncanny match of geological formations and questioned why coal deposits, commonly associated with tropical climates, would be found near the North Pole and why the plains of Africa would show evidence of glaciers. Wegener also presented examples where fossils of exactly the same prehistoric reptile species were distributed where you would expect them to be if central South America and southern Africa had once been side-by-side. In 1912, he published his theory of “Continental Drift”—where he theorized that continents slowly move around the globe, pulling away from each other and pushing into each other over millions of years—and faced **backlash** from the scientific community.

[P3] “Continental Drift” challenged then-accepted theories and facts in multiple scientific fields. One of Wegener's critics, the geologist R. Thomas Chamberlain, proposed alternative explanations for what Wegener saw. To explain the unusually-similar distribution of fossils, Chamberlain proposed there may once have been a network of land bridges between the different continents, while, to explain the existence of fossils of temperate species being found in arctic regions, he proposed the existence of warm water currents connecting the polar regions to the equatorial zones of the Earth. Modern scientists now look at these explanations as desperate attempts to prevent Wegener's ideas from gaining supporters, but, at the time, reactions by scientists such as Chamberlain did help to **dampen** support for continental drift.

[P4] Wegener's theory did have its rough edges. Wegener did not have a solid explanation for how Continental Drift could have occurred. He proposed that a combination of the centrifugal force caused by the rotation of the Earth and the tidal attraction of the Sun and the Moon may cause the continents to move slowly over time. Unfortunately, Wegener knew these explanations were inadequate. Wegener himself really did not believe that he had the correct explanation for the mechanism, but that this should not stop all discussion of his hypothesis.

[P5] Wegener's theory did gain some support in 1929, when British geologist Arthur Holmes suggested a possible process for continental drift based on the idea that the Earth's mantle* undergoes ‘thermal convection’. This is based on the fact that as a substance is heated its density decreases and rises to the surface until it is cooled and sinks again. Holmes believed that this repeated heating and cooling of semisolid rock under the Earth's surface could result in an upward-and-downward current which may be enough to cause continents to move. However, his idea received little attention at the time.

[P6] Not until the 1960's did Holmes' idea—and, therefore, Wegener's original theory—began to be studied by more scientists. Greater understanding of the ocean floor and the discoveries of features like mid-oceanic ridges and geomagnetic phenomena related to these ridges, suggested convection might indeed be at work. These discoveries and more led Harry Hess of Princeton University to publish similar a hypothesis based on thermal convection currents, which he called “sea floor spreading”. This idea was basically the same as that proposed by Holmes over 30 years earlier, but now there was much more evidence to further develop and support the idea. The theory of continental drift finally gained the acceptance of the greater scientific community Wegener had sought nearly half a century earlier.

**Earth's mantle: a region of hot, dense, semisolid rock in the interior of the Earth between the inner core and the outer surface.*

- **Question 1** Which of the following best expresses the essential information in the highlighted sentence in Paragraph 1? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Because it looked like the various continents could fit together like pieces of a puzzle, Wegener came to believe that they had surprisingly once been a single continent in the distant past.
 - (B) Wegener felt that his theory better explained how continents had been connected millions of years ago.
 - (C) Wegener used new and unusual research to support his theory that all the continents of the world had had once been part of a giant, super-continent.
 - (D) After looking at the shape of the continents, Wegener theorized that all the continents of the world would one day be connected.
- **Question 2** The word "backlash" in paragraph 2 is closest in meaning to:
- (A) acceptance
 - (B) opposition
 - (C) review
 - (D) reversal
- **Question 3** Why does the author mention "land bridges" in paragraph 3?
- (A) to present information supporting Wegener's theory of Continental Drift
 - (B) to explain how water currents move water to the arctic regions from the equator
 - (C) to highlight evidence that contradicts Wegener's theory of Continental Drift
 - (D) to introduce a possible explanation for the spread of animal species across various continents
- **Question 4** What role did R. Thomas Chamberlain play in the scientific debate over Wegener's theory of Continent Drift?
- (A) His theories weren't accepted by many of the scientists at the time, but have since been reconsidered.
 - (B) He only partly agreed with Wegener.
 - (C) He proposed alternate hypotheses that could explain Wegener's evidence for Continental Drift.
 - (D) His contributions opened up interesting questions about continent formation that should be examined.

- **Question 5** The word "dampen" in paragraph 3 is closest in meaning to:
- (A) lessen
 - (B) move
 - (C) excite
 - (D) increase
- **Question 6** What can be said about Wegener's explanation for the mechanism of Continental Drift?
- (A) He believed it was sufficient to explain the movement of continents.
 - (B) It relied on the motion of the Earth as a cause for the movement of continents.
 - (C) It could also explain the movement of ocean tides.
 - (D) He believed the Earth's rotation was enough to cause the movement of continents.
- **Question 7** According to the passage, all of the following can be said of Arthur Holmes' theory explaining a mechanism for Continental Drift EXCEPT:
- (A) It involved the effect of variations in temperature deep under the Earth's surface.
 - (B) It was greatly supported by later research conducted in the 1960's by other scientists.
 - (C) Wegener and Holmes worked together to create a hypothesis for the process of Continental Drift.
 - (D) He believed that thermal convection caused continents to move away from each other.
- **Question 8** According to Holmes, what could have caused the continental drift?
- (A) presence of semisolid rock beneath the continents
 - (B) the contrasting forces that guide ocean currents
 - (C) the abrupt drop in the mantle's temperature
 - (D) the motion of the Earth's mantle
- **Question 9** Look at the four squares in paragraph 5, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

In fact, they exposed Wegener to ridicule because they clearly could not demonstrate the origin of a force that could have caused the movement of landmasses as large as continents.

Wegener's theory did have its rough edges. **A** Wegener did not have a solid explanation for how continental drift could have occurred. **B** He proposed that a combination of the centrifugal force caused by the rotation of the Earth and the tidal attraction of the Sun and the Moon may cause the continents to move slowly over time. Unfortunately, Wegener knew these explanations were inadequate. **C** Wegener himself really did not believe that he had the explanation for the mechanism, but that this should not stop discussion of a hypothesis. **D**

- (A) **A**
- (B) **B**
- (C) **C**
- (D) **D**

■ **Question 10** Directions:

An introductory sentence for a brief summary of the passage is provided below.

Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

This question is worth 2 points.

- “Continental Drift” theorizes that continents are able to move around the globe.
 - _____
 - _____
 - _____
- (A) Wegener believed Continental Drift was caused by a process of thermal convection under the Earth’s surface.
- (B) It attempted to explain how and why similar plants and animals could be found on distant continents.
- (C) Wegener discovered the existence of glaciers in Africa and went on to prove that the continent was once closer to the North Pole.
- (D) It hypothesized that a land-bridge may once have connected Africa and South America.
- (E) Holmes identified in the thermal excursion beneath the Earth’s surface a possible explanation for the movement of the continents.
- (F) Only after several scientific studies has it been possible to recognize the validity of Wegener’s initial hypothesis.

Mini TOEFL iBT - LISTENING (AUDIO)

LISTENING SECTION DIRECTIONS

The Listening section measures your ability to understand conversations and lectures in English. You will hear a conversation or lecture **only one time**, and you will answer some questions about them. The questions typically ask about the main idea and supporting details of the conversation and lecture. Some questions will ask about a speaker's purpose or attitude. Answer the questions based on what the speakers state or imply.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored.

In some question, you will see an audio icon. This means that you will hear, but not see, part of the question.

You should answer each question, even if you must guess the answer.



Reportez vos réponses pour analyser votre performance.



Entraînez-vous dans les conditions d'examen.



Écoutez les fichiers audio.

prepmyfuture.com/book/68/ex/1910



Listen to part of a discussion in an American history class. The professor is talking about President Theodore Roosevelt.

■ **Question 1** What are the main topics of the lecture?

Click on 2 answers.

- (A) How Roosevelt was able to pass laws protecting the environment
- (B) How Roosevelt became president of the United States
- (C) Why Roosevelt wanted to be president of the United States
- (D) The kinds of legislation Roosevelt helped pass as president

■ **Question 2** According to the professor, Roosevelt did all of the following EXCEPT:

- (A) Write books about his life in the Dakotas
- (B) Help increase competition among large companies
- (C) Leave a position in government to join a war
- (D) Run for political office in the American West

- **Question 3** According to the lecture, what did Roosevelt write about after the death of his wife and mother?
- (A) Life in the American West
 - (B) His career in politics
 - (C) The conservation of natural resources
 - (D) His experiences as a Rough Rider

- **Question 4** Listen again to part of the lecture. Then answer the question.

What does the professor mean by this statement?

- (A) Roosevelt did not enjoy working with the Republican Party in New York.
- (B) Roosevelt did not enjoy being the governor of New York.
- (C) After Roosevelt was elected Vice-President, legislators in New York did not have to work with him anymore.
- (D) The Republican Party in New York did not expect Roosevelt to become Vice-President.

- **Question 5** What were some of Roosevelt's accomplishments as President?

You can click on more than one answer.

- (A) Building a national highway network
- (B) Higher standard for food safety
- (C) More control of American waterways
- (D) Increasing the number and size of national forests

- **Question 6** What can be inferred about Roosevelt's involvement in the Spanish-American War?

- (A) It was instrumental in winning the war against Spain.
- (B) It made him more famous in the U.S.
- (C) He reluctantly became a soldier in the war.
- (D) It led to him becoming Secretary of the Navy.

Listen to a conversation between two students regarding a class presentation.

- **Question 7** What is the main purpose of the conversation?

- (A) To organize a trip to a museum
- (B) To go over material for a test
- (C) To prepare for an oral report
- (D) To find more material for a presentation

- **Question 8** According to the conversation, which of the following statements is true?
- (A) The two students will meet tonight to finalize their presentation outline.
 - (B) The two students will likely meet the day before their presentation.
 - (C) The two students haven't collected all the photos they need for the presentation.
 - (D) The two students will meet with the professor tomorrow.
- **Question 9** Listen again to part of the conversation, then answer the question.
- (A) She thinks the theory is unrealistic.
 - (B) She thinks the event happened in another location.
 - (C) She is unclear what the theory is trying to prove.
 - (D) She doesn't think he should include the information in the presentation.
- **Question 10** Listen again to part of the conversation, then answer the question.
- (A) Her experience at the museum may be put in a film.
 - (B) What she was able to do at the museum was uncommon.
 - (C) She is disappointed she wasn't able to find anything interesting during the excavation.
 - (D) She didn't know anyone else who was with her at the museum.
- **Question 11** According to the conversation, what did the woman do at the La Brea Tar Pit Museum last year?
- (A) Find the bones of a saber-toothed cat in the tar pits
 - (B) Meet the scientist who first studied the tar pits
 - (C) Find paintings of ancient animals found in the tar pits
 - (D) Search for animal and human remains in the tar pits