

TOEFL – MOCK EXAM

NAME:

SCORE: ____/120

READING

Recommended time: 20 minutes

History of the Chickenpox Vaccine

Chickenpox is a highly contagious infectious disease caused by the Varicella zoster virus; sufferers develop a fleeting itchy rash that can spread throughout the body. The disease can last for up to 14 days and can occur in both children and adults, though the young are particularly vulnerable. Individuals infected with chickenpox can expect to experience a high but tolerable level of discomfort and a fever as the disease works its way through the system. **The ailment was once considered to be a “rite of passage” by parents in the U.S. and thought to provide children with greater and improved immunity to other forms of sickness later in life.** This view, however, was altered after additional research by scientists demonstrated unexpected dangers associated with the virus. Over time, the fruits of this research have transformed attitudes toward the disease and the utility of seeking preemptive measures against **it**.

A vaccine against chickenpox was originally invented by Michiaki Takahashi, a Japanese doctor and research scientist, in the mid-1960s. Dr. Takahashi began his work to isolate and grow the virus in 1965 and in 1972 began clinical trials with a live but weakened form of the virus that caused the human body to create antibodies. Japan and several other countries began widespread chickenpox vaccination programs in 1974. However, it took over 20 years for the chickenpox vaccine to be approved by the U.S. Food & Drug Administration (FDA), finally earning the U.S. government’s seal of approval for widespread use in 1995. Yet even though the chickenpox vaccine was available and recommended by the FDA, parents did not immediately choose to vaccinate their children against this disease. Mothers and fathers typically cited the **notion** that chickenpox did not constitute a serious enough disease against which a person needed to be vaccinated.

Strong belief in that view eroded when scientists discovered the link between Varicella zoster, the virus that causes chickenpox, and shingles, a far more serious, harmful, and longer-lasting disease in older adults that impacts the nervous system. They reached the conclusion that Varicella zoster remains dormant inside the body, making it significantly more likely for someone to develop shingles. As a result, the medical community in the U.S. encouraged the development, adoption, and use of a vaccine against chickenpox to the public. Although the appearance of chickenpox and shingles within one person

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can be many years apart—generally many decades—the increased risk in developing shingles as a younger adult (30-40 years old rather than 60-70 years old) proved to be enough to convince the medical community that immunization should be preferred to the traditional alternative.

Another reason that the chickenpox vaccine was not immediately accepted and used by parents in the U.S. centered on observations made by scientists that the vaccine simply did not last long enough and did not confer a lifetime of immunity. In other words, scientists considered the benefits of the vaccine to be temporary when given to young children. They also feared that it increased the odds that a person could become infected with chickenpox later as a young adult, when the rash is more painful and **prevalent** and can last up to three or four weeks. Hence, allowing young children to develop chickenpox rather than take a vaccine against it was believed to be the “lesser of two evils.” This idea changed over time as booster shots of the vaccine elongated immunity and countered the perceived limits on the strength of the vaccine itself.

Today, use of the chickenpox vaccine is common throughout the world. Pediatricians suggest an initial vaccination shot after a child turns one year old, with booster shots recommended after the child turns eight. The vaccine is estimated to be up to 90% effective and has reduced worldwide cases of chickenpox infection to 400,000 cases per year from over 4,000,000 cases before vaccination became widespread. ■ (A) In light of such statistics, most doctors insist that the potential risks of developing shingles outweigh the benefits of avoiding rare complications associated with inoculations. ■ (B) Of course, many parents continue to think of the disease as an innocuous ailment, refusing to take preemptive steps against it. ■ (C) As increasing numbers of children are vaccinated and the virus becomes increasingly rarer, however, even this trend among parents has failed to halt the decline of chickenpox among the most vulnerable populations. ■ (D)

*Which of the following best expresses the essential information in the **bolded** sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.*

- U.S. parents believed that having chickenpox benefited their children.
- U.S. parents believed that chickenpox led to immunity against most sickness.
- U.S. parents wanted to make sure that their children developed chickenpox.
- U.S. parents did not think that other vaccinations were needed after chickenpox.

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Which of the following can be inferred from paragraph 2 about the clinical trials for the chickenpox vaccine?

- They took longer than expected.
- They cost a lot of money to complete.
- They took a long time to finish.
- They were ultimately successful.

*The word **notion** in the passage is closest in meaning to*

- history
- findings
- fact
- belief

*According to paragraph 3, which of the following is true of **Varicella Zoster**?*

- It typically attacks adults who are over 60 years old.
- It is linked to a serious disease that occurs more commonly in adults.
- It likely is not a serious enough threat to human health to require a vaccine.
- It is completely eradicated from the body after chickenpox occurs.

*The word **prevalent** in the passage is closest in meaning to*

- dangerous
- widespread
- infectious
- contaminated

*The word **it** in the passage refers to*

- being infected with chickenpox
- getting a vaccination
- building an immunity
- developing shingles

According to paragraph 4, many parents did not choose the chickenpox vaccine because

- They believed that the virus was weak and not especially harmful.
- They thought that scientists did not have enough data to reach a conclusion.
- They were unsure about the utility of the vaccine given its expected duration.
- They were convinced it was potentially very toxic, particularly for older children.

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According to paragraph 5, which of the following was true of the rates of chickenpox before the chickenpox vaccine became widely used?

- It was 10 times higher.
- It was consistently rising.
- It declined over time.
- It fluctuated over several decades.

Look at the four squares [■] that indicate where the following sentence could be added to the passage.

Meanwhile, some continue to remain unconvinced, citing a supposed potential of the vaccine to do harm.

Where would the sentence fit best?

- ■ (A)
- ■ (B)
- ■ (C)
- ■ (D)

Directions: Below, select the *TWO* statements that describe chickenpox. Then select the *THREE* statements that describe shingles, and **drag** statements into the correct category. (See the screenshot above.) Between the chickenpox

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category and the shingles category, two answer choices will NOT be used.

Chickenpox - 2 answers

Shingles - 3 answers

Combined, this question and the next one are worth 4 POINTS.

- It primarily afflicts adults.
- Public vaccination campaigns against it began in the 1970s.
- It is a serious, lingering illness.
- It was considered an irksome but relatively harmless ailment.
- Infection primarily occurs as a result of close contact with infected rashes.
- There is confusion as to exactly what virus causes it.
- It negatively affects the nervous system.

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LISTENING

Recommended time: 20 minutes

What is the main purpose of the lecture?

- Explaining the role of apex predators in their environments
- Demonstrating that wolves are the most important apex predator in California
- Detailing the behaviors of apex predators and their prey
- Providing reasons for apex predators' behavior

Why are smaller predators usually not classified as apex predators?

- Because they are scavengers who eat animals that are already dead

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- Because they are also eaten by other larger predators
- Because they only eat worms and insects
- Because they sometimes attack and kill other predators

Why does the professor point out differences between the diets of vultures and eagles?

- To explain the ways in which human activity can influence predators
- To show how apex predators' behavior affect the availability of food for scavengers
- To distinguish between types of meat-eaters within the category of "apex predator"
- To clear up a possible source of confusion when identifying an apex predator

What is the professor's opinion of past efforts to remove apex predators from the environment?

- The efforts focused too much on protecting livestock.
- It should only have been done temporarily, with careful planning by local authorities.
- Removing apex predators has had negative, unpredictable consequences.
- Their removal has had advantages and disadvantages, depending on the way it affected prey.

What does the professor imply about the effect wolves have on their surrounding environment?

- Farm animals require less roaming space when wolves are near.
- Wolves are useful in maintaining the populations of both prey and smaller predators.
- Livestock are posed an even greater threat from wolves than from smaller predators.
- Wolves are more important to the environment than are other predators, such as bears.

Listen again to part of the lecture. (Click the audio below to replay what the professor said.)

Why does the professor say this?

- He believes that the students don't remember his earlier statements about what predators do.
- He is demonstrating that scavenging and hunting are done by completely different types of animals.
- He wants to clarify why certain scavengers are not considered predators.

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- He is frustrated that people often mistake scavengers for true predators.

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WRITING

Recommended time: 30 minutes

For this task, you will read a passage and then listen to a lecture on the same topic. You may take notes while you read and listen. Then, you will write a response to a question that asks you about the relationship between the reading and the lecture. The question does not ask you to express your personal opinion. You may refer to the reading passage again when you write, but you will only be allowed to hear the lecture one time. You may use your notes to help you answer the question. Typically, an effective response will be **150 to 225 words**. You should allow **3 minutes** to read the passage. After 3 minutes, listen to the lecture. Finally, allow **20 minutes** to plan and write your essay. **You may continue to view the passage as you write.**

Review the following passage and continue.

PASSAGE

The emperor Claudius of Rome ruled an empire spanning three continents between 41 and 54 CE. His reign was of massive importance to the history of ancient European civilization. In fact, the emperor was among the most innovative, fair, and wise in all Roman history. However, because Claudius suffered from physical handicaps and spoke with a stutter, ancient authors were biased against him. Consequently, their descriptions of his time in power are almost uniformly hostile, and many ancient historians ignore all of the good that he did.

Claudius's reign was important for its major innovations. He conquered the island of Britain and incorporated it into the Roman Empire. He also built a new harbor for Rome and oversaw the construction of several new aqueducts, which brought clean water into the city. He even created laws to protect the rights of slaves and expand Roman citizenship to new people. All of these facts suggest that he was a gifted ruler with strong judgment, despite what may be found in histories written by his detractors.

Another reason for the hostility of ancient authors toward the reign of Claudius has to do with the fact that the writers were usually of senatorial class. Claudius was not elected to power by the Senate and severely limited

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its traditional powers during his reign. However, illustrating his wisdom, instead of entrusting high bureaucratic positions to senators, he preferred to give them to trustworthy slaves and former slaves (freedmen), whom he felt were more loyal to him. They worked efficiently, creating a bureaucratic framework for all future emperors. Claudius should be praised for giving political opportunities to new groups of people such as former slaves and even the women of the imperial household, including his wives.

LECTURE

Listen to the following lecture.

[Click here to listen to a lecture in a history class.](#)

Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

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SPEAKING

Recommended time: 15 minutes

TASK 1

You will now be asked to give your opinion about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Many people prefer watching music videos on television or the Internet rather than listening to the songs on their own. Which way of experiencing music do you think is preferable and why?

Preparation time: 15 seconds

Response time: 45 seconds

Use [this online timer](#) for your preparation time and response time. Record and save your answers to an audio file AND UPLOAD HERE (labeled with NAME AND SURNAME)

<https://drive.google.com/drive/u/1/folders/1xbfbB4vWMzbtbtC-vNqKglqaN60jiaUM1> .

TASK 2

You will now read a short passage and then listen to a talk on the same academic topic. You will then be asked a question about them. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Read a passage about the development of written language. You have 45 seconds to read the passage. Begin reading now.

Pictographs

Pictographs are very simple pictures that represent a word or idea. This artwork is the earliest known form of writing, with archaeological discoveries of pictographs dating back to 3000 BC in Mesopotamia and Egypt. Scholars believe that pictographs developed independently in many different parts of the world, including the Middle East, China, and Mesoamerica. Because early pictographs were meant to resemble physical objects, they tended to represent nouns that referred to concrete things, but as pictographs in the ancient world became visually simpler and more abstract, they stopped representing actual objects. Instead, they began to represent abstract