

Adam Scott Worcester, Tom Kane and Alan Townend

TOEFL TEST 3

Internet-based test

Reading
Listening
Speaking
Writing



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Reading Set 1

Eastern cottontails

The Eastern cottontail rabbit (*Sylvilagus floridans*) is a resilient and adaptable mammal in the **order** Lagomorph—an order which also includes hares and picas. The species *floridans* includes eighteen recognized subspecies. It is one of the most populous of North American wildlife species. Very high **mortality** counters a similarly high birth rate, and as such the species is not considered to be under any kind of threat.

The Eastern cottontail is plump, with a grey-brown coat, white underbelly, and short white tail. It has large eyes, long ears, and weighs two to four pounds. Cottontails avoid predators by initially freezing to avoid detection. If chased, the cottontail can leap ten to fifteen feet in one bound, and rapidly changes direction to throw off predators in pursuit. They are capable of reaching speeds of up to fifteen miles per hour. The cottontail has an average life expectancy of one year. Only one of one hundred cottontails will live to three years.

The Eastern cottontail is found in southern Canada, eastern Mexico and Central America; and through the South, the Midwest, and the majority of the eastern half of the United States save for the northern extremes of New England. The Eastern cottontail was introduced to parts of New England outside its original range in the 1930s, and populations there are expanding rapidly. There has been a corresponding decline in the native New England cottontail in areas where the Eastern cottontail has been introduced; however, studies have yet to irrefutably prove that the New England species' decline is directly related to competition with the Eastern cottontail. This rabbit, like most species, prefers early succession forests and meadows, with the availability of grasses, forbs, and dense bushy areas. Nearby cover is required for escape from predators. Eastern Cottontail rabbits are extremely adaptable, and are thus also common to suburban areas characterized by open parks and lawns interspersed with stands of shrub and woods.

Cottontails breed from late winter to early fall. ♦ The female digs a small, shallow nest and lines it with soft plant materials and fur pulled from her own coat. Gestation is just under one month, after which a litter of up to nine kits is born. □ Average litter size is closer to four or five. Female cottontails are able to **mate** again the same day they give birth. ▲ The mother will tend to her young for three weeks, after which the kits remain nearby the nest for another four weeks before starting out on their own. ○ Cottontails are sexually mature at about three months, and can have three or four litters a year.

This high reproductive rate and early maturity foils a similarly high mortality rate. Cottontails are a common prey species for domestic cats and dogs, as well as **their** more natural antagonists: owls, raptors, foxes, coyotes, bobcats, snakes, skunks, and some members of the weasel family. They are also common casualties of mowers and farm implements, and are the most common road-killed animal in the Midwestern United States. In addition, they are a popular **game** animal throughout the U.S., and in many cases can be hunted on private property without a permit. Around one quarter of the young rabbits born in a year are killed by predators, including humans

The species' adaptability to urban environments and rapid reproduction rate keeps the population stable and high. Much attention is paid to managing the cottontail as a garden **pest**, as they are yard-raiders and often abscond with backyard gardeners' lettuces and tulips. During the cold northern months, when the preferred diet of green shoots and grasses is unavailable, cottontails gnaw the young, smooth bark from new branches on orchard and landscape trees. In these circumstances techniques of exclusion—such as fencing—are most effective, as lethal methods only solve the problem until the next generation of cottontails matures and invades. Government protection of cottontails extends only to bag limits and required permits for hunting. Many states don't have a marked hunting season, and, similarly, many states allow for the hunting of pest rabbits without

permit and without regards to bag limit once attempts have otherwise been made to restrict cottontail access.

1. The word **order** in paragraph 1 is closest in meaning to
 - (A) command
 - (B) category
 - (C) arrangement
 - (D) nationality
2. The word **mortality** in paragraph 1 is closest in meaning to
 - (A) quality
 - (B) mobility
 - (C) disease
 - (D) death
3. According to paragraph 2, which of the following is NOT true of Eastern cottontails?
 - (A) They have short white tails.
 - (B) They can bound up to 15 feet.
 - (C) They can run up to 25 miles per hour.
 - (D) They do not live long.
4. Which of the following best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.
 - (A) The introduction of Eastern cottontails into New England has hastened the decline of the native New England cottontail, which must compete with the Eastern for food.
 - (B) Studies have not yet proven that the reduction in Eastern cottontails can be directly attributed to the New England species' decline.
 - (C) New England cottontails are rapidly dying, but evidence links their mortality to the rise of the Eastern cottontail after its introduction to New England.
 - (D) Though the number of native cottontails has fallen in areas where natives compete with the Eastern cottontail, it remains unproven that the intruders caused the decline.
5. Look at the four symbols [◆, □, ▲, ○] that indicate where the following sentence can be added to the passage.

During this time, males fight with each other, and males and females perform a kind of mating "dance," which ends with both partners leaping straight up in the air.

Where would this sentence best fit?

6. The word **mate** in the passage is closest in meaning to
 - (A) match
 - (B) copulate
 - (C) befriend
 - (D) entrap
7. The word **their** in paragraph 5 refers to
 - (A) dogs
 - (B) cats
 - (C) species
 - (D) cottontails

8. The word **game** in the passage is closest in meaning to
 - (A) fun
 - (B) sport
 - (C) legitimate
 - (D) huntable

9. What can be inferred from paragraph 5 about Eastern cottontail rabbits?
 - (A) They taste good to eat.
 - (B) They are nocturnal.
 - (C) They are difficult to hunt.
 - (D) They would make good pets.

10. The word **pest** in paragraph six is closest in meaning to
 - (A) demon
 - (B) annoyance
 - (C) inconvenience
 - (D) robber

11. Why do cottontails eat the bark from orchard trees during the winter?
 - (A) They love the bark's taste.
 - (B) They need special nutrients.
 - (C) They can't get the food they like.
 - (D) They usually live in orchards.

12. Complete the table below to summarize information about Eastern cottontail rabbits found in the passage. Put the statement in the appropriate column. Some answer choices will not be used. ***This question is worth three points.***

Appearance	Behavior	Habitat

- (A) digs a small, shallow nest and lines it with soft plant materials
- (B) are a common prey species for domestic cats and dogs
- (C) prefers early succession forests and meadows
- (D) plump, with a grey-brown coat
- (E) can leap ten to fifteen feet in one bound
- (F) Government offers limited protection from hunters
- (G) are common to woody suburban areas

LISTENING SECTION

Lecture

Narrator: Listen to part of a lecture from a science class. (Listening 1)

1. What aspect of carbon footprint does the professor mainly discuss?

- (A) Its genesis
- (B) Its impact
- (C) Its location
- (D) Its definition

2. Listen again to part of the lecture. Then answer the question. (Listening 2)

What does the professor mean when he says this:

Hmmm....think so, huh?

- (A) He thinks the students know what "carbon footprint" means.
- (B) He believes the students don't know the real meaning.
- (C) He is angry that the students did not look up the definition.
- (D) He finds it interesting that so few students have raised their hands.

3. According to the professor, what is true of greenhouse gases?

- (A) They keep the Earth's temperature at 59 degrees F.
- (B) They consist partially of carbon monoxide.
- (C) They block the heat radiating from the Earth.
- (D) They shield the radiation beaming from the sun.

4. Why does the professor mention a beach?

- (A) To illustrate an analogy
- (B) To contradict an argument
- (C) To explain a principle
- (D) To exemplify pollution

5. Listen again to part of the lecture. Then answer the question. (Listening 3)

What does the professor imply about detail when he says this:

Without going into too much detail,

- (A) It is too complex for the students.
- (B) It is unnecessary right now.
- (C) He will provide it later.
- (D) He does not understand it.

6. What will the professor most likely talk about next?

- (A) Federal laws related to greenhouse gases
- (B) How to make cars that are less polluting
- (C) Future effects of greenhouse gases worldwide.
- (D) How to measure personal carbon footprints

Conversation

Narrator: Listen to a conversation between a student and a campus police officer.
(Listening 4)

7. Why does the student visit the campus police?

- (A) To register a bike
- (B) To report a crime
- (C) To fill out a form
- (D) To ask a question

8. What does the officer say about bike thieves?

- (A) They will be caught shortly.
- (B) They are not intelligent.
- (C) They are quick and efficient.
- (D) They usually leave behind the lock.

9. Why didn't the student register her bike with the police?

- (A) She had procrastinated.
- (B) She did know it was required.
- (C) She forgot an appointment.
- (D) She did not trust the police.

10. Listen again to part of the conversation and answer the question. (Listening 5)

What does the officer mean when he says this:

But I wouldn't hold my breath if I were you.

- (A) Holding your breath can be dangerous.
- (B) The student should help look for the thieves.
- (C) The officer does not want to help the student.
- (D) The student should not anticipate getting her bike back.

11. What is the officer's attitude toward the student?

- (A) Cynical
- (B) Impatient
- (C) Compassionate
- (D) Condescending